

THE EFFECTIVENESS OF TRANSFORMATIONAL LEADERSHIP BEHAVIOUR FROM STUDENTS' PERCEPTION

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ABSTRACT

Behavior of the transformational leadership plays an important role to lecturer in the College or University to lead and inspire students for excellent future. Past studies on leadership behavior was mainly focused on general style of leadership behavior and teacher effectiveness in the class where many authors readily assert teacher leaders is very importance but usually fail to define it. Hence, this study is to examine the effectiveness of lecturer's transformational leadership behavior from students' perception. This study conducted in Faculty of Management and Muamalah at International Islamic University College Selangor. The sample was randomly selected and the total number of samples for the study was 200 respondents. This study used close-ended questionnaires in gathering the data. The data has been distributed to students of Faculty of Management and Muamalah and 150 were returned. Researcher use Pearson's correlation to analyze the data. The result showed that only one dimension which is idealize attribute was not having a positive correlation with lecturer's effectiveness from student's perception. It's proven that transformational leadership behavior and lecturer effectiveness has strong correlations with students' perception.

Key words: *transformational leadership, lecturers' effectiveness, idealized behavior, inspirational motivation, intellectual stimulation, individualized consideration, idealized attributes*

Introduction

Leadership is the important factor that has ability to manage change in organizations (Sarros&Santora, 2001); it is one of the most important needs for success of each organization (Murphy&Ensher, 2008). Leadership can be defined as "the ability to inspire confidence and support among the people who are needed to achieve organizational goals" (DuBrin, 2007, p.2). Leaders can direct human resources toward the strategic objectives of the organization and ensure that organizational functions are in line with the external environment (Zaccaro&Klimoski, 2001). Furthermore, predicting the future probabilities and planning choice strategies to satisfy uncertainties are capabilities of effective leaders (Riaz&Haider, 2010). They can lead organizations to success by paying more attention to environmental changes, which in turn helps them set proper goals and objectives. One of the most important elements of

leadership that contributes to leadership effectiveness is the style of the leader. A leadership style is the behavior a leader exhibits while guiding organizational members in appropriate directions (Certo&Certo, 2006). Leaders improve their style over a period of time due to experience, education, and training. For many years, researchers have tried to explain how leaders' style or behavior relates to effectiveness (Dessler, 2004).

Transformational leadership has been demonstrated as an effective leadership style in leading organization (Felfe&Schyns, 2004), it has great effects on subordinates' behavior and organizational outcomes (Tickle et al, 2005; Bommer et al, 2004). P. V. Lewis asserted that the goal of a transformational leader is to transform people and organizations: change minds and hearts; enlarge vision, insight, and understanding; clarify purposes; make behavior congruent with beliefs, principles, and values; and bring about changes that are permanent, self-perpetuating, and momentum building. Based on Avolio and Bass' (1995), there are five components of transformational leadership which is idealized behavior, inspirational motivation, intellectual stimulation, individualized consideration and idealized attributes. Transformational leadership can be defined as individual that was born as a leader. In order to make lecturer to become more competent, characteristics or dimensions of transformational leadership is the important role. This is because characteristics or dimensions will inspire individual especially to lecturer. The main purpose of this research is to analyze the influence of transformational leadership behavior which is intellectual stimulation, individualized consideration, inspirational motivation and idealized influence on lecturer's effectiveness from student's perspective.

Basically, as a lecturer they has their own characteristics. Career as a lecturer requires a person with high self-esteem to educate childrento become good human beings and also competitive in the future. York-Barr and Duke (2004) reviewed findings on teacher leadership from the previous 20 years and argue that, while, "many authors readily assert [teacher leaders] importance and described its various forms, they usually fail to define it" In advocating the role of the teacher leader in the reform of schools, Taylor, Webb, and Jones (2004) argue, "a teacher's power is essential both within and beyond the walls of the classroom... [and] transcend the traditional boundaries of professional identify and replace traditional attempts at renewal" (p. 206). Treslan (2006) discusses the possibility of teachers being transformational in the classroom context but does not expand this beyond the classroom to work with colleagues. Thus, this research is replicate many of the features of studies carried out by Leithwood (1999) adapted from journal of Transformational Leadership and Teacher commitment to organizational Values: the mediating effect of collective teacher efficacy, John A. Ross and Peter Gray (2006) which had found significant effects of transformational school leadership on teacher's effectiveness to change. Thus, this research is to analyze whether a similar effects can be found in teaching universities by focusing more on lecturers transformational leadership behavior and its effectiveness from student's perceptions.

Literature Review

Transformational leadership has a lot of meaning. Refers to Steven Covey that is author of seven habits of highly successful people, "the goal of transformational leadership is to transform people and organizations in a literal sense that means to change them in mind and heart then enlarge vision, insight, and understanding as well as clarify that are permanent, self-perpetuating and momentum building" adapted from The Transformational Leadership Report (2007). A lecturer

is important for each university to ensure the university reaches the goals. Hence, lecturer that has transformational leadership behavior is important. The first person that introduced about concept of transformational leadership is James McGregor Burn in his book “leadership” (1976) cited from transformational leadership report (2007). Based on his concept, transformational leadership has not specific behavior. It is true because behavior is continuous process between followers and the leaders.

Besides that, transformational leader also just not doing some change and reach the goals, but it also to make well relationship between leaders and followers are ennobled. This factor is important as a lecturer. As a lecturer, he or she will be more noble when he or she is not only teach their students but also give them motivation and inspiration. According to (Benard M. Bass and Ronald E. Riggio 2005, adapted from the Transformational Leadership Book, 2006), transformational leadership involves inspiring followers to commit to a shared vision and goals for an organization or unit, challenging them to be innovative problems solvers, and developing followers’ leadership capacity via coaching, mentoring, and provision of both challenge and support. Transformation leadership is comprised of four dimensions which are idealized influence (attribute and behavior), inspirational motivation, intellectual stimulation, and individualized consideration.

Idealized influence represents followers’ confidence and appreciation which form the basis for accepting radical change in organizations (P. V. Lewis, 1996). Leaders with idealized influence are honored, appreciated, and trusted. Followers admire them, identify with them, and try to imitate them (Halan, 2004). They do not use their position and abilities to achieve personal interests, but they direct them to use the potentials of their followers to achieve shared goals (P.V. Lewis, 1996). Idealized influence is one of component of transformational lecturer. Meaning that, a lecturer should having a clear set of values and demonstrating their students in every action, providing a role model for their follower. Besides that, refers to book “transformational Leadership” by Bernard M. Bass and Ronald E. Riggio (2008), transformational leaders behave in ways that allow them to serve as role models for their followers. Meaning that, the leaders are admired, respected, and trusted. Followers identify with the lecturer and want to emulate them and lecturers are endowed by their followers as having extraordinary capabilities, persistence, and determination. Thus, there are two aspects to idealized influences such as the lecturer’s behaviors and the elements that are attributed to the lecturer by the followers. In addition, it’s similar with lecturer and lecturers who have a great deal of idealized influence are willing to take risk and are consistent rather than arbitrary. They can be counted on to do the right thing, demonstrating high standards of ethical and moral conduct. Idealized influence describes lecturer who are exemplary role models for students. Therefore, a lecturer with idealized influence can be trusted a respected by students to make good decisions for the future excellent.

More than that, transformational lecturer that has idealized behavior is living with one’s idea. The leader has behavior such as talk about their most important values and beliefs specify the importance of having a strong sense of purpose, consider the moral and ethical consequences of decisions, talks about the importance of trusting each other. This behavior based on Bass and Avolio (1994) adapted from the transformational leadership report (2007). This is similar concept with as a lecturers’ behavior. Meaning that, lecturer talk about their most important values and beliefs, specify the important of having a strong sense of purpose, consider the moral and ethical consequences of decisions, and talks about the important of trusting each other to

their students. These all is important to make lecturer become more effective by the idealized attribute that they have.

Inspirational motivation also one of the transformational lecturers' component, meaning that, lecturer that has inspirational motivation can inspire their students to become more excellent and can achieve their goals. Basically, inspirational motivation will occur when lecturer inspire and motivated their students. Lecturer that has this style will always motivate among others. According to Bass and Avolio (1994), cited from Bolden, R., Gosling, J., Marturano, A. and Dennison, P (2003), the leader that has this style usually talk optimistically about the future, talk enthusiastically about what needs to be accomplished and so on. Refers to book "transformational leadership" by Bernard M. Bass and Ronald E. Riggio, (2008) transformational leaders behave in ways that motivate and inspire those around them by providing meaning and challenge to their follower's work. So that, this dimension or behavior also influence lecturer in their work and will give the positive impact to the students indirectly.

Intellectual stimulation explains the degree in which the leaders stimulate their followers' endeavors to be innovative and creative (Limsila & Ogunlana, 2008), and consider old organizational problems with a new perspective (Moss & Ritossa, 2007). A lecturer that has intellectual stimulation will be able to encourage their students to become innovation, creative, critical thinking and problem solving as well. Lecturer also will stimulate their students to be creative in way to solve any problems or task that they have through providing mentoring and communication (Dr. Kirk Anderson and Dr. Ann Sherman (2008).

Individualized consideration refers to the degree in which leaders providing support, encouragement, and coaching to followers (Yukl, 2006). The leaders listen carefully to individual needs of followers and may delegate certain responsibilities to help followers grow through personal challenges (Bass & Avolio, 1994; Bass et al, 2003; Judge & Piccolo, 2004; Northouse, 2007). According to Dr Kirk Anderson and Dr. Ann Sherman (2008), a lecturer that has individualized consideration will be able to spend time teaching and coaching, treat students as individuals rather than just a member of the group, help students to develop their strength and so on.

Idealized attributes is more to respect, trust and faith which leaders behavior has become more on instill pride in others for being associated with them, act in ways that build others' respect, display a sense of power and competence, willing to make personal sacrifices for others' benefit and reassure others that obstacles will be overcome (Bass and Avolio, 1994 cited from Bolden, R., Gosling, J., Marturano, A. and Dennison, P (2003). Meaning that, as a lecturer she/he become a role models to their students as well as provide vision and a sense of mission as a student.

In addition, idealized attributes lecturer consistently making decisions using the same criteria builds respect and trust, as employees learn exactly what they can expect from their leader. In fact, leaders who are seen by their employees as people who can be counted on to do the right thing optimized idealized attributes, and in return are justly rewarded with their employee's trust (Kelloway and Barling, 2000). So, those lecturer with have idealized attributes that builds respect, trust and also faith to their students will become an effective lecturer.

Lecturers are the most important element in universities system which had holding various important responsibilities. Lecturer also known as central elements for universities which had able to influence on students' achievement and attitudes toward universities (Tsui and Cheng, 1999, adapted from Journal of Business Management Vol. 5(22), 2011). Thus, lectures

which are known as academic staff also responsible in encouraged students to be more highly motivation besides involved in decisions making process. Mohammed Sani Ibrahim (2011) asserted that educational leaders especially lecturer must apply effective leadership skills and create an environment that fosters a culture of excellence to attract the most able and motivate existing student. Leaders to be effective require good relationships with their followers because these relationships should enhance followers' well-being and work performance.

These relationships also may connect the followers to the group more tightly through loyalty, gratefulness, and a sense of inclusion (Hogg et al, 2005). Transformational leaders because of their close relationship with followers should be more effective than other leaders. Lecturer with transformational leadership behavior can direct their students toward effectiveness and productivity. Motivating students toward extra effort, increasing students inspiration to success, improving their performance beyond expectation and cultivating creativity and innovation among students are some of the consequences of transformational leadership (Zaidatol Akmaliah et al, 2011). Moreover, it has positive effects on leader effectiveness and performance (Hur et al, 2011; Burke et al, 2006; Judge & Piccolo, 2004).

Methodology

This study utilized a correlational research design. The population consisted of all students in Faculty of Management and Muamalah. The sample was randomly selected and the total number of samples for the study was 200 respondents. This study used close-ended questionnaires in gathering the data. The data has been distributed to students of Faculty of Management and Muamalah and 150 were returned.

Analysis

All items were measured across 5- point Likert type rading from 1= strongly disagree, 2= disagree, 3= neither agree nor Disagree, 4= Agree, 5= Strongly Disagree. All items were taken from previous studies (Bass and Avolio,1995). The data collected was analyzed using the statistical package for the social science (SPSS).

Finding and discussion

The results demonstrated that among the dimensions of transformational leadership, idealized attribution received the highest mean score ($M = 4.003$). It means idealized attributes lecturer consistently making decisions using the same criteria builds respect and trust, as employees learn exactly what they can expect from their leader. In fact, leaders who are seen by their employees as people who can be counted on to do the right thing optimized idealized attributes, and in return are justly rewarded with their employee's trust (Kelloway and Barling, 2000). So, those lecturer with have idealized attributes that builds respect, trust and also faith to their students will become an effective lecturer. Inspirational motivation received second highest mean score ($M = 3.826$). Utilizing inspirational motivation behavior, leaders inspire their followers by preparing challenges and meaning for followers' work (Avolio et al, 2004; Bass, 1999; Jung et al, 2008).

Lecturer that has inspirational motivation can inspire their students to become more excellent and can achieve their goals. Basically, inspirational motivation will occur when lecturer inspire and motivated their students.

The findings of this study supported previous research (Zaidatol Akmaliah et al, 2004; Voon et al, 2011; Lo et al, 2009). They found that inspirational motivation is dimensions of transformational leadership which received the highest mean scores. Among the dimensions of transformational leadership, intellectual stimulation (M=3.59) and idealized behavior (M=3.71) received the lowest mean scores. Beside that, the reliability of the measures was all comfortably above 0.70, ranging from 0.708 to 0.884 and no one of reliability below than 0.70. Meaning that, all the variables are acceptable. In order to ensure whether transformational leadership behavior relate with lecturer effectiveness or not, pearson correlation was run.

The result showed that four dimension of transformational leadership which are idealized behavior, inspirational motivation, intellectual stimulation and individualized consideration having a positive correlation with lecturer's effectiveness from student's perception. Only one dimension which is idealize attribute was not having a positive correlation with lecturer's effectiveness from student's perception. It's proven that transformational leadership behavior and lecturer effectiveness has strong correlations with students' perception.

The findings of current study are consistent with other researcher (Jung et al, 2009; Erkutlu, 2008; Avolio & Bass, 2004; Webb, 2003; Masson, 1998; Lowe et al, 1996; Bass & Yammarino 1991; Kirby et al, 1991), who found significant and positive relationship between dimensions of transformational and leadership effectiveness.

Conclusion

This study is an early attempt to examine the effectiveness of lecturer's transformational leadership behavior from students' perception. There are five factors that contributed to transformational leadership behavior such as idealized behavior, inspirational motivation, intellectual stimulation, individualized consideration, and idealized attributes. (Bass 1994) adapted from Bolden, R., Gosling, J., Marturano, A. and Dennison, P (2003). In this study, the effects of leadership behaviors on lecturers' effectiveness were focused. It has revealed the fact that the lecturers' effectiveness was closely affected by leadership behavior.

Therefore, it is very essential for the leaders to keep on viewing and modifying their leadership style and behavior in a way to be effective lecturer. It is the students who have to decide whether the leading style and behavior were effective or not. The findings of this study have practical implications. Since transformational leadership has been shown to be effectively related with students' perception, it has suggested the need for more transformational leaders in higher education institution.

Transformational leadership through lecturers' effectiveness was also able to build or develop students' high performance, enhance their motivation and self-confidence. In fact transformational leadership through lecturers' effectiveness moves students to accomplish more than expected. They become motivated transcend their own self interests for the good excellent future. Overall, the result of this study indicated that there was a positive and significant correlation between transformational leadership behavior and its effectiveness from students' perception.

Even though this research was extended from past research which has analyzed leadership behavior and its effectiveness influences lecturers' effectiveness from student's perception, this research was more focused and specific towards transformational leadership behavior and its effectiveness. Hence, this research quite has no similarity or relationship with any former researches.

Finally, based on the significant result in which this research has shown between transformational leaderships' behavior and its effectiveness from students perception, it is pertinent that the relationship between students and lecturer in any college or university must be kept at its best. In the future, students will become more success and will be a great person as well as a good leader. Finally, the findings of this research empirically and theoretically contribute to the body of transformational leadership theory by determining the extent to which leadership styles influenced leadership effectiveness.

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