This book, which is part of the Institute of Educational Leadership (IEL), University of Malaya book publication series, is written to help students better understand their research in Transformational and Distributed Leadership. The first objective is to provide access and visibility on past Transformational and Distributed Leadership Dissertations and Thesis at IEL to the public and other Higher Education Institutions, local and international. The second objective is to provide quick facts and information to postgraduate students in their quest for past dissertations and thesis. Thus, this will save time spent searching for each dissertation and thesis separately.

The structure of the book is based on the students' interest and need. The original full text of these dissertations and thesis can be accessed through the QR code provided at the end of each chapter. Future postgraduate students interested in Transformational and Distributed Leadership will also find this book useful. The book highlights what sort of research was done before, what kind of research is expected on Transformational and Distributed Leadership and finally how can they write a research proposal with a clear goal in mind.
Transformational and Distributed Leadership
RESEARCH AND EVIDENCE

Editors
Donnie Adams
Chua Yan Piaw
Kenny Cheah Soon Lee
Bambang Sumintono

KUALA LUMPUR 2020
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Research is part of the academic exercise of every postgraduate student. The product becomes a milestone for the student when they eventually submit a thesis or dissertation that completes their postgraduate degree requirement. Beginning research is always a challenge for a novice researcher, from finding a topic, collecting relevant information and eventually, the know-how in preparing a final research proposal.

This book, which is part of the Institute of Educational Leadership (IEL), University of Malaya book publication series, is written to help students better understand their research in Transformational and Distributed Leadership. The first objective is to provide access and visibility on past Transformational and Distributed Leadership Dissertations and Thesis at IEL to the public and other Higher Education Institutions, local and international. The second objective is to provide quick facts and information to postgraduate students in their quest for past dissertations and thesis. Thus, this will save time spent searching for each dissertation and thesis separately.

We begin writing this book based on a survey administered to existing IEL postgraduate students and alumni entitled the ‘Top five most important areas that interest you when you’re skimming through a Dissertation and Thesis.’ The feedback from students, as indicated in the figure, shows which five information areas they often seek when skimming through the dissertation and thesis. Thus, the structure and content of the book are written based on the students’ interests and needs. We emphasised only the abstract, statement of the problem, research objectives, research design, research instrument and summary of research findings from each Dissertation and Thesis. Only minimal editing was carried out on these sections without changing the content and the writing style of the original authors. In addition, the original full
text of these doctoral thesis and master dissertations can be accessed via the QR code provided at the end of each chapter.

Based on our experiences as research supervisors, we are often questioned by prospective postgraduate students on what sort of research was done before. What kind of research is expected? Is there any background literature on a theory of their interest? How do they go about writing their research proposal? This book will assist students to answer these vital questions. We hope our readers will benefit from this book in their efforts to write and produce high-quality research.

Editors
Transformational and Distributed Leadership: Research and Evidence
About the Editor and Contributors

Editors

Dr. Donnie Adams is a senior lecturer at the Faculty of Education, University of Malaya. He obtained his PhD in Educational Leadership from the University of Malaya. He is a recipient of the University of Malaya’s Bright Sparks scholarship - a special programme at UM to upgrade research and publications by selecting outstanding researchers (Bright Sparks) from within UM and other universities to serve with UM and a recipient of University of Malaya’s Excellence Award 2016: PhD Completion in Less than three Years. Dr Donnie Adams is also a candidate of AKEPT ‘Young Scholars Leadership Programme’ 2016 and University Malaya’s Emerging Scholars Leadership Advancement programme (EmeraLd). He is an author and reviewer of Web of Science ISI (Social Science Citation Index) and SCOPUS journals and the Editor-in-chief for the International Online Journal of Educational Leadership (IOJEL). He is actively involved in research and development work towards the area of leadership in special educational needs and school-wide reformation of inclusive education agenda in Malaysia.

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Contributors

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Research has demonstrated that leadership in school is pivotal to achieving the highest level of academic achievements and standards (Hallinger, et. al.: 2018; Adams, Raman Kutty & Mohd Zabidi :2017). Strong leadership leads to relatively high student achievement (Harris, Jones & Adams: 2016; Jones, et. al.: 2015).

Transformational leadership “continues to be one of the most popular leadership models in education” (Gumus et. al.: 2016: 13), and has garnered a great deal of attention over the last 30 years, which makes it one of the most influential leadership theories (Mhatre & Riggio: 2014). Although it emerged from political leadership, transformational leadership has been widely recognised as an effective means of making changes in organisations (Urick & Bowers: 2014).

This section analyses the theory of Transformational Leadership, with an overview of the origin and concept of the theory. The authors continue with a discussion of the instruments and critics of this theory in educational settings.

**Origin and Concept**

The concept of transformational leadership was first mooted by Downton in his book entitled “Rebel Leadership: commitment and charisma in
a revolutionary process” (McCloskey, n.d.) in 1973. However, many scholars believe it was first introduced in 1978 by James Mcgregor Burns in his book entitled ‘Leadership’ and further developed by Bernard Bass.

Burns’ theory of transformational leadership specifies ethical and moral issues as major dimensions coupled with employing the charisma of the leader to inspire subordinates in order to reform an organisation (Copeland: 2014). Burns studied different leadership models and focused on transactional procedure between leaders and followers. Burns believed that transformational leadership is different, as it involves the need for the leader to build a solid reciprocal relationship with respective subordinates (Vito, Higgins & Denney:2014).

Burns specified that morality and motivation play essential roles to create a mutual trust between a leader and his followers. In return, this would create a good relationship in the organisational environment as both the leader and members interact with each other to enhance commitment and devotion to achieve organisational objectives (Braun et al.: 2013). As a consequence, transformational leadership is defined as “the process of engaging with others to create a connection that increases motivation and morality in both a leader and his followers” (Northouse: 2015: 162)

Hence, transformational leaders excel at inspiring their followers so that both parties can reach a common goal. According to Burns (1978), transformational leadership is aimed at converting followers to leaders, which indicates that transformational leaders can cultivate their followers’ leadership potential.

Bass (1985) further developed the transformational leadership model to motivate followers effectively in terms of loyalty, admiration and respect to their leaders. He stated three possible claims related to a leader’s role in influencing followers. The first duty of a leader is to raise the awareness of the essential tasks and values. Secondly, the focus of tasks should be on the organisational goal instead of personal goals. Lastly, is the need to provoke subordinates into addressing higher-order needs.

Transformational leaders play a pivotal role in responding to follower’s needs (Bass: 2006). To achieve an expected goal, transformational leaders provide followers with inspirational motivations, individual consideration, intellectual stimulation and self-confidence so that their staff or crew will be motivated to make contributions and be committed to their work (Bass: 2006; Al-Husseini: 2016).

Bass (1985) modified the transformational leadership model to the “Four I’s”: 1) Idealising influence or charismatic leadership, where leaders behave as a role model to be emulated by followers;
2) Inspirational motivation, where leaders focus on motivating and inspiring certain behaviour in others to be part of the vision; 3) Intellectual stimulation, in this factor, leaders consider the abilities and the knowledge of the followers; 4) Individual consideration, where leaders are aware and interested in knowing the strength of an individual and his developmental needs (Bass & Bass: 2009; Northouse: 2015). These four elements are the essential dimensions indicating transformational leaders are meant to be influential to their followers (Bass: 2006).

So, how do leaders motivate their followers and make them committed to their common goals and objectives? According to Bass & Avolio (1994), there are two types of motivation, namely extrinsic and intrinsic motivations, that transformational leaders would consider when it comes to inspiring their followers (Levin & Lundquist: 2016). Extrinsic motivation illuminates the external desire of followers, which may be a scholar reward, incentives or a promotion within an organisation. However, it generally only provides a short-term commitment since it stresses mainly external desires.

On the contrary, intrinsic motivation refers to a “natural human tendency”, which means people will do things that they are interested in more willingly and effectively because they enjoy what truly fascinates them (Legault:2016). Intrinsic motivation is what followers desire from the bottom of their heart and it comes from within themselves. Examples include recognition from the superior or praise from friends. Transformational leadership focuses more on long-term commitment; hence, intrinsic motivation is needed if the leader were to inspire their followers, as transformational leaders provide followers with meaningful rationale to their work as well (Yammarino: 2002; Breevaart: 2014).

**Transformational Leadership in Education**

Educational institutions require effective leadership for successful organisation outcome (Adams: 2018; Harris, et. al.: 2017). Leadership has an indirect impact on students’ learning outcomes (Adams, Samat, & Abu Samah: 2018). Therefore, researchers constantly seek types of leadership to achieve organisation’s goals and objectives (Harris, et. al.: 2015). Transformational leadership plays a pivotal role in operating organisations (Vito, Higgins, & Denney: 2014). In the early 1990s, transformational leadership was seen to be the ideal style of leadership in schools (Urick & Bowers: 2014; Leithwood & Jantzi: 2009) as it was based on reforms and changes in management practice (Leithwood & Jantzi: 2006).
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