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
Contents

Lists of Figure, Diagram and Table vii
Preface ix
Acknowledgements xi
About the Editor and Contributors xiii

1 Transformational Leadership in Education: Facilitating Change
   Donnie Adams, Saleh Alshehri, Ma Meichen and Bambang Sumintono 1

2 Distributed Leadership in Education: Conceptualisation, Characteristics and Potential
   Donnie Adams, Aishah Zainol, Abdullahi Farah Mire, Shahrun Sofian and Kenny Cheah Soon Lee 11

3 The Relationship Between Principal Transformational Leadership Practices
   Jeyasushma Veeriah 23

4 Exploring the Relationship Between Safety Management, Transformational Leadership and Safety Performance
   Kavita Naranasamy 33
The Influence of a Bank Manager’s Transformational Leadership on Employee Job Satisfaction
Sanggitha Visuvalingam

Principal’s Transformational Leadership and Teachers’ Job Satisfaction
Abdul Aziz Baba

Principal’s Transformational Leadership Practice and Teachers’ Readiness
Mohamad Elias Bin Shamsudin

Keeping the Flame Going
Lu Huong Ying and Chua Yan Piaw

Index
Lists of Figure, Diagram and Table

**Figure**

Figure 7.1: Show Process of the Research Design for This Study 57
Figure 8.1: Roger’s Diffusion of Innovations Theory 71

**Diagram**

Diagram 8.1: Research Activities Cycle 67
Diagram 8.2: Conceptual Framework of the Study 71

**Table**

Table 3.1: Summary of the Instruments Used 28
Table 3.2: The Number of Items and Their Corresponding Dimensions of Transformational Leadership Behaviour 28
Table 3.3: The Number of Items and Their Corresponding Dimensions of School 29
Table 3.4: Items and Their Corresponding Dimensions of Organisational Commitment 30
Table 4.1: Instruments and Number of Items 36
<table>
<thead>
<tr>
<th>Table</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.2</td>
<td>Questionnaire Development Guidelines for Safety Management</td>
<td>37</td>
</tr>
<tr>
<td>4.3</td>
<td>List of Items for Safety Management Practices</td>
<td>37</td>
</tr>
<tr>
<td>4.4</td>
<td>Questionnaire Development Guidelines for Transformational Leadership Dimension</td>
<td>38</td>
</tr>
<tr>
<td>4.5</td>
<td>List of Items for Transformational Leadership Exercises</td>
<td>38</td>
</tr>
<tr>
<td>4.6</td>
<td>Questionnaire Development Guidelines for Teacher’s Safety Performance Dimension</td>
<td>39</td>
</tr>
<tr>
<td>4.7</td>
<td>List of Items for Teacher’s Safety Performance Questionnaire</td>
<td>39</td>
</tr>
<tr>
<td>4.8</td>
<td>Interview Questions Development Guidelines</td>
<td>40</td>
</tr>
<tr>
<td>5.1</td>
<td>Instruments and Number of Items</td>
<td>46</td>
</tr>
<tr>
<td>6.1</td>
<td>The Instrument</td>
<td>51</td>
</tr>
<tr>
<td>6.2</td>
<td>List of Items for Transformational Leadership</td>
<td>52</td>
</tr>
<tr>
<td>6.3</td>
<td>List of Items for Overall Job Satisfaction</td>
<td>53</td>
</tr>
<tr>
<td>7.1</td>
<td>Distribution of Items According to Dimensions of Transformational Leadership and Readiness</td>
<td>58</td>
</tr>
<tr>
<td>7.2</td>
<td>Shows Item on Section A (Demography)</td>
<td>59</td>
</tr>
<tr>
<td>8.1</td>
<td>Formats of Qualitative and Quantitative Research Proposal</td>
<td>67</td>
</tr>
<tr>
<td>8.2</td>
<td>Aligning Research Objectives to Research Questions</td>
<td>69</td>
</tr>
</tbody>
</table>
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
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.

Professor Dr. Chua Yan Piaw is a professor in the Faculty of Education, University of Malaya. His book series “Research Methods and Statistics”, book 1 to book 5 with 61 chapters, are the McGraw-Hill’s Top-10 Bestselling Titles in Malaysia. He is an author, reviewer and editorial board member of Web of Science ISI journals (Social Science Citation Index). He was awarded the 2015 Outstanding Journal Reviewer Award by the Elsevier publisher for his contribution in reviewing journal articles of a Tier 1 ISI journal in the Thomson Reuters Social Science Citation Index. He is a permanent invited speaker of local and private universities for data analysis using AMOS, SPSS and Smart PLS workshops.
Dr. Kenny Cheah Soon Lee obtained his PhD in Faculty of Education and MEd(Mgmt) from the University of Malaya. As an academician, he dedicates his time to teaching, writing and expanding the knowledge base of Educational Leadership, People Development and Qualitative Research. Being an international affiliate member of the American Psychological Association (APA), he is also a certified Train-the-Trainer specialist and ATLAS.ti Consultant for Asia and Oceana. Currently, he is attached as a Senior Lecturer at the Faculty of Education, University of Malaya.

Dr. Bambang Sumintono worked as a chemistry teacher for seven years in Lombok, Indonesia. He completed his Masters degree in educational administration from Flinders University, Australia funded by AusAID scholarship in 2001; his doctoral study at Victoria University of Wellington, New Zealand in Educational Policy in 2007, sponsored by NZAID scholarship. From October 2008 to December 2013, he worked as a lecturer at Faculty of Education, University Teknologi Malaysia, Johor, Malaysia. Starting from May 2014, he has been working as a lecturer and researcher at Faculty of Education, University of Malaya. His research interest is in educational policy, educational leadership and Indonesian education development. He wrote two textbooks about the application of Rasch modeling for social sciences research in Bahasa Indonesia that led to him being invited to present at a workshop about the model in many universities in Indonesia. He can be contacted by email: bambang@um.edu.my or deceng@gmail.com.

Contributors

Mr. Abdullahi Farah Mire is a senior education officer from Somalia. He worked in the state’s education field from September 2009 to July 2016 at various levels. He worked as a secondary school teacher as a coordinator of 22 community schools in various regions, as a leading member of a private education network committee and as well as a member of a national exam setting board. He was awarded a Post Graduate Diploma of Education and had earned his Bachelor's degree in Science/Physics from the International University of Africa. He is currently pursuing his Masters in Educational Leadership from the University of Malaya.

Ms. Aishah Zainol is a Thinking Skills and English lecturer in the A-Levels Programme in Sunway College, Petaling Jaya. She previously taught in a
government school in Selangor under the Teach for Malaysia Fellowship during which she was in the inaugural cohort. She was awarded a Post Graduate Diploma of Education upon completion of the fellowship. Prior to teaching, she obtained her Bachelors of Arts in Political Science and International Relations at the State University of New York at Geneseo (SUNY Geneseo) in the US. Aishah is currently pursuing her Masters in Educational Leadership from the University of Malaya.

Dr. Lu Huong Ying completed her PhD in Educational Leadership from University Malaya in 2013. Her research is focused on learning and teaching methods in higher education settings, specifically in the emerging issues of technology integration and pedagogical innovations. She obtained her Masters in Parasitology from the Borneo Malaria Research Centre in 2003, a world renowned malaria research centre of excellence under the leadership of 2017 Merdeka Award Recipient, Professor Balbir Singh. Her early exposure to biotechnology during her undergraduate years has culminated in a keen interest in tropical diseases research. She has more than 14 years of working experience in the management of higher education from teaching to operational excellence. Since 2014, she has been appointed as the Chairperson of the Board of Governors for a leading private institute in Sarawak with approximately 1,000 students. She assists the board to implement new operation systems as well as enhancing the efficiency and effectiveness of the overall organisation. Lu also assisted some NGOs in raising awareness on cancer prevention and addressing the pressing need for action by the government through her translation work.

Ms. Ma Meichen is currently pursuing her Master’s degree in Educational Leadership in University Malaya. She obtained her Bachelor’s degree in Teaching English as a Second Language (TESL) in University Malaya. She become an online English tutor on a smartphone application named PalFish since 2017. In the same year, she attained a certificate in 1 Malaysia Youth Development Programme.

Mr. Saleh Alshehri has completed his bachelor’s degree in Islamic law at King Khaled University. He also obtained his postgraduate diploma in Education from teacher college, King Abdul Aziz University. Saleh has been working as a full-time teacher for over 14 years. He served as the head of the student advisor committee for five years and was vice-principal for two years. In his research, he aims to explore the role of educational leadership in the Saudi context.
Ms. Shahrun Sofian is a Mathematics and Additional Mathematics teacher currently in SMK Tinggi Klang, Selangor. She graduated with double degrees in Industrial and Operations Engineering and Psychology from the University of Michigan, Ann Arbor. She began her teaching career as a Fellow in the pioneer cohort of Teach for Malaysia, during which she completed a Post Graduate Diploma in Education. Shahrun has served as a Main Coach in various capacities at the district level, among them, TIMSS and PISA. She is currently pursuing her Master’s degree in Educational Leadership from the University of Malaya.
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).
Index

C
change-oriented 5
charisma 1, 2, 53
commitment 1-3, 15, 18, 20, 23-27, 29, 30, 31
correlation 15, 23, 24, 30, 33, 34, 40, 41, 43, 47, 49, 55, 57, 62

D
Distributed leadership 11, 13, 14, 15, 17, 18, 19, 20

E
effective 1, 3, 8, 14, 15, 41, 53, 54
employee 6, 44, 45

F
followers 2, 3, 5, 8, 12-14, 17, 18

G
gender 17, 20, 30, 36, 45-47, 51, 55, 59, 61

I
individual 2-5, 13, 14, 18, 28, 29, 30, 34, 40, 41, 43, 49, 52
influence 2, 5, 12, 15, 20, 24, 25, 34, 40, 41, 45, 46, 49, 50, 52, 62
instructional leadership 5, 7, 19

J
job satisfaction 6, 43-46, 49, 50-53

K
knowledge 3, 7, 19, 25, 34, 39, 61, 65, 68, 69, 71, 72

L
leader 2, 3, 5, 8, 12, 14-17, 25, 46, 56
leadership 1-9, 11-20, 23-31, 33-36, 38, 40-46, 49, 50-53, 55-58, 60-62
learning environment 50
limitations 16
Literature Review 21, 67, 70

M
Methodology 68, 70
motivation 2, 3, 4, 8, 26, 34, 40, 41, 49, 50, 52, 65, 71

O
organisation 2, 3, 5, 14, 16, 24, 29, 43, 44, 54, 56, 59, 69

P
performance 4-6, 15, 28, 30, 33, 34, 35, 36, 39, 40, 41, 43, 44, 55, 58, 59, 60
potential 2, 14, 61

Q
qualitative 8, 35, 40, 41, 70, 72

R
relationship 2, 12, 16, 23-26, 31, 33-41, 43, 44, 49, 50, 53, 55, 56, 57, 62, 68, 69
research 4-8, 15, 16, 18, 19, 20, 23, 25-27, 33-36, 40, 43-45, 47, 49, 50-52,

S
research area 68
research methods 51, 67, 72
research project 65, 66
research proposal 65, 66, 70, 71, 72

T
safety management 33-41
safety policies 34
satisfaction 6, 8, 43, 44-46, 49-53
school 1, 4, 5, 7, 8, 11-17, 19, 23-31, 33, 34, 38, 39, 50, 53, 58, 62
school culture 23-31, 58, 62
school leaders 4, 7, 12, 13, 14, 15, 23
school principals 25, 27
staff 2
subordinates 2, 4, 60
success 14, 24, 54, 56

V
validated 70
vision 3, 4, 18, 24, 28, 30, 43
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.