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Transformational Leadership in Education: Review of Literature

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Abstract:
Research on transformational leadership (TL) and human resource management (HRM) typically include looking at how leaders can create a more engaged, productive workforce, and how to manage employee relationships more effectively. This paper establishes the importance of leadership in education. Human Resource Management and its related fields of education and performance are crucial organizational support functions for such development. Organizations that promote superiority in learning and performance have been characterized as having robust HRM cultures. Transformational leadership (TL) is a style of leadership where school administrators and leaders encourage, connect, and inspire instructors and students to bring innovation and transformation to an institute for the sake of development and future success. Leaders in this setting empower and coach stakeholders to exercise authority and make decisions in their allocated roles. Literature-based research is essential because it establishes an in-depth understanding and knowledge of the field of study. Therefore, this research aims to provide a review of the literature that focuses on leadership in education and ways to transform the educational systems so that policymakers, educators, scholars, and academics with important perspectives and insights into factors associated with transformational leadership. Three things support this assertion: the foundation of transformational leadership, prior studies supported by evidence, and issues of the leaders' actual work in the field of education.

Keywords: Transformational leadership, human resource management, leadership, education, literature reviews

1. Introduction

National prosperity depends partly on a population's knowledge and education, but some countries have weak educational systems, producing poor outcomes (Alhajri, 2011; Winokur, 2014; Alhajri, 2017). In the context of education, transformation leadership is a management approach that emphasizes the need to change how an organization operates in order to achieve desired outcomes. The approach is borrowed from the concepts of human resource management (HRM) and methodology but places a greater emphasis on culture and the need for employees to be actively engaged in the change process (Alainati, 2021)**.** Transformational leadership helps young people to connect their individual experiences with the bigger picture, which facilitates their understanding of the world, their place in it, and their responsibilities to it. In addition, transformative leadership fosters a sense of autonomy and self-reliance in students, which enables them to assume responsibility for their own lives and achievements. As a result, transformative leadership improves the quality of students' lives by encouraging them to develop a fuller understanding of themselves and the world around them and their capacity for constructive engagement with the world (Veeriah, 2017).

The goal of transformational leadership in education is to help educational institutions embrace a new path of doing and to create a supportive environment for stakeholders who are willing to learn and change (Almonawer, 2021). The approach stresses the need for leaders to be open to change and to concentrate on the long-term targets of the institution. Leaders also need to have a clear vision for the direction they want the organization to take and to be able to communicate this clearly to workers and students. The main principle of transformational leadership is that leaders and instructors need to work together to change the organizational culture and achieve the desired outcomes. Instructors are encouraged to be proactive and to contribute to the decision-making activity. Leaders are as well required to be open to change and to be able to adapt their approach to best meet the needs of the organization.

In this paper, literature on transformational leadership in education is reviewed, which will help to develop a framework for policymaking and practice. It is recommended that educational institutions implement democratic, empowering, and non-authoritarian styles of leadership so that instructors will be motivated and committed to an effective education process and schools will be positively transformed. This would help the realization of countries'

visions, stimulating the economy through its knowledgeable and well-educated people. Research on Transformational Leadership (TL) and Human Resource Management (HRM) examines how leaders can create a more engaged and productive workforce and how to manage employee relationships successfully (Chalky Papers, 2022). It is not surprising that study into innovative leadership strategies has become one of science's fastest-growing fields. Leadership in education can be studied from various perspectives, including psychology, sociology, pedagogy, and management theory (Vican, 2017). The mixture of these strategies allows for the accumulation of extensive empirical proof of the effects of transformational leadership as well as greater progress in its implementation by emphasizing the advantages of this management approach (Davies *et al.*, 2013). Such an approach demonstrates the influence of Human Resource Management theories in education, which necessitates a re-evaluation.

Transformational leadership is a style of leadership where school administrators and leaders encourage, connect, and inspire instructors and students to bring innovation and transformation to an institute for the sake of development and future success. Leaders in this setting empower and coach stakeholders to exercise authority and make decisions in their allocated roles. It is a management style that encourages people to be creative, think ahead, and find fresh answers to old issues. Employees with strong leadership abilities will be mentored and trained to become transformative leaders themselves. As stated by (MBA TUTUS Team, 2019), motivation and positive growth; raising moral standards; improving an ethical work environment; building a work culture; emphasizing; and mentoring are all elements of transformational leadership. The contemporary approaches to leadership—transactional, charismatic, transformational, and interactive—have become increasingly frequently the subject of research due to extensive changes in school management, methods of arranging the teaching, and leadership styles as a consequence of management. Each of these theoretical perspectives has far-reaching effects and values in a particular context as well as across time.

According to (Germain, 2021), educational institutions are currently undergoing change, which has an effect on individual perspectives. It has never been more critical for school leaders to have the proper abilities to plan, renovate and implement, and HR has a big role in taking part in this manner by listing the benefits and drawbacks of transformational leadership (MBA Skool Team. 2020). Transformational leadership has a number of important benefits, including the following:

- It keeps workers motivated by inspiring them to perform better,
- It provides a chance to acquire new skills and grow,
- It inspires members to be creative and do stimulating work, and
- It builds trust and boosts enthusiasm

Despite its many advantages, transformational leadership also has a few disadvantages. Among them are: Transformational leadership emphasizes enduring vision through encouragement and, as a result, may overlook minor issues. In addition, too much enthusiasm and motivation can occasionally interfere with logical thought, and transformational leaders may be ineffective if their team members are too involved with them and lose sight of their educational objectives.

Transformational leadership is a paradigm for educators, deans, principals, professors, and teachers in education. It houses a premium on fostering community ties, which motivates both students and teachers to achieve at higher levels. Transformational leaders in education frequently motivate and cultivate the next generation of transformational leaders in business, government, and other sectors of society. Transformational leaders in education take into account the lived experiences of all the students they instruct and drive change that results in improved experiences for all. According to Fontein (2022), transformational leadership's benefits are not always as apparent as those of instructional leadership. Transformational leadership does not necessitate, for instance, discovering new ways to teach math or science. Rather, transformational leadership entails influencing a broader cultural shift in accordance with the school's objectives and the success of all students.

A transformative school leader guarantees that learners concentrate on their academics by respecting their uniqueness, influencing them with charisma, and motivating them (Lynch, 2015). Instead of utilizing predetermined problem-solving strategies, they collaborate with students and teachers to find answers to problems as they emerge. In a school setting, transformational leaders immediately recognize problem areas and seek innovative solutions. In transformative schools, the emphasis switches from 'leadership' to 'professionalism.' Direct leadership is incompatible with professionalism. According to research, command-and-instruction-based leadership inhibits the development of professionalism. Professionalism entails a higher level of confidence and ensures a teacher's dedication to compassion, excellence, and professionalism as a given (Lynch, 2015).

Transformational leadership also promotes teaching staff professionalism by granting them autonomy and room for growth. Teachers are more engaged in school issues because a leader empowers followers to encounter and overcome obstacles on their own. It is most likely that cooperative connections will develop when obstacles are overcome collectively, without oversight from the leader. Studies indicate that highly effective leadership styles influence student performance positively. Transformational leadership can produce a vast array of individual, group, and organizational outcomes (Lynch, 2015). Instructors can choose amongst two leadership styles: transmissional or transformational. A transmissional instructor concentrates on transmitting knowledge to pupils without encouraging their participation. A transformational leader, on the other hand, creates methods for students to contribute their opinions (School of Education, 2019). This open dialogue then promotes student understanding. Educators who are transformational leaders obtain positive results, including better student engagement with their course subject and other school pursuits. Les dependents of transformational leaders experience less role conflict, greater work performance, and bigger task fulfilment than those of non-transformational leaders.

2. Research Rationale

The effects of leadership style on transforming educational institutions have attracted the attention of scholars. There is a need to reinvent school outcomes, particularly in secondary education, mainly to improve the quality of teaching and learning (Al-Sharhan *et al.*, 2012)., and to examine the impact of leadership style on teachers and school administrators (Gurr & Drysdale, 2013; Winokur, 2014; The World Bank, 2015). There is uncertainty about the types of leadership in education required to achieve countries' visions in terms of leaders' influence on different stakeholders, including instructors and students, and how to manage and lead educational institutions (Alqahtani, 2015; Alfaris, 2021). Literature-based research is important because it establishes an in-depth understanding and knowledge of the field of study. It gives the background of the research and reveals the scientific manuscript plan for examining the research result. Illustrates how the knowledge has changed within the field. Therefore, the aim of this research is to provide a review of the literature that focuses on leadership in education and ways to transform the educational systems so that policymakers, educators, scholars, and academics with important perspectives and insights into factors associated with transformational leadership.

3. Literature Review

Transformational leadership is the subject of a large number of scholarly articles. An educational establishment can serve as an engine of socio-economic advancement only if it can adjust to shifting priorities and cope with problems. This change is difficult if the concept represents a contemporary institute (Grigorenko, 2019; Vican, 2017; Gushwa & Harriman, 2019). In addition, to maintain the rate of technological advancement, educational institutions must demonstrate flexibility and adaptability, which the transformational method may deliver (Al-Husseini *et al.*, 2019). Universities, schools, and colleges are currently at the forefront of linking new generations with modern realities. These organizations can provide society with a socio-economic product that is easily flexible, suited for the current condition of events, and meets society's current requirements (Berkovicj, 2016). It is not surprising that study into innovative leadership strategies has become one of science's fastest-growing fields. Leadership in education can be studied from various perspectives, including psychology, sociology, pedagogy, and management theory (Vican, 2017). The blend of these strategies would allow for the accumulation of extensive empirical proof of the effects of transformational leadership as well as greater progress in its execution by emphasizing the advantages of this management method (Davies *et al.*, 2013). Such a method demonstrates the impact of Human Resource Management (HRM) theories in education, which necessitates a re-evaluation.

To comprehend the distinction between the transformational and transactional approaches to leadership, it is necessary to explore their fundamental principles and the leadership qualities necessary for their positive achievement. Transformational leadership is a change agent with a clear vision, prioritizes innovation and creation (Alainati *et al.*, 2010; Alainati, 2011; Alainati, 2009), whereas a transactional leader is more materialistic and concerned with economic transactions (Seltzer & Bass, 1990). Organizations, particularly educational institutions, may value stability above innovation, which can result in disappointing outcomes for their workers, who may battle without a framework that is simple to adjust to new information. As an illustration of one of the benefits of transformational leadership, consider the current condition of higher education, where the absence of change has led to stagnation (Jones *et al.*, 2017). The researchers express their point that current governance in higher education has been reduced to evaluating each institution (Jones *et al.*, 2017).

School leadership style is fundamental to attaining the desired change (Brinkley, 2006; Winokur & Sperandio, 2017), underlining the need to explore how leadership by school principals will facilitate the realisation of *Vision 2035*. The transformational style of leadership can achieve unusual changes and extraordinary outcomes, as it empowers followers to align their own objectives to that of the organisation (Bass & Riggio, 2006; Steinmann *et al.*, 2018). It can be anchored in transformative learning and development, which are best achieved by reconfiguring education curricula to be intellectually challenging as well as by promoting good understanding through improving cognisance of higher-order analysis and critical and creative thinking. This can lead to students' active learning and engagement, the meeting of varied learning needs, both being underpinned by pro-social values, inspiration, and social responsibility (Clarke & Wildy, 2011). Though research on educational leadership in secondary schools is still relatively rare, according to Antonakis *et al.* (2003), and Berkovich (2018), the transformational approach to educational leadership has been increasingly advocated for secondary schools because of the need:

- To develop students' achievement,
- To achieve a more open and empirical approach to their studies, and
- To develop the overall organisational performance of schools (Ogbonna & Harris, 2000; Fullan, 2007; Karal & Celik, 2010; Al-Sharija, 2012; Leithwood & Sun, 2012; Syafarudin, 2016)

Many factors influence the performance of transformational leaders. These factors include internal and external aspects of the education setting that may directly affect how transformational principals can drive change in their schools. Leithwood (1994) argued that understanding the school context is important. Effective school transformation requires heads to tackle the distinctive concerns, challenges, and obstacles inherent in the different contexts in which school leadership operates (Hallinger & Huber, 2012; Bush, 2003; Amenta & Ramsey, 2010; Meyer, 1977; Kauppi & Erkkilä, 2011). Contextual factors include:

- National and organisational culture,
- Institutional factors such as organisational structure and climate, and
- The role of school leaders (Hallinger & Heck, 1996; Kaufman, 2011)

3.1. Transformational Leadership Dimensions

Transformational leaders are considered agents of inspiration, commitment, motivation, and vision that can lead to transforming the ideals and practices of leaders in schools (Winokur & Sperandio, 2017) and reaching their career goals, ambition, and self-fulfilment (Winokur, 2014). This article adopts Bass and Riggio's (2006) definition of such leaders as those who not only change the vision, direction, and resources of schools but also whose personal conduct transforms their followers' behaviour and allows the achievement of shared objectives. This definition and understanding are shared by many other researchers, such as Northouse (2012), Song *et al.* (2012), Al-Sharija (2012), and Darioly and Riggio (2014). In demonstrating the dynamics of how leaders develop relationships and bonds with their subordinates or the led, Bass (1985) articulated four dimensions of transformational leadership that are critically important in organisational transformation:

- Intellectual stimulation
- Inspirational motivation
- Idealised influence
- Individualised consideration

3.1.1. Intellectual Stimulation

According to Bass (1985), transformational leaders stimulate their employees' efforts to be committed, creative and innovative by encouraging the imagination of employees, questioning assumptions, challenging old methods of doing things, reframing problems, looking for better ways to do things, and challenging the established order (Keller, 1994). Transformational leaders change their followers' awareness and perceptions about issues and mobilise solutions to such issues by galvanising their intellectual involvement (Yammarino & Bass, 1990). Such leaders solicit innovative and creative solutions to problems from employees who participate in the entire process of finding solutions to such problems (Kotter, 1990). By providing an intellectually stimulating workplace or environment, transformational leaders can nurture the development of creative solutions to problems that might jeopardise an organisation's effort to achieve its goals and objectives (Keller, 1994). Also, intellectually stimulating leaders encourage instructors or employees to develop their own competencies and abilities to identify, understand and deal with future problems, so that they can creatively and innovatively analyse and deal with organisational problems without direct supervision by the leader, as they become innovative problem solvers themselves (Al-Hunaiyyan *et al.*, 2017). The stimulation component enhances organisational development, especially when a leader of this type does not publicly criticise their followers' ideas because they are different or make mistakes (Bass & Riggio, 2006).

3.1.2. Inspirational Motivation

Inspirational leaders energise and empower employees or subordinates by expressing a compelling vision of the organisation (Bass, 1985), behaving, and performing to inspire and motivate employees by providing solutions to employees' challenges and meaning to their work (Yukl & van Fleet, 1992). They are like motivational speakers, as they build optimism, enthusiasm, and team spirit, talking enthusiastically and passionately about organisational problems and how they can be solved and cultivating confidence in team members (Avolio & Bass, 1991). They might accomplish this through one-to-one conversations with subordinates or other public displays or speeches that cultivate positiveness and eagerness, stimulating teamwork and constructive outcomes (Robinson *et al.*, 2008). In this way, employees become more committed to their responsibilities (Bass, 1985). These leaders involve employees by clearly communicating organisational goals, expectations, and shared vision (Bass, 1985; Darioly & Riggio, 2014). Employees that are encouraged by leaders to think they are working in line with organisational goals are usually more effective and committed (Leithwood *et al.,* 1996).

3.1.3. Idealised Influence

Avolio and Bass (2002) described idealised influence as the level at which leaders are perceived to have an impact on their followers. In transformational leadership, the leader serves as an ideal role model for their followers and is usually admired by their subordinates (Kotter, 1990). The leader 'walks the talk,' and this is admired by followers. Such leaders engender a sense of trust, loyalty, admiration, and respect among employees or followers through charismatic behaviour and admirable vision (Sullivan, 2012). They embody organisational values that followers should learn, adopt and internalise. The logic and basis of transformational leadership is the articulation and advancement of consistent values and vision of an organisation (Robinson *et al.,* 2008). These leaders guide and direct the actions and behaviours of followers by providing them with a sense of meaning and challenge (Northouse, 2012), fostering ideals by leading by example through ethical and moral behaviour, promoting inclusive and broad-based vision, demonstrating a strong commitment to organisational goals, building confidence, optimism and trust in employees, symbolising organisational culture, goals, and mission statement, articulating a vision and explaining how to attain the vision in an appealing manner, and/or by sharing risks with followers.

3.1.4. Individualised Consideration

The most significant component of transformational leadership is the leader's individualised consideration of their employees. Individualised consideration can take the forms of negative and positive feedback (Avolio, Bass, and Jung, 1995), which are aimed directly at developing the follower, who is expected to complete tasks or responsibilities while learning from successes and mistakes. By giving individual consideration to each follower, leaders are not only aware of their current needs but also strive to elevate those needs to a higher level, perhaps through coaching, mentoring, and

instructional activities, including giving tasks or examples that are developmentally in agreement with these needs (Podoff *et al.,* 1982). A leader regards a follower as an individual and provides developmental support, such as instructing and teaching that would create growth opportunities for such an individual. Such leaders not only attend to the developmental needs of their subordinates but also educate the next generation of leaders and help them in the process of self-fulfilment and developing self-worth (Nwagbara, 2012).

3.2. Transformational Leadership Practices
Al-Sharija (2012) identified five transformational leadership practices:
- Managing Finance,
- Setting direction,
- Developing staff,
- Building collaboration,
- Principal agency

3.2.1. Managing Finance
As leadership involves influencing people and utilising resources, transformational leaders need to ensure good budget and resource management, have a culture of maintenance and obtain the appropriate information and communication technology infrastructure to achieve the desired results. The educational leadership role needs to expand to include managing financial matters – a key role for organisational transformation (Gronow, 2007; Al-Sharija, 2012).

3.2.2. Setting Direction
This relates to the vision or mission of the educational institution to improve performance. Emphasis is placed on motivation, inspiration, and morale. Leaders must build a long-term vision to motivate change and influence followers to turn the vision into reality. They must also play an active role in communicating directions and defining specific roles so that followers have a clear understanding of the vision (Bass & Riggo, 2006; Leithwood *et al.,* 2008; Al-Sharija, 2012).

3.2.3 Developing Staff
This requires four components:
- Individualised consideration,
- Individual professional development opportunities,
- The principal's involvement in supervising professional development activities, and
- Modelling the way or providing an appropriate model (Leithwood *et al.,* 2008)

Leaders must have policies for staff development and support the growth of school community members (Kotter, 2007; Alharbi, 2012; Al-Sharija, 2012).

3.2.4. Building Collaboration
Leaders must ensure that culture is modified to express change objectives, re-settle the schools' parts and improve working conditions. Cultural values, norms, and beliefs are vital for promoting structural change in the educational culture (Al-Huwail *et al.*, 2007), as effective leadership requires establishing collaboration throughout the educational institution. This is critical for developing new teaching and learning practices (Leithwood *et al.,* 2008).

3.2.5 Principal Agency
This relates to the Head of School's responsibility as the 'Principal' to demonstrate leadership skills for a better understanding of the strategy for using new technology. ICT advancement and integration have improved over time due to improvements in personal skills and competencies (Gronow, 2007). According to Al-Sharija (2012), leaders have important roles to play as *change agents* to develop and sustain the change strategy, above all in the case of rapidly changing and transforming technological change.

3.3. Roles of Transformational Leadership in Education
Transformational leadership is collegial and can serve school purposes and ensure school transformation (Sergiovanni, 2000). Transformational leaders have created a sense of commitment and voluntary engagement with their followers that enabled a change of landscape, helping to transform situations (Rotberg, 2012). Notwithstanding the dissimilar contexts of corporate and political leadership, it is generally agreed that good and effective leaders are transformational, while there is less effectiveness in relation to transactional leaders, as Bass (1985) has shown. Against this background, school principals and leaders are being encouraged to adopt transformational leadership. Heads of schools or principals that are keen on enhancing the quality and learning of students do so not only by changing how teachers teach and how students learn but also by transforming various aspects of national institutions and culture to shape and foster organisational practice and educational leadership (Leithwood & Jantzi, 2000; Al-Sharija, 2012; Syafarudin, 2016).

Leithwood and Jantzi (2005) developed the transformational leadership model in general studies of education and categorised it into different dimensions:
- Setting direction- building school vision,
- Developing people - intellectual stimulation, and modelling professional practices and values,

- Redesigning the organisation - collaborative school culture and productive community relationships, and
- Managing the instructional programme includes structures and procedures to support change (Al-Sharija, 2012; Asheim, 2015)

Leithwood (1994) suggested that the transformational leadership role in education involves implementing the practices emphasized above as well as having these eight axes:

- Establishing school objectives and goals,
- Building visions for school,
- Providing intellectual stimulation,
- Offering individualised support,
- Modelling best practices and important values within the organisation,
- Demonstrating high-performance expectations,
- Creating a productive school system and culture,
- Developing structures that foster participation in decision-making

The transformational leadership framework offers a normative approach to school leadership (Allix, 2000) that emphasises the processes by which leaders seek to influence school outcomes rather than the nature or direction of such outcomes. Researchers have described the transformational leadership role in schools using the following dimensions (Leithwood & Riehl, 2003).

3.3.1. Academic Leadership

Effective leadership is required to implement changes in educational learning cultures and teaching professions (Al-Hunaiyyan, 2000). Followers' attitudes, achievements, actions, and beliefs are often affected by leaders' embedding of change and their leadership capabilities and styles (Al-Sharija, 2012).

3.3.2. Innovation and Creativity

Empowerment, task-oriented commitment of team members, collaborative team environment (mutual respect), self-determined, and self-efficiency are key elements to an innovative team process and for organisational performance improvement (Syafarudin, 2016). Technology is a catalyst for how change, communication, and information are managed in organisations. Therefore, policymakers and implementers of changes have employed ICT to improve organisational teaching and learning practices (Fullan, 2007; Karal & Celik, 2010; Syafarudin, 2016).

3.3.3. Behaviours

The leadership role is often influenced by organisational culture - patterns or attitudes, belief systems, and organisational processes (Winokur, 2014). The culture can encourage its members to contribute to any transformation and is consolidated by the personality traits, members' proficiency, organisational ethics, the rights of members of the system, and the structure of the organisation (Northouse, 2012; Song *et al.*, 2012; Winokur, 2014).

3.3.4. Professionalism

One trait of a transformational leader is professionalism. This relates more to competence than skill, requiring a high level of trust and leaders' commitment to caring, excellence, and expertise. Transformational leadership also allows for professionalism in academic staff by giving them the independence and ability to improve by using their own discretion in meeting and overcoming challenges (Lynch, 2015).

3.3.5. Vision

Although Burns (1978) described transformational leadership as a process where leaders and their followers raise one another to higher levels of morality and motivation, Bass (1985) extends the concept by asserting that a transformational leader must set clear goals, such as acting as a model of integrity and fairness, creating high expectations, inspiring people, encouraging, and motivating people, and providing support and recognition. Creating and communicating an inspiring future vision is important, as people need a compelling reason to follow the lead. The leader must first understand the followers' values, capabilities, and resources of the organisation and then analyse the environment to determine the best way forward (Schippers *et al.*, 2007; Creighton University, 2017).

3.3.6. Motivation

Motivating people to buy into the vision of the organisation is often used to encourage people to contribute to goals and tasks to deliver by associating the vision with the intrinsic motivation of followers, also leading to positive learning outcomes. Intrinsic motivation tends to influence the students' learning behaviour (Bass & Riggio, 2006; Schippers *et al.,* 2007; Afshari *et al.,* 2008; Darioly & Riggio, 2014).

3.4. Transformational Leadership: Organisational Structure, Network, and Goals

The principal's ability to create a vision and provide a platform to attain it has a strong relationship with student achievement and the commitment of staff members (Leithwood *et al.,* 1996). Establishing and nurturing a clear-cut and attainable school vision and purpose affects school effectiveness by framing students' and teachers' opportunities to learn and to adopt new ways of thinking and engaging with school duties (Hallinger & Heck, 2010), which include:

3.4.1. Structure

Structure can be defined as the dynamics of the pattern of relationships prevalent in a social space and in its external constituents (Hargreaves, 1995). Diverse layers and forms of leadership style function synchronously and are partly determined by policymakers' preferences and concerns regarding educational leadership frameworks and accountability (Flores, 2004). Structure is, therefore, central to the web of relations (Sarason *et al.,* 1990). Principals' participation in shaping, transmitting, and fostering the school's purpose and objectives has a big impact on schools' outcomes and visions (Robinson *et al.,* 2008). Effective school leaders envision the future needs of the school and its teachers and empower them to take part in implementing the vision. This is consistent with the proposition of Kotter (1990) that a transformational leader should inspire his followers such that his aspirations and goals are congruent with the mutual and continual pursuit of higher goals and purposes (Burns, 1978, 1985; Schippers *et al.,* 2007).

3.4.2. Network of Relations

Principals who focus vision on quality learning, effective outcomes, and purpose-oriented leadership must change the dynamics of leadership style, creating trust, loyalty, participation, and motivation amongst teachers and students so that they begin to relate to the vision unconsciously because they are involved (Bass, 1985), working for improved outcomes and realising the school's goals and purpose. Hallinger and Heck (2010) emphasise the need to understand the implications of the *network* of relationships and school structure and culture, as explained later, to enable transformational leadership.

3.4.3. Collective Goals

According to Leithwood (1994), transformational leadership encourages the path to personal and professional development, which is critically important in reframing the school system. Transformational leadership involves creating an innovative and progressive landscape to usher in vision-building and support commitment and realisation of ***collective goals***, rather than personal interest (Kotter, 1990).

3.4.4. Future-focus

Many writers (Hofstede, 1980; Aldaihani, 2014; The World Bank, 2015; Syafarudin, 2016) tend to analyse past and present situations rather than focusing on the required future orientation and practices amongst developing nations (Afshari *et al.*, 2008; Al-Sharija, 2012; The World Bank, 2015). The forward-looking leadership framework that transformational leadership produces is typically associated with strategic planning, school development, and organisational envisioning. This explains why planning and implementation of educational strategies can be problematic.

3.5. Impact on Staff and Students' Development and Effectiveness

A major aspect of transformational leadership is a focus on follower development (Al-Sharija, 2012; Lynch, 2015), their capacity, and preparedness to accomplish current commitments while also envisioning the development of their future roles and responsibilities. This contrasts with transactional leadership, in which a leader expects followers to achieve set objectives and does not encourage them to assume greater responsibility that will affect their development (Bass, 1985). Dvir *et al.* (2002) argue that transformational leadership accords organisations and leaders, in general, a sense of empowerment, morality, and motivation. These factors are vital to developing teachers and making them function effectively in schools (Selamat *et al.,* 2013), performing better due to the pursuit of collective gain and purpose (Kotter, 1990). This is in line with what Bass and Avolio (1990) identified as teachers performing at full potential as involved and developed.

There are some inconsistencies in findings about the impact of leadership on teachers' engagement and achievement (Leithwood & Jantzi, 2000; Bass & Riggio, 2006; Schippers *et al.,* 2007; Afshari *et al.*, 2008; Syafarudin, 2016). There is a presumed positive impact of educational leadership on engagement and achievement (Hallinger & Heck, 1996; Al-Sharija, 2012; Asheim, 2015; Creighton University, 2017). The literature on school capacity building and improvement establishes a link between the principal's leadership, quality of teaching and learning, and staff commitment and motivation (Silins & Mulford, 2002).

To enhance organisational performance, transformational school leaders emphasise collective and individual skills, understanding, and commitment of teachers (Leithwood *et al.*, 2010; Syafarudin, 2016). Transformational leaders can influence teachers (and students) to rethink their assumptions about their achievement and work, as well as instructional materials and procedures. This can lead to the development of new pedagogical materials and systems of teaching and learning (Al-Hunaiyyan *et al*, 2016). This is in line with the position of Bass (1985), who outlined that a leader could transform subordinates' commitment and motivation by inspiring them to enhance performance beyond expectations and via various devices or processes. This is supported by Silins and Mulford (2002), who investigate a causal model, Leadership for Organisational Learning and Student Outcomes (LOLSOs), which examines how leadership affects student participation and engagement via teachers' roles and work and organisational learning.

3.6. What Makes Transformational Leaders

The interest in investigating and discovering what creates a transformational leader has also been strong but has rarely been empirical (Nielsen & Cleal, 2011; Zhang *et al.,* 2014). Alabi and Alabi (2014) postulated that leaders' personal attributes make them who they are as leaders, affecting the performance of their organisations. Zhang *et al.* (2014) agree, suggesting that much of the work on transformational leadership predictors has been focused on individual and personality differences. However, the weakness of depending on personality traits in predicting leadership style, along

with the difficulty of building a strong and stable correlation between these two variables (De Hoogh *et al.,* 2005), meant that analysis of other factors was inevitable. This is especially true given that organisations are today subjected to drastic changes which force them to adapt to survive (Klovienė, 2012). Some scholars have paid attention to contextual factors that may affect the roles and success of leaders, especially transformational ones (Zhang *et al.,* 2014). To have a nuanced and holistic understanding of leadership, contextual factors should be considered (Kostova & Roth, 2002; Amenta & Ramsey, 2010), as they illuminate national variations and peculiarities in managing and leading change in education (Abdalla & Al-Homoud, 2001).

3.7. Institutional Factors

Amenta and Ramsey (2010) argue that institutions are both formal and informal apparatuses that shape and moderate cultural, economic, political, and social exchanges. Institutions are also the mechanisms that enable efficient interactions and exchanges between economic, social, and political players. These institutions can be taken as a form of governmentality (Adamson, 2017), to use a Foucauldian term (Foucault, 1979), functioning by shaping or reshaping societal realities and ways of doing things, i.e., institutional matters (Kostova & Roth, 2002). Hussain and Hoque (2002) identify that institutional theory recognizes institutional factors to be the internal and external environmental factors that affect the organisation's behaviour. For most sociologists, institutional frameworks include the governmental system, religious organisations or places of worship (e.g., church or mosque), schools, hospitals, legal systems, business corporations, and human languages. These institutions help to reproduce and normalise the educational system, framing teachers' subordination, control, centralised power, and unequal relationships, affecting student achievement and staff motivation and commitment (Glasman & Heck, 1992). The institutions are closely linked to each other, creating, supporting, and transferring inequality, transactional leadership, and subjugation from generation to generation (Sultana *et al.,* 2015). Hussain and Hoque (2002) indicate that other institutional factors belong to the organisation itself, including top management culture or corporate culture, organisational strategic orientation, and organisational characteristics. For the purpose of this review, both external (national institutional factors) and internal (organisational level factors) factors will be addressed below:

3.7.1. External Institutional Factors

External factors exist outside the educational setting, yet they have an effect on its performance. Political stability and the availability of reliable information are two factors that impact the country's economy and the educational institution's performance (Anayiotos & Toroyan, 2009). In examining institutional factors, Kaufman (2011) and other institutionally oriented researchers, such as Amenta and Ramsey (2010), postulate that these factors form and influence the structure and behaviour of a society in terms of its routines, norms, and values. This supports the notion of Abu Alsuood and Youde (2018) that institutional factors help explain higher-order causes of societal behaviour, which in turn influence organisational practice. Organisational actions and practices are conditioned by external institutional imperatives (DiMaggio & Powell, 1983). Societal values that could hinder transformational leadership behaviour include the transitional norms, including the tribal, family, and reputational issues that are embedded in a nation's culture and meshed within organisational cultures (Abu Alsuood & Youde, 2018). Consistent with this is that issues that are acknowledged at a higher level are appropriate in explaining processes and outcomes at a lower level of analysis (Amenta & Ramsey, 2010). Kaufman (2011) refers to these as institutional matters that eventually shape the norms, values, practices, and belief systems of the organisation, thereby influencing outcomes and legitimacy.

In line with this, Abu Alsuood and Youde (2018) identify that transformational leadership is indirectly influenced by macro-external institutional factors. Researchers, such as Hussain and Hoque (2002), include in these macro factors economic constraints, national culture, competition, copying best practices from others, and political institutions' pressure. Transformational leadership is indirectly influenced by national culture, the nature of political leadership, and institutional frameworks that support and legitimise corporate practice. According to the World Bank (2015) and Winokur (2014), important external institutional factors that shape the school leadership framework and leadership style are:

- National culture - composed of both religious and spiritual beliefs and nepotism (Abu Alsuood & Youde, 2018)
- Competition and regulatory control (Hussain & Hoque, 2002; Al-Nakib, 2015; Winokur & Sperandio, 2017)

3.7.1.1. National Culture

National culture is formed by the specific characteristics and features of a country, such as its people's values, beliefs, education, and main language (Hofstede *et al.,* 1990, cited in Chan and Cheung, 2011). Chan and Cheung (2011) postulate that the cultural attributes of a country are hard to change, no matter how developed it becomes. Some scholars, such as Abu Alsuood and Youde (2018), discuss the influence of national culture on management and leaders' practices and attitudes. Fernando and Chowdhury (2010) argue that people's ethical and moral sensitivity is a characteristic that is affected greatly by a nation's culture and one that causes differences among people from different cultural backgrounds, affecting an individual's response to situations, including identifying whether a situation contains any ethical issues (Chan & Cheung, 2011). In a teaching setting, leaders encounter challenges relating to ethical issues because of the nature of that setting and its relation to various stakeholders, including students, parents, peers, staff, and external entities (Downe *et al.,* 2016). Dealing with these stakeholders affects leaders' decisions on ethical issues as well as how the leader is perceived by the stakeholders. (Blodgett *et al.,* 2001)

3.7.1.2. Religion and Spiritual

Beliefs can be a vital element of the cultural makeup of a developing nation (Joakim & White, 2015). Leaders must be conscious of their own religiously inspired prejudices and inclinations, especially if they contradict any national religion. The main goal of transformational leaders is to increase the competencies and abilities of teachers and students (Alainati, 2015), but this would not be accomplished if their cultural values differ from those of the nation in which they live (Leithwood *et al.*, 2010). These leaders' attributes will not be acceptable in their working environment. A feature of national culture in developing countries, where most businesses are family-owned, is **nepotism, or *favouritism*,** in dealing with employees and other stakeholders, due to social and family ties (Chervenak & McCullough, 2007). It is covered a little in research but with no systematic theory (Darioly & Riggio, 2014). It can be shown in racism or sexism. For example, even in Sweden, which is generally known for its emphasis on gender equality, awards are discriminated against women in the scientific community (Chervenak & McCullough, 2007).

3.7.1.3. Competition

School leadership practice is exposed to international trends in education. For example, in 1995, Iceland's Minister of Education, Bjorn Bjarnason, accentuated how educational systems have become a topic of discussion in conferences on competition, restructuring, and quality reform (Lárusdóttir, 2014). Schools are forced to improve their approaches and augment their leadership skills and operational efficiencies (Chan & Cheung, 2011). The competitiveness of the education industry is a critical factor affecting the performance of school leaders, especially since industry competition is beyond their control (Bazigos *et al.*, 2016). Leaders in schools should observe one another and carefully consider each other's actions, building strategies accordingly (Jabbar, 2015). With parents' continuous demand for higher quality education for their children, competitive pressure on schools and their leaders is high. Perception of the competition varies from one leader to another; hence their responses to competitive pressure differ (Jabbar, 2015). Some respond in a productive way, while others do not. This affects the overall outcome of the school as well as staff performance.

3.7.1.4. Regulatory Control

Each industry has a regulatory body that provides guidance to companies under its supervision. Several aspects that shape the behaviour of an organisation have been identified, including the leader's role in abiding by regulatory rules (Downe *et al*., 2016; Abu Alsuood & Youde, 2018). Lárusdóttir (2014) argued that leaders' scope of work in Iceland's schools, for instance, was controlled by national laws and municipality legislation.

3.7.1.5. Centralisation of the Curriculum

Centralisation of the curriculum is an important element of regulatory control. Here, a central authority, usually an education ministry but sometimes a ministry with other responsibilities, such as for the development of the economy, lays down the requirement that a certain curriculum must be strengthened or followed, whether in schools, universities, or both. Sometimes this goes in cycles, with centralisation followed by decentralisation, and back to centralisation (Yu, 2020). Centralisation can also be part of a more general mechanism that leads to the persistence of inequalities (e.g., between genders) (Alamri *et al.,* 2019). Schools cope with this in various ways, whether by obeying instructions to the letter or adapting the curriculum – the latter being more common where the leadership of schools has stronger transformational components (Yazicilar & Bumen, 2019). In cases where the centralised curriculum focus is deemed to support a national priority, such as a focus on science, technology, engineering, and mathematics (STEM) or information technology, this focus may persist for years and may result in serious damage not only to school development but also to the development of the skills required for international competitiveness (Al-Hunaiyyan *et al*., 2021), such as creativity (Kolding *et al.,* 2018, Stone *et al.,* 2019). In such cases, rather than changing the centralised focus, it may be better to move towards the use of distributed leadership (Bush & Ng, 2019).

3.7.2. Internal Organisational Factors

Organizations, in general, are affected by many elements that are embedded internally. Some of these factors are shared values, norms and beliefs, structure, competence, policies, and procedures (Zidane *et al.,* 2016). Valaitis *et al.* (2018) added some other factors to these, such as the organization's philosophy, team resources, and administrative support. Therefore, to support the organisation's context in a school setting, internal organizational factors must underpin the improvement of the school's learning environment (Snoek & Volman, 2014). Alabi and Alabi (2014) indicate that although the literature confirms the significance of a leader's individual attributes, it does not confirm whether such attributes are essential in the performance of a leadership role without the required organisational factors. The main internal organisational factors affecting leadership performance are organisational culture, structure, climate, and social-psychological interaction.

3.7.2.1. Organisational Culture

Organisational culture assumes the presence of a mutual configuration of how a business's settings, social relationships, and human capital can be used to solve any business problem. Some scholars argue that leadership style is responsible for the development of one of these types, while others point out that culture affects the development of the organisation's leader, assists the leader to work out the likelihood of being followed, and determines their practices (Gómez-Miranda *et al.*, 2015). In educational environments, such as schools, culture is created by the continuous exchange of relations among academic staff, employees, students, and other stakeholders who contribute to the formation of the

schools' unique culture (Hoy & Miskel, 2013). Leithwood *et al.* (1996) suggest that school culture is a widespread notion affecting the behaviour and operationalisation of school processes based on values, beliefs, and norms. Culture is integral in framing organisational outlook, performance, and implementation of educational programmes).

3.7.2.2. Organisational Structure

An organisation's structure has a role in the rise of transformational leadership (Pawar & Eastman, 1997). Organisational structure includes the organisation's rules and formal procedures to which employees should adhere (Bia & Kalika, 2007). Nielsen and Cleal (2011) suggest that formalisation, through clear written instructions, procedures, and organisational rules, creates a positive work climate that can support transformational leadership. This supports Bia and Kalika's (2007) notion that standardizing procedures assures stability and behaviour predictability of employees. The influence of organisational structure on transformational leadership has been debated, especially with respect to the differences between public and private sectors. Some scholars, such as Currie and Lockett (2007), argue that it is challenging and sometimes unethical to pursue transformational leadership in public sector organisations, while the complicated situation of government entities may obstruct or prevent transformational leadership. Decision-making power and hierarchical decision-making might negatively affect transformational leadership success (Wright & Pandy, 2010).

3.7.2.3. Organisational Climate

This refers to how employees share a perception of the organisation's structure and of what supports their work (Zohar & Tenne-Gazit, 2008). Newmann *et al. (*1989) identify the critical role of school climate in supporting the learning and teaching process. School climate is agreed to be an internal sense of security and belonging that teachers, other staff, and students feel in their schools (Arani & Abbasi, 2004). It is defined as values, beliefs, and attitudes shared by all with roles to play in the school (Sweeney, 1988). It affects all school stakeholders as it contributes to students' results in terms of behaviour and personal development (Arani & Abbasi, 2004; Werang & Agung, 2017). By nurturing the values, attitudes, perceptions, and beliefs held collectively by all school members, leadership is responsible for setting a unified goal and creating a stable climate for solving problems (Newmann *et al.,* 1989).

3.7.2.4. Leader-follower Interaction

Leader-follower interaction can support the social learning process among followers through their perception of and cooperation with their leader, helping them decode their organisation's practices and make work meaningful (Zohar & Tenne-Gazit, 2008). People who feel there is meaning in their own work feel significance in their life (Kahn, 1990). It is important to motivate employees, using the intrinsic resource of the meaning and value of work, to be able to retain qualified ones (Janik & Rothmann, 2015). Nielsen and Cleal (2011) supported this, identifying that working conditions that mirror meaningfulness feelings increase the transformational relationship between leaders and followers and support a positive social and psychological interaction between both parties. Social and psychological interaction creates another kind of meaningfulness, 'meaningfulness at work,' as postulated by Pratt and Ashforth (2003), supporting a person's sense of belonging to a place. A positive social and psychological interaction is defined as a course of actions developed by the instinctive and frequent deeds and connections of people (Sahlstein & Duck, 2001, p. 372). Evers *et al.* (2011) indicated that people's relations are developed over time through language and social interactions. As long as leaders and followers speak a common language and have positive social interaction, they should support each other. Followers' well-being, as well as their self-development needs, affects the ability of transformational leaders to exhibit their competencies (Neilsen *et al.*, 2008).

4. Conclusions

Research on transformational leadership and human resource management (HRM) typically includes looking at how leaders can create a more engaged, productive workforce, and how to manage employee relationships more effectively. This paper establishes the importance of leadership in education. Human Resource Management and its related fields of education and performance are crucial organizational support functions for such development. Educational institutions that promote superiority in learning and performance have been characterized as having robust HRM cultures. In the context of education, transformation leadership is a management approach that emphasizes the need to change how an organization operates to achieve desired outcomes. There is some debate over the effectiveness of transformational leadership in Education. Some researchers argue that the approach is ineffective because it does not emphasize characteristic change (changes in the nature of an organization that are fundamental and persistent). Others argue that the approach is only effective if it is implemented in a strategic manner and when it is partnered with others.

Literature-based research is important because it establishes an in-depth understanding and knowledge of the field of study. Therefore, the aim of this research is to provide a review of the literature that focuses on leadership in education and ways to transform the educational systems so that policymakers, educators, scholars, and academics with important perspectives and insights into factors associated with transformational leadership. This review demonstrates the importance of transformational leadership in changing how schools function to meet national requirements for producing new generations of young people that can help an economy achieve the objectives set by its leaders. However, moving to a more transformational approach in schools will face many difficulties, particularly those posed by the culture and approach to government. Sceptics point out, by itself, transformational leadership may not always have positive effects. Therefore, policymakers, governments, leaders such as principals, teachers, students, parents, and generally all stakeholders involved need to make and accept changes and adopt a more holistic approach, leading to a change in the

mindset of the whole society. Therefore, we recommend that a move to a more transformational approach needs to be accompanied by a wide range of changes.

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