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Leadership Styles and Value Systems of School Principals, Teachers' Perspective towards Leading Schools

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Abstract

School principals' leadership will bring a new direction for their school development. Transformational leadership, which is practiced at schools will affect school performance, achievement, and development. The objective of the research will reveal leadership style as performed by school principals and its effect on school development. The result is transformational leadership owned by school principals have a significant impact on staff performance and school development innovation. Authoritarian style is disliked by teachers and staff, so it kills the fighting spirit at school. It is different from the transformational style which grows motivation. It is performed at schools and is accompanied by good empowerment and communication which can create an excellent collective performance to build a superior school.

Keywords: leadership style, teacher's perspective, transformational leadership, leading school,

INTRODUCTION

School education and development has various problems (Nuryana, Nurcahyati, Rahman, Setiawan, & Fadillah, 2020), including school development. School development is

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influenced by some factors; one of them is leadership. Leadership has a significant influence on school development. Since leadership has the authority to manage all elements resources possessed by the school. Leadership has proven to be an exciting topic for the researcher. Several researchers have learned leadership styles in different work and organizational management cultures. Some researches show that transformational leadership is more often applied. On the other side transactional style is also implemented at schools. In addition to seeing students' problems (Mt & Mustaffa, 2019), the teacher's perspective can also be used to evaluate the principal's performance.

Leadership is a purposive process which inherently based on value. Individual and group quality of transformative leadership strengthens each other (Astin, Alexander W.; Astin, 2013). A good leadership style that applies knowledge management will create good leadership and developed school (Nuryana, 2017). A leader of the educational institute must have both direct and written communication competence and must use various perspectives in making decision professionally; besides, nonverbal communication is also important to have (Smith & Wolverton, 2010).

Transformational leadership has a significant and positive relationship with empowerment and organizational climate which support innovation (Jung, Chow, & Wu, 2003). Superior leaders are needed in this kind of situation to create a superior school (Hartley, 2010). The result draws leadership as an exploration study which relates leadership steps to certain models. It can be a connector between leadership theory and research (Dugan, 2006). The development of Muhammadiyah schools in Sleman Regency is marked with the appearance of young school principals whose age is below 40 years old and lead their school in significant progress, particularly the numbers of students quantitatively. It becomes an interesting issue to observe. How are school principals able to apply new type leadership model which is called transformational leadership at school?

MATERIALS AND METHODS

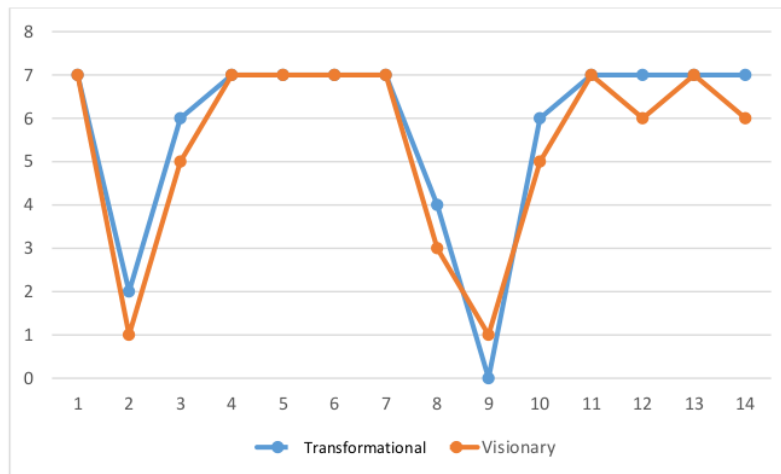
The research utilized a qualitative approach. The data was obtained from questionnaires that were distributed to 15 developing schools at Sleman Regency, Yogyakarta. The questionnaire result was analyzed objectively based on transformational theory to get objective conclusion. The participants were Islamic Education teachers (ISMUBA) who were 25-35 years old. The leadership style questionnaire was adopted from Education Management book (Machali, 2012). The data were analyzed using qualitative approach. The research steps were; first, the researcher gathered teachers in a social media forum and saw their response concerning their school development. Second, the researcher prepared questionnaire instruments that were utilized to see the school principals' leadership style. Furthermore, the existing data were analyzed descriptively, interpretatively, and comparatively to get in-depth review.

RESULTS

This study indicated some results, for example, concerning some schools led by school principals whose age below 40 years old have extraordinary spirit to develop their school. It suggests that age does not burden them to lead school societies whose age above theirs.

However, some findings also explain that, according to teachers, the school principals don't have appropriate experience to lead the school. This research involved 15 teachers who were provided with school principal leadership model questionnaire at their school. Figure 1 explains that the transformational leadership style always goes hand in hand with the visionary style. So the possibility of a school principal who has a transformational style will have a romantic style.

Figure 1. The transformational leadership style coincides with the visionary style found in schools



The previous table indicates the appropriateness of school principals who have a transformational and visionary leadership style. Teachers provide school principals' assessment based on the performance and communication done every day at school. There is an interesting thing found. Four teachers from different schools explained that they were not satisfied with their school principal's performance. Table 1. Explain some teachers in the school explained that their dissatisfaction with the performance of the principal was caused by several factors, including the principal's leadership style.

Table 1. Teachers' satisfaction towards the school principals' performance and their reasons

Numbers	Reasons
4 schools	<ol style="list-style-type: none"> 1. Authoritative school principals 2. Lesson and book needs are not maximal. The school principals have not been able to accommodate teachers' needs. 3. The school principals' minimum experience. 4. The school principals often decide something without communicating it with the school societies.
11 schools	<ol style="list-style-type: none"> 1. The school principals have fighter background who can grow possession feelings for the school societies.

2. The school principals can implement their work program well because of excellent communication
3. The school principals can motivate school societies.
4. The school principals have an ethical responsibility.
5. The school principals have a reliable fighting soul.
6. The school principals think positively and have great communication patterns.

The teachers' statements are interesting to learn. They may mention their dissatisfaction because of personal factors. However, it can occur because of the school principals' inability to communicate with their school societies. From table 1. we can see that the well-implemented school leadership will have a positive impact on the work climate in schools. The principal's leadership style is transformational and can absorb the aspirations of teachers and employees. Therefore, the school leadership style will significantly impact the school.

DISCUSSIONS

Leadership styles

There are two types of existing leadership. First, it is about communication seen clearly on vision, mission, values, and principles. Second, it is about the implementation success of "core processes" by the staff's assistance, which is done on time (Osseo-Asare, Longbottom, & Murphy, 2005). As the model of Muhammadiyah schools which are able to exist and last to provide education or an institution that has been established for one hundred years because of the collective and collegial leadership model to assure the school continuity. This type does not depend on a single leadership person so that it will not disturb the cadre regulation at Muhammadiyah schools in Indonesia. Leadership profile can come and go, but the organizational system of Muhammadiyah schools continue and are maintained because they do not depend on individual (Farid Setiawan, 2016). Since 1980, there were some proposed important new leadership theories, which included charismatic, visionary and transformational leadership. Integration and interdependence which are required for new working environment will need more basic transactional styles leadership for styles which intellectually, inspirationally and charismatically stimulate (Avoho, Bass, & Jung, 1999). Table. 1 indicates that transformational leadership is always accompanied by visionary style. It indicates that if both leadership styles are performed well by the school principals, great leadership quality towards superior schools.

Leadership, vision and organizational leader's behaviors create clarity and unity of organization objectives in the environment in which organization and human resources can be superior. Based on table 1. leadership is required to combine collegiality ethos of the school by using responsive approach, such as business asked by customers (Davies, Hides, & Casey, 2001). Transformational leadership improves the school function and teaching process. The effect of value system on school principals' leadership styles which are based on the moral value systems are more inclined to transformational leadership style, and school principals with pragmatic are more prone to transactional leadership (Jamal, 2014). May benefit from the consideration of training managers to exert transformational leadership behaviors. The

transformational style will affect the characteristics of work that have an impact on meaningful work. Figure 2. explains the correlation between leadership style and well being. Meaningful work will produce job satisfaction well being for all employees. In this case the school will also experience something like this. for this reason the leadership style is very influential.

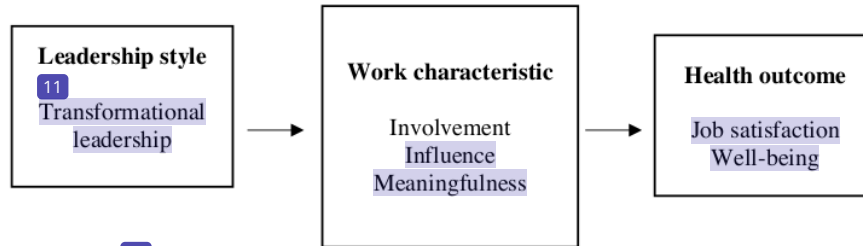


Figure 2. The conceptual framework for transformational leadership, work characteristics, and well-being.

There are other things that have not been discussed in this research. It is about the difference between male and female school principals. Alice's research explained that female leaders are more transformational than male (active and passive). However, this difference is in the small scale (Eagly, Johannesen-Schmidt, & Van Engen, 2003). There are no gender differences for male and female transformational leadership score for managers (Barbara Mandell; Shilpa Pherwani, 2003). The distributed questionnaires which have not explicitly proposed questions related to it are included in leadership style based on teachers' perspectives are able to develop the school to be leading schools.

The role of leadership in creativity and organizational innovation

Some research indicates that transformational leadership can explain four correlated components. First, idealized leadership (charismatic). Second, inspirational motivation. Third, stimulate knowledge. Fourth, mature individual consideration. Anxiety and depression are analogically correlated to leadership (Bass, 1997). Table 1 and 2 indicate that the roles of school societies, especially teachers influence the school principals' performance. It becomes the indication if communication and transformational leadership which are implemented well by school principals will bring good climate for the school development. Effective leadership and school management are important issues that should be given attention for the policy makers, leaders and staff. Basically, school leadership is different to leadership in other contexts. It improves the debate on whether high education leaders should be academicians or professional business administrators (Spendlove, 2007).

Leadership aspect is usually blurred, especially if it is related to multiple characteristics, competition, personnel, social, and identify of organization. Many forms of influence affect leaders. The bigger school, the more shifted more significant and more complex influence as in the university (Bolden, Petrov, & Gosling, 2008). Furthermore, transformational and transactional leadership styles can be used to predict further performance (Bass, Avolio, Jung, & Berson, 2003). The transformational leadership style has a positive impact on actual project performance, which is that emotional intelligence contributes to transformational leadership style of project manager and further actual project performance.

The dimensions and relationships of transformational styles are interrelated with personnel, structural and social. Figure 3 explains that personal, social, and structural are interrelated and the three elements influence the contextual development. This dimension reinforces the conceptual framework for the transformational leadership style already described in Figure 2.

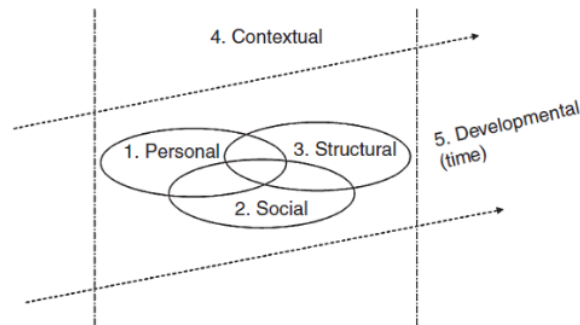


Figure 3. Dimensions of leadership in higher education (adapted from Bolden, Petrov and Gosling, 2008, p. 60)

The element in the leadership dimension is personal. The principal's individual will be the key to how he leads and how he manages the work environment. The second is social. The principal's social relationship is influenced by the quality of communication of the principal. The third is structural. The principal's understanding of the fundamental conditions will have a good influence. Proper placement of human resources will bring to school progress. Fourth is contextual. Good leadership can integrate the vision and mission of the school and the needs of the community. The fifth is development. This last dimension will be the basis for developing schools. Those five dimensions become the capital for developing schools towards superior schools. At present, universities should specially design the curriculum to build reliable school leaders. One of the findings is concerning the inexistence of curriculum at school, which design leadership (Elmuti, Minnis, & Abebe, 2005). Muhammadiyah, through the primary and Secondary education assembly, also has a school leadership curriculum that must be followed by school principal candidates before they are assigned to Muhammadiyah schools.

Transformational leadership and organizational innovation

Four transformational leadership components that can be developed by learning four competencies. Critical evaluation and problem detection, Envisioning, The communication skill for conveying a vision. Impression management, How and when to empower followers (Bernard M. Bass & Ronald E. Riggio, 2006). Transformational school leadership should be designed by some methods. One of them is to provide training for school principals by emphasizing materials on transformational leadership (Weber, Kevin Kelloway, & Barling, 1996). Muhammadiyah schools have implemented it to maintain their school principals' quality. If they are not able to perform their roles, Muhammadiyah, as the institution will take

responsibility to train or replace them for the school development. Transformational leadership is defined as how far a manager is seen as charismatic, treat their juniors as individuals and intellectually stimulate (Bass, Waldman, Avolio, & Bebb, 1987). The new leadership orientation comes from the previous work on transactional leadership which improves people's image on ideal leadership. The leadership style which is created is a process (Bernard M. Bass, 1999).

Four transformational style leadership models are (1) Knowledge and Information Leadership, (2) Attitude, Desire and Leadership desire. (3) Decision Making, Reasoning, and Critical Thinking, (4) Oral and Written Skills, and (5) intra and interpersonal relationships (Ricketts & Rudd, 2002). It is found that transformational leadership is practiced by most of leader academicians of Malaysian State University in Lembah Klang area. Transformational leadership support educators' knowledge (Wahab, Rahmat, Yusof, & Mohamed, 2016).

The school principals who were observed in tables 1 and 2 indicate that they have transformational leadership characteristics. First, they can develop organization values including hard work, respect the time, have high spirit and motivation to be achievers, be discipline and aware of their responsibilities. Second, they use intelligence smartly and responsibly. Third, the struggle for the staff and members' fate and care of their needs. Fourth, they are brave to perform change towards higher caste. Fifth, they can build their staff's motivation and spirit. Sixth, they can develop positive organizational culture and implement power-sharing with the team so they create creative ideas. The style is believed to bring the school to better change. Figure 4. explained The relationship of transformational leadership, empowerment, support for innovation, and innovation as the model conceptual styles are taken from Jung's.

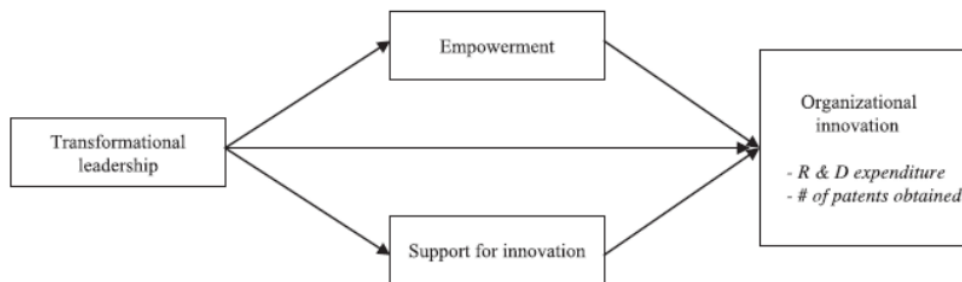


Figure. 4. The relationship of transformational leadership, innovation support, and outcome at school.

Transformational leaders can be learned and should become the training and management development subject. The research has indicated that leaders are relevant and can be trained to be charismatic (Bass, 2006). Leadership should be conceptualized as the interplay process, not as one direction in which the leaders influence other people. Effective leaders respond with their context need change. In the real-life, behavioral leaders are shaped by the school context (HALLINGER, 2003). It's the transformational leaders' task. It is different from transactional leaders who learn follower empowerment, transformational leaders inspire, intellectually stimulate school principals and avoid the relationship between teachers' resistance and intention to refuse the change. The relationship of school principals'

transformational leadership behaviors moderated the relationship between teachers' dispositional resistance (Bass, 1999) and intentions to resist the change (BERSON, 2011).

Figure 4. explains that organizational innovation can be carried out if empowerment and support for innovation are raised by a leader. in this case the school, if the school wants to be an organization that has innovation then the principal must have a transformational style that involves empowering and supporting innovation for teachers and employees.

CONCLUSIONS

This paper tries to improve the understanding of the importance of leadership at school that will bring a significant effect on school development. It is proven by schools whose school principals have transformational leadership style is more developed than schools whose school principals use authoritarian style. The teachers' perception towards school principals influences the teacher's and staff's performance so that the school principals who have transformational style will be fully supported by them to build school.

Transformational leadership style which is performed at school is, First, School Principals who have fighter background who can build ownership feeling in the school societies. Second, School Principals who are able to do good working program because of excellent communication. Third, School Principals who can give motivation to school societies. Fourth, school principals have good responsibility. Fifth, School Principals have reliable fighting soul. Sixth, school principals think positively and have excellent communication. The transformational leadership style will be supported by teachers and staff so that their collective performance is improved and schools will be leading.

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