

The Effect of the Dimensions of Transformational Leadership on the Teachers' Performance in the Yemeni Public Schools

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Abstract

The aim of this study is to determine the dimensions of transformational leadership that influence schools to achieve productivity growth and improve the performance of teaching as well as gaining access to new high-quality education. Although schools have been competing to gain high-quality education, empirical evidence shown that many educational processes with regards to teaching performance were not successful particularly in Yemen. Consequently, the study is often concentrated on identifying the paths to enhance teaching performances. The most important factor to successfully increase high-quality education is providing appropriate transformational leadership during the process of reform, particularly in the important period of the teaching process. In order to accept changes and focus on attaining ambitious goals, it is necessary for leaders of transformational school to provide rewards and support the teachers. This paper aimed to investigate the influence of various dimensions of transformational leadership on performance of teachers in Yemeni public schools. In order to guarantee the sample's representativeness, the questionnaires have been distributed to Yemeni public schools in Sana'a, Republic of Yemen. A total of 374 respondents were selected which include staff and teachers as the sample. The instrument used was a Likert 5-point scale from the questionnaire which were examined using smartpls3. The results revealed that all the dimensions of transformational leadership have a positive influence on the teachers' performance.

Keywords: Transformational Leadership, Teachers' Performance, Yemen.

Introduction

A school's success depends considerably on the quality of its

educational leadership (Ibrahim et al., 2014; Aydin, S., & Uysal, 2013; Ibrahim & Wahab, 2012; Kurland et al., 2010). Leadership is a grouping of capability and knowledge to bring a group of people to accomplish a common goal and assemble them to work towards this goal (Zembar et al., 2010). Surely, the success of the education system in any country is due to the hard work and commitment of its teachers and principals in the schools.

According to Rennie (2013), employees are the mainstay of each institution and the success of its formation depends on the performance of its staff. In the educational environment, improvement of the organizational performance should be headed by workers who are qualified and appropriate. The performance of staff is one of the important measures highlighted by senior management and the staff should be interested to improve their own performance and realize the frequently rapid progress of the knowledge and skills needed in unstable environments (Shariff, Zainal & Hashim, 2010). Leadership in the field of education has been studied widely by many researchers (Northouse, 2013; Yukl, 2010; Bass & Riggio, 2006; Barnett et al., 2001). Most practical studies on leadership have examined trends and examples. The two forms of leadership style and are most notably compared have been established between transformational and transactional leadership which are suggested through the full-scale model of leadership (Eyal & Roth, 2011).

Therefore, employees' development is an essential element in educational management because they are the nation's most valuable resource. (Prasertcharoensuk & Tang, 2017). According to Wahab et al., (2014). It is observed that numerous teachers who do not possess job satisfaction have made them less committed to the task given. To handle this issue, managers must provide themselves with the knowledge of organizational leadership. Thus, practicing a leadership approach that can strengthen the relation between colleagues and co-workers can create a suitable working environment and tremendous job satisfaction for them. Hence, transformational leadership is mostly related to effective leadership style where the focus is on the ability to improve subordinates' knowledge and motivation as well as resulting in organizational excellence (Leithwood & Sun, 2012; Amin, et al, 2013; Aydin et al., 2013; Selamat, et al., 2013).

Transformational leaders can be known as leaders who positively perceived future scenarios for organizations. (Ahmetasevic et al., 2018). Therefore, transformational principals have excellent ability to influence organizational teacher's commitment by promoting values that are relevant to achieve the targeted goal. Some of the ways is to emphasize the relationship between teacher's efforts and purpose achievement and building a greater level of individual commitment for both teachers and

principals of the schools. This can lead to a higher performance and thus increase the quality of education. Moreover, transformational leadership in educational environment works by encouraging the school staff to generate a feeling of efficiency that leads to an enhanced performance (Alsaedi, & Male, 2013).

Statement of Problem

Yemen Ministry of Education in 2013 declared that the public education in Yemen suffered many problems including low performance in the quality of education. This is due to the low performance of teachers and school principals. According to UN Special Envoy for Global Education (2013), the issue regarding the lack of commitment among teachers and supervisory staff has risen from 2010 to 2011 due to industrial activities and weak official monitoring at both centralized and decentralized levels. According to the World Bank (2013), a study indicated that the average rate of teachers' commitment is 19 percent and their time to deliver the lesson is reduced which causes the students to learn only a fifth what they officially supposed to be learning. Thus, this decreases the performance and efficiency of the teachers. All those factors lead to poor performance of teachers and therefore, poor quality of education.

Objective

The objective of this study is to examine the effects of transformational leadership (dimensions) on teacher's performance in Yemeni public schools.

Transformational Leadership is one of the significant leadership models and it is largely important in the field of educational administration (Hallinger, 2003; Bush, 2014). According to Okoth, (2018), educational leadership duties include setting educational standards, giving the motivation to learn, and providing incentives for teachers. Principals encourage teachers to understand the effectiveness, sense of society, attention, professional development and improvement of education. Furthermore, transformational leadership in educational context works through inspiring the school staff to build a feeling of success that leads to enhance student outcomes (Alsaedi & Male, 2013). Meanwhile, the application of transformational leadership among school leaders is very important to enhance the performance of teachers through knowledge development. Transformational leadership can promote the changes required to accomplish particular goals. It includes the following dimensions: Idealized Influence, Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration. These are further clarified

based on figure 1.

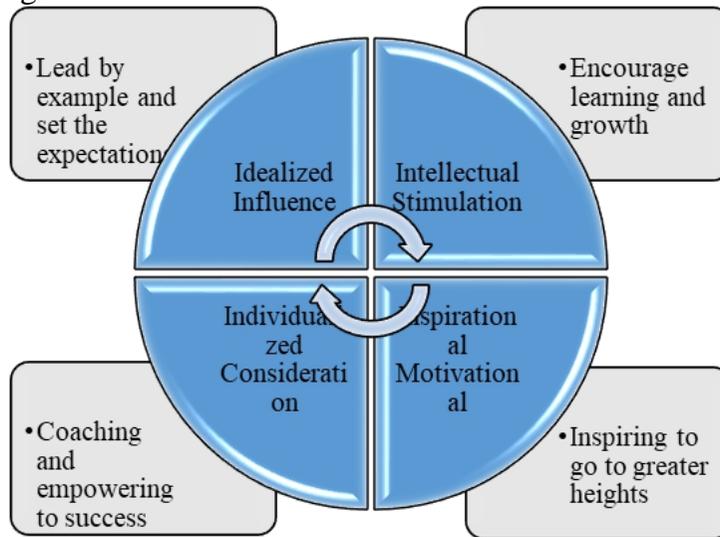


Figure 1 Dimensions of Transformational Leadership Model

Idealized Influence

This dimension is also named the Behavioral Charisma (Avolio, & Yammarino 2013). The leader in this context is the role model who provides a sense of purpose by instilling a common vision and clear objectives. Besides being respected as the main operator of great performance and spirit, he or she is also seen as an idealized leader who steps ahead of his or her followers as well as understanding the central force of the organization to move forward with (Avolio, 2011). Additionally, through the use of vision, transformational leaders with this factor instill a sense of faith for a better future (Berson, et al., 2001).

Inspirational Motivation

The leader with the Inspirational Motivation dimension influences his or her followers by continuously motivating them to go above and beyond as well as using extra effort and doing something greater than expected. The leader also provides motivating goals by assigning tasks that are meaningful and challenging (Avolio, 2011).

Intellectual Stimulation

This dimension of refers to leaders that inspire and stimulate their followers by encouraging creativity and innovation. Besides stimulating followers to think in new ways, a leader with intellectual stimulation factor emphasizes problem-solving and the use of reasoning before implementing a solution (Lowe et al., 1996). Intellectual stimulation that is used for

producing new ideas and solving problems will conjointly influence organizational performance through innovation (García-Morales et al., 2012).

Individualized Consideration

Individualized consideration focuses towards the leader's procedure on how he monitors his subordinates in achieving their targeted level of potential. In this context, the leader plays his or her role as a coach and advisor apart from also offering opportunities that are capable of challenging the workers' development and growth (Bass, 1999). Yukl (2006) explained that the leaders developed individual behaviors through support and encouragement as well as provide training for his followers.

Previous research has proved that there is a statistically positive association between transformational leadership and subordinate's performance (Masi & Cook, 2000; Dvir et al., 2002; Bass et al., 2003). Further, it has also been confirmed that leaders who demonstrate transformational leadership tend to improve performances more efficiently and these outcomes were confirmed across certain levels as well as in public circumstances (Bakar & Mahmood, 2013a). Additionally, it has been revealed that transformational leadership is common in the public education sector as it represents the overall performance (Tucker, 1991; Kirby, King & Paradise, 1992). Based on these arguments, the following hypothesis is postulated:

❖ **H1:** Transformational leadership has a significant impact on teachers' performance in Yemeni public schools.

Consequently, the sub-hypothesis will be as following:

❖ H1.1 Idealized Influence has a significant impact on teachers' performance in Yemeni public schools.

❖ H1.2 Inspirational Motivation Influence has a significant impact on teachers' performance in Yemeni public schools

❖ H1.3 Intellectual Stimulation has a significant impact on teachers' performance in Yemeni public schools.

❖ H1.4 Individualized consideration Stimulation has a significant impact on teachers' performance in Yemeni public schools.

The study on the relationship between transformational leadership and performance has attracted the interest of numerous scholars (Menges et al., 2011; Carter et al., 2012; Braun, et al., 2013). Nevertheless, there is no study which examines the relationship between transformational leadership, teacher's commitment, and teacher's performance, particularly in Yemen.

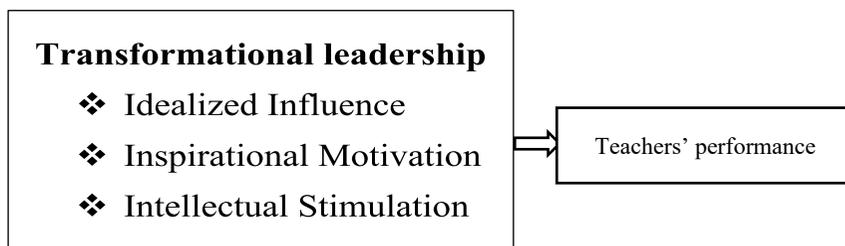


Figure 2 Conceptual framework

Methodology

A questionnaire was utilized in this study which has benefits in terms of obtaining data more efficiently over time and reducing energy and expenditures (Sekaran, 2006). The population of this study consisted of 13198 public school teachers in Yemen whereas the sample size consisted of 374 teachers. The sampling technique employed in this study is stratified random sampling. This study covers 10 educational districts which includes 302 public schools in Sana'a whereby the targeted population consists of public school teachers that are currently teaching there. The data collected was analyzed using SPSS (version 25) to evaluate the effects of the dimensions of transformational leadership on teacher's performance. Multiple regression analysis was used as well as the Smart pls 03 software to test the hypothesis.

Instrument

The study employed a questionnaire developed by Alfraih, F. (2014) for measuring the style of transformational leadership. The questionnaire consists of 21 items that measure four dimensions of transformational leadership: idealized influence, inspirational motivation, intellectual stimulation, and individual consideration. Based on the five-point Likert scale which ranges from 1 (strongly agree) to 5 (strongly disagree), the respondents were required to answer their transformational leadership styles. To measure the teachers' performance in Yemeni public schools, The Teachers' performance (TP) scale based on Alfahadi, et al., (2016) was approved and utilized for this research. The questionnaire consists of 24 items and is based on the range given in the five-point Likert: 1 (strongly agree) to 5 (strongly disagree).

Reliability and Validity

Before the relations between transformational leadership and teacher's performance were measured and determined, the instrument was studied and evaluated in order to measure its reliability and validity.

Cronbach's alpha coefficient was carried out and test results ranging from 0.855 to 0.919 were obtained, which exceeds the recommended minimum level of 0.7 (Nunnally, 1978). A low alpha value indicates a weak correlation between items which suggests that some of them should be amended or discarded. Nunnally (1978; 1988) stated that a newly developed instrument is acceptable on the basis that the alpha value is 0.60, by which 0.70 must be the threshold. Hence, this suggests that there is a relatively high degree of reliability for the instrument (See Table 1 below).

Table 1: Reliability scores

| | Cronbach's Alpha | Composite Reliability | (AVE) |
|-----|-------------------------|------------------------------|--------------|
| IIN | 0.871 | 0.903 | 0.609 |
| IM | 0.884 | 0.915 | 0.683 |
| IS | 0.862 | 0.901 | 0.645 |
| IC | 0.855 | 0.896 | 0.634 |
| TP | 0.952 | 0.955 | 0.507 |

The variables were validated in this study by factor analysis. Prior to the analysis, the appropriateness of the data was evaluated using two tests, Kaiser-Meyer-Olkin measure of sampling adequacy (KMO) and Bartlett's Test of Sphericity. While the KMO must be more than 0.50 or equal to 0.822, it is necessary for the Bartlett's Test of Sphericity to be significant. For factor analysis, principle component analysis and Varimax rotation were obtained. It was proposed that the items with factor loadings less than 0.40 must be removed (Hair et al., 2006). Table 2 illustrated that the KMO value for transformational leadership was 0.953 while the KMO for teacher's performance was 0.848 and the Bartlett's Test of Sphericity was significant. Factor loading was based on 21 items that represented transformational leadership and 24 items that represented teacher's performance.

Hypotheses Testing

Structural Equation Modeling analysis (smartpls3) was employed to investigate H1 – the relationship between transformational leadership and teacher's performance. Structural Equation Modeling Smart pls3 was employed because other than predicting the effect of independent variables (transformational leadership dimensions) on the dependent variable (teachers' performance), it also investigates the unique strength and direction of the individual contribution of independent variables on the dependent variable at the same time. Results from the analysis presented in Table 2 showed that the main hypothesis was accepted due to the t statistics = 9.476 which is greater than the table = 1.96. This means that the transformational leadership has a positive significant effect on the teachers'

performance in Yemeni public schools.

Table 2. Path Coefficients (MEAN, STDEV, and T-Value)

| | Original Sample (O) | Sample Mean (M) | Standard Deviation (STDEV) | T Statistics ((O/STDEV)) | P Values |
|------------|---------------------|-----------------|----------------------------|--------------------------|----------|
| TFL -> IC | 0.865 | 0.863 | 0.02 | 42.988 | 0 |
| TFL -> IIN | 0.87 | 0.868 | 0.02 | 43.074 | 0 |
| TFL -> IM | 0.902 | 0.901 | 0.014 | 63.475 | 0 |
| TFL -> IS | 0.938 | 0.938 | 0.009 | 103.567 | 0 |
| TFL -> TP | 0.48 | 0.499 | 0.051 | 9.476 | 0 |

Figure 3 shows that dimensions of transformational leadership has a significant relationship with teacher’s performance. Consequently, H1 is accepted. The H1 result is in line with the previous studies by which transformational leadership is significantly related to performance (Judge & Piccolo, 2004; Bass, Avolio, et al., 2003). These results also confirmed earlier studies that associate transformational leadership with higher performance (Masi & Cooke, 2000). Block (2003) eloquently stated that transformational leadership is powerful and it results in greater performance and productivity.

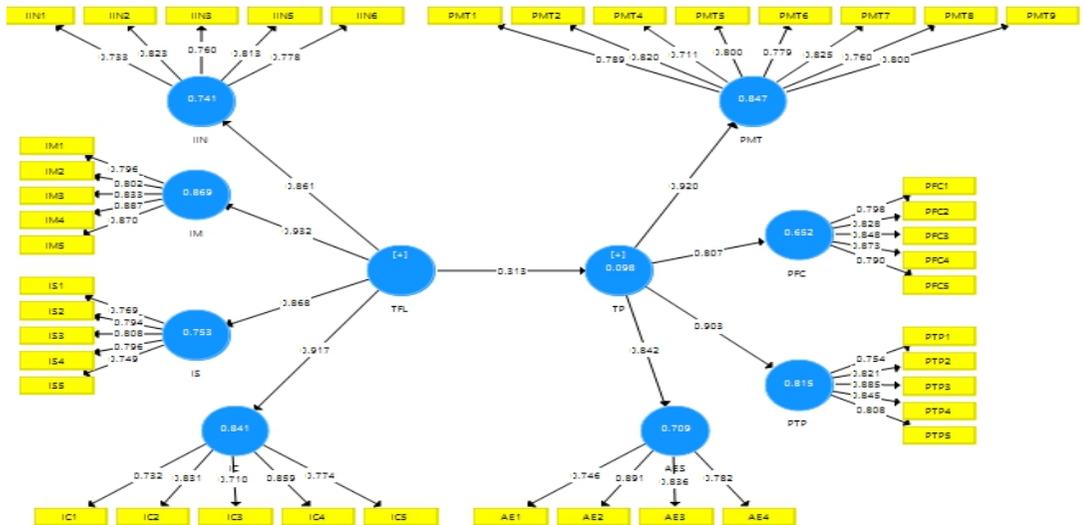


Figure 3 PLS Path coefficient and R square

Discussions and Conclusion

The major goal of this study is to investigate the effects of transformational leadership dimensions on Yemeni public-school teachers' performance. Based on the results, it has been revealed that transformational leadership has a statistically significant effect on the teachers’ performance. Consequently, this implies that a high level of

transformational leadership would result in a high level of performance for the teachers in Yemeni public schools. This finding is similar with past studies that strongly support the influence of transformational leadership to increase the performance of several instructional establishments (Bass, 1998; Bass et al., 2003; Yukl, 2010; Northouse, 2010; Wang et al., 2011; Aziz et al., 2013) as well as the higher education sector (Lo et al., 2009; Hashim, 2010; Sadeghi & Zaidatol, 2013, Sitthisomjin, J. et al., 2018). Consequently, public-school leaders should attempt to select and encourage transformational leadership qualities among Yemeni teachers to increase their performance. Their leadership aspects must be considered when selecting the education managerial position. Additionally, current school leaders must reconsider their style of selection in leadership because it has a vital impact on performance. Due to the rapid development of education throughout the world, it is essential that Yemeni public schools continue to progress, so students can learn quickly and effectively. This is also to ensure their flexibility and sustainability for future success. Transformational leaders can observe their schools and constantly reinvent necessary changes when needed for further improvement. The leaders must possess the ability to share a vision about future possibilities which inspires their subordinates to make the group's needs their priority instead of their own personal interests (Early & Davenport, 2010; O'Reilly et al., 2010). Hence, in today's environment of public school education, transformational leadership is indeed the desired quality that leaders should have. This work is conducted based on the knowledge of leadership attributes and behaviors in public-school education. However, it suffers from some limitations that should be taken into consideration for future studies. In this study, only one research methodology was used thus, it is suggested that the triangulation approach should be used in future research.

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