

## Transformational Leadership as an Approach to Building the Egyptian Secondary Schools Capacity

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### ABSTRACT

*The study aimed at using Transformational Leadership as an Approach to Building the Egyptian Secondary Schools Capacity. The study used a descriptive approach for its suitability for the nature of the study. Survey data from an achieved sample of (102) Teachers and (57) Heads in one large education district in Egypt were used to explore the relative effects of transformational leadership practices on selected organizational conditions and school capacity. Results referred to powerful significant effects of Transformational leadership on institutional capacity.*

**Keywords:** Transformational Leadership; School Capacity; Egyptian Secondary School

### INTRODUCTION

Schools face a dynamic environment characterized by rapid changes, more challenges and variety of problems. Nowadays the world moves toward competition and quality, leadership style has been identified as being the main driver of this competition because the leaders can influence the improve of quality service and can create climate for competition( Al-Husseini, Sawasn; Elbeltagi, Ibrahim, 2013).

So these schools need to extraordinary leadership. Transformational leadership able to implementation an educational reforming rather than traditional leaders who cannot be helpful in competing in the present educational environment. (Al-Husseini, Sawasn; Elbeltagi, Ibrahim, 2013)

There are statistically significant empirical and qualitatively robust associations between heads' educational values, qualities and their strategic actions and improvement in school conditions leading to improvements in schools outcomes. The results confirm and go beyond the model of successful leadership practices identified in the project literature review (Leithwood et al., 2006) that involve Creating Vision and Setting Directions, Restructuring the Organization and Redesigning Roles and Responsibilities, Developing People and Managing Teaching and Learning. (Christopher Day etal, 2009)

These affect and are affected by school internal conditions, culture and trust. Transformational approaches to leadership have long been advocated as productive under the conditions, and evidence suggests that transformational practices do contribute to the development of capacity and commitment. (leithwood, Kenneth & Jantzi, Doris, 1999)

There are similarities between the effects of leadership practices on improvements in school conditions in Secondary schools in the study. However, the leadership has a more direct

influence upon learning and teaching standards in Secondary schools. ( Christopher Day etal, 2009)

### **STATEMENT OF THE PROBLEM**

As a result, a new model of transformational leadership is advocated to point in new directions and influence others to believe and follow, adjusting to change and shaping the debate in education. (Wonacott, Michael E., 2001), already educators and researchers have started altering their policies and pedagogies to help develop transformational leadership model as a panacea for educational reforms in schools world-wide. (Bana, Zubeda, 2012)

The literature emphasizes that transformational leadership is the most important style in the field of educational leadership because this style accommodates in school ability, emotion, values, attitude and creativity in the followers and then develops innovation. The followers feel respect, trust, and loyalty toward the leader and they are thus willing to exceed their own personal expectations( Al-Husseini, Sawasn; Elbeltagi, Ibrahim, 2013) and What distinguishes transformational leadership model also is the focus on how administrators and teachers improve teaching and learning environment. Instructional leaders focus on school goals, the curriculum, instruction, the school environment and restructuring the school by improving school conditions. (Jan Stewart, 2006)

### **RESEARCH QUESTIONS**

In order to generate the information needed to understand the relationship between transformational leadership and school capacity and change, this study addresses the following three research questions:

1. To what extent do Egyptian secondary schools Head undertake the new responsibilities in the light of new approach (transformational leadership)?
2. Why secondary schools Heads do or do not take on these new roles as transformational Leaders?
3. For those secondary schools Heads who do exhibit behaviors aimed at school change and the professional development of institutional capacity: Management and Problem Statement result in improved Organizational Administration, Teacher learning and Teaching Practices in Egyptian Secondary Schools?

### **HYPOTHESIS**

**The Major Premise:** There are correlations between transformational leadership and the dimensions of secondary school capacity in Egypt.

1. There is a significant correlation between the transformational leadership and school strategic planning.
2. There is a significant correlation between the transformational leadership and organizational structure.
3. There is a significant correlation between the transformational leadership and organizational governance.
4. There is a significant correlation between the transformational leadership and credibility and ethics.

5. There is a significant correlation between the transformational leadership and administrative apparatus.
6. There is a significant correlation between the transformational leadership and financial and material resources.
7. There is a significant correlation between the transformational leadership and community participation and development environment.
8. There is a significant correlation between the transformational leadership and institutional evaluation and quality management.

## **AIMS OF THE STUDY**

Using Transformational Leadership as an Approach to Building the Egyptian Secondary Schools Capacity.

## **IMPORTANCE OF THE STUDY**

1. Present the results of the study to the responsible of secondary education for guidance while applying the transformational leadership approach.
2. Define the transformational leadership approach and its importance and how it can be applied for the researchers.
3. Define how to build transformational leadership for researchers and the responsible for secondary education.

## **RESEARCH METHODOLOGY**

The study used a descriptive approach, which is the most suitable approaches to achieve the objectives of the study; it helps in getting facts and information specific and accurate for the current circumstances and events, and beyond that to the analysis, interpretation and access to the conclusions that can contribute to the development of reality.

## **LITERATURE REVIEW**

### **Institutional Capacity**

The ability of the institution to performance efficiently through the human and material resources available in order to achieve its mission and goals and objectives Strategic declared, with the presence of an appropriate structure involves relationships and clear authority and determine the exact responsibilities and terms of reference and under the leadership of academic and administrative oriented strategic planning and characterized credible and transparent and in addition to the institution's ability to interact with the community and to establish internal systems for quality management and conduct continuous assessment of its overall performance.

According to the National Authority to ensure the quality of education and accreditation, indicate Criteria document quality assurance and accreditation of institutions of pre-university education and document secondary education in Egypt (2010) to include institutional capacity on eight dimensions as follows: 1) Strategic Planning, 2) Organizational Structure, 3) Leadership governance, 4) Credibility and ethics, 5) Administrative apparatus, 6) Financial and material resources, 7) Community participation and development environment, and 8) Institutional evaluation and quality management.

## **Transformational Leadership**

The concept of transformational leadership was initially introduced by leadership expert and presidential biographer James MacGregor Burns. According to Burns, transformational leadership can be seen when "leaders and followers make each other to advance to a higher level of moral and motivation." Through the strength of their vision and personality, transformational leaders are able to inspire followers to change expectations, perceptions, and motivations to work towards common goals. (Kendra, Cherry, 2014)

### ***Concept of Transformational Leadership***

Transformational leadership is die current focus of concepts relating to organizational leadership. These concepts are based on vision statements that provide directional path for the organization. Historical definitions of transformational leaders have depicted them as heroes, with charismatic personalities expressing and promoting a mission of major organizational change (Basham, Lloyd Moman, 2012). (Bana, Zubeda, 2012) refers to Transformational leadership, is a capacity to go deep into the content of one's thoughts and be able to liberate self and others to hear the voice of their inner selves.

Transformational leaders are aware of the purpose of their lives and work, and are able to make intelligent decisions to change themselves and the people around them. They are influential as they work altruistically and help others to achieve their fullest potential for improving the quality of their lives and work. They share abundant mentality of giving and are hence, considered as trustworthy. (Fitzgerald, Susan & Schutte, Nicola S,2010) refer to Transformational leadership, a motivational leadership style which involves presenting a clear organizational vision and inspiring employees to work towards this vision through establishing connections with employees, understanding employees' needs, and helping employees reach their potential, contributes to good outcomes for an organization. (Beugré, Constant D. & Acar, William, 2006), (James a Odumeru & Ifeanyi, George Ogbonna, 2013).

### ***The Components of Transformational Leadership and Secondary Schools***

Transformational leadership has four components:

- i. Intellectual Stimulation: Transformational leaders not only challenge the status quo; they also encourage creativity among followers. The leader encourages followers to explore new ways of doing things and new opportunities to learn (Kendra, Cherry, 2014) add this component deals with stimulating followers' analytical skills and problem solving ability. (Babou Srinivasan, 2008).
- ii. Individualized Consideration: Transformational leadership involves offering support and encouragement to individual followers. In order to foster supportive relationships, transformational leaders keep lines of communication open so that followers feel free to share ideas and so that leaders can offer direct recognition of the unique contributions of each follower. (Kendra Cherry, 2014)
- iii. Inspirational Motivation: Inspirational motivation refers to the leader's ability to inspire confidence, motivation and a sense of purpose in his followers. The transformational leader must articulate a clear vision for the future, communicate expectations of the group and demonstrate a commitment to the goals that have been laid out. ( Matthew Schieltz, Demand Media,2014)
- iv. Idealized Influence: The transformational leader serve as a role model for followers. Because followers trust and respect the leader, they emulate this individual and internalize his or her ideals. (Kendra Cherry, 2014)

### ***Goals of Transformational Leaders at Secondary Schools***

There are four fundamental goals for transformational leaders while working and active in schools, as following:

- i. Helping staff develop, maintain a collaborative, professional school culture and capacity; this means Transformational leadership aims at strives to create new opportunities for employees in an organization, motivating people, self-confidence, integrity, honesty, personal values. (Tahreem Raza, 2011)
- ii. Fostering teacher development; one of Leadwood's studies suggests that teachers' motivation for development is enhanced when they internalize goals for professional growth. This process, Leithwood found, the transformational leader is facilitators when they are strongly committed to a school mission. When leaders give staff a role in solving non routine school improvement problems, they should make sure goals are explicit and ambitious but not unrealistic. (Leithwood, Kenneth, 1992)
- iii. Transformational leadership model also aims at how administrators and teachers improve teaching and learning; Instructional leaders focus school goals, the curriculum, instruction, and the school environment. And restructuring the school by on financial and material resources, this mean, improving school conditions. (Jan Stewart, 2006)
- iv. Helping Teachers to solve problems more effectively; Transformational leadership is valued by some, because it stimulates teachers to engage in new activities to exert more efforts to solve these problems (Leithwood, Kenneth et al, 2006b).

### ***Characteristics of Transformational Leadership in Secondary Schools***

Characteristics of transformational leadership exist within every functional activity, with representatives serving in any capacity that can influence change. Transformational leadership is demonstrated if effective results are recognized and realized (Lloyd Moman, Basham, 2012). Traits that define effective leadership are included in either a group or individual category. Group traits include collaboration, shared purpose, disagreement with respect, division of labor, and a learning environment. Individual traits include self-knowledge, authenticity / integrity, commitment, empathy and competence. (Lloyd Moman, Basham, 2012);

- i. Positive changes in the physical environment (financial and material resources) seemed to prompt positive changes in school capacity. Teachers had more respect for an improved environment and this created a greater sense of calm and order across the school. The reputation of the schools in the community was important to the heads, and so improving the school profile was important. Many had secured a better reputation for the school though improved community links, more positive media attention and, for some schools, achieving specialist school status. Specialist status was not only an accolade for the schools but also an important means of securing more resources to improve the physical learning environments. Some studies tried to define the elements of transformational leadership as follows: (Argia, Hassan A A & Ismail, Aziah, 2013); A collaborative, shared decision-making approach in which leaders believe that organizational goals can be better accomplished by shared commitment and collaboration. (Lynn balster,1993)

- ii. An emphasis on teacher professionalism and teacher empowerment in which leaders believe all teachers are capable of leadership and encourage them to be self-directed. (Lynn balster, 1993)
- iii. An understanding of change, including how to encourage change in others; leaders are agents of change and are committed to educating students for the 21st century.

There are similarities in the models describing transformational leadership in education, such as collaborative work, encouraging and providing conditions for the self-direction of employees to learn and grow as professionals, and developing the leadership capacity of the organization. Such models suggest that leaders and members consider the development of organization as their own responsibility, and they prefer to be involved in envisioning and planning. (Leithwood, Kenneth et al, 2006a) Has successively interest in the subject transformational leadership at the level of higher education to identify, stated (Alghamdi, 1421H, p. 8) that it should be school leaders have won in qualified to practice transformational leadership behavior, and possess commander transformative properties; and to the leadership towards the desired future and address the pressing challenges in the world today.

**Reality of Transformational Leadership in Egyptian Context, Methods and Case Study**

Data about transformational leadership, school capacity and conditions, educational improvement were collected through two large school districts in Delta Egypt. The districts served a population of approximately 123 urban and suburban secondary schools. Data for this study focused on the sample of (102) teachers, and (57) heads in the district’s Dakhliya and Sharkia secondary schools. At the time of data collection spring 2014, all schools in these two districts were confronted with expectations for change from both the district and the provincial government which clearly called out for the exercise of school-level leadership.

Each of these contained a number of sub themes and these are represented in this area. Key findings from the qualitative data and illustrative quotations are provided in each section. These illustrations are selected from and representative of the much wider data base. The section concludes with a summary of the perceptions on school capacity.

**Table 1. Transformational Leadership and the Dimensions of School Capacity (N = 102 teachers)**

| <i>S.No</i> | <i>Dimensions of School Capacity</i>                | <i>Mean (1)</i> | <i>SD</i> | <i>Reliability (2)</i> |
|-------------|---|-----------------|-----------|------------------------|
| 1           | School Strategic Planning                           | 3.37            | 0.25      | 0.92                   |
| 2           | Organizational Structure                            | 4.06            | 0.34      | 0.96                   |
| 3           | Organizational Governance                           | 4.01            | 0.29      | 0.89                   |
| 4           | Credibility And Ethics                              | 3.92            | 0.33      | 0.93                   |
| 5           | Administrative Apparatus                            | 3.85            | 0.26      | 0.96                   |
| 6           | Financial and Material Resources                    | 3.71            | 0.31      | 0.92                   |
| 7           | Community Participation and Development Environment | 3.64            | 0.36      | 0.93                   |
| 8           | Institutional Evaluation and Quality Management     | 3.57            | 0.34      | 0.91                   |

(1)-Rating Scale; 1= Disagree Strongly; 5= Agree Strongly; (2)- Cronbach’s Alpha



The table and topic above are divided into some sections that reflect the strongest themes which emerged from the qualitative data. Analysis of the results of institutional evaluation and quality management and school strategic planning; the data showed that one of the most powerful dimensions of effective school transformational leadership was the establishment of a clear sense of direction and purpose for the school. Some teachers had a very weak and not clear vision for their school capacity. That heavily influenced their actions and the actions of others. Little of the teachers were instrumental in driving it forward. This result is consistent with the findings of the study. (Kenneth Leithwood et al, 2006)

The vision was shared with the senior head team and was a driving of all leadership activities, shared shortly and not clearly understood and also supported by all staff. It was a touchstone against which some new developments, policies or initiatives were tested. Some school Heads Participated teachers and staff in the decision making and evaluation of the school's conditions in order to determine the weak points that needed to improvement plan. The school culture was heavily influenced, shaped and a consequence of the values and vision stated and reinforced by the head. In fact, for many staff the head epitomized the vision for the school capacity and on a daily basis demonstrated how that vision could be realized and fulfilled. This result is consistent with the findings of the study. (Christopher Day et al, 2009)

**Table 2. Transformational Leadership and the Dimensions of School Capacity (No = 57 heads)**

| <i>S.No</i> | <i>Dimensions of School Capacity</i>                | <i>Mean<br/>1</i> | <i>SD</i> | <i>Reliability<br/>2</i> |
|-------------|---|-------------------|-----------|--------------------------|
| 1           | School Strategic Planning                           | 3.28              | 0.29      | 0.91                     |
| 2           | Organizational Structure                            | 4.00              | 0.39      | 0.93                     |
| 3           | Organizational Governance                           | 4.04              | 0.25      | 0.88                     |
| 4           | Credibility and Ethics                              | 3.88              | 0.37      | 0.94                     |
| 5           | Administrative Apparatus                            | 3.89              | 0.36      | 0.95                     |
| 6           | Financial and Material Resources                    | 3.39              | 0.31      | 0.96                     |
| 7           | Community Participation and Development Environment | 3.68              | 0.33      | 0.92                     |
| 8           | Institutional Evaluation and Quality Management     | 3.67              | 0.33      | 0.88                     |

(1)-Rating Scale; 1 = Disagree Strongly; 5= Agree Strongly; (2)- Cronbach's Alpha

The table and topic above are divided into some sections that reflect the strongest themes which emerged from the qualitative data. Analysis of the results of;

Organizational structure and school community; Heads as a transformational leadership were perceived by staff as good communicators who were skilled at building positive relationships. They purposefully developed positive relations with staff which made them feel valued and respected. They showed concerns for their interest. But they were trusting of others, had clarified this in their words and actions and had, as a result, become the relationship between the heads and their staff, in particular, were one of respect and mutual respect. This result is consistent with the findings of the study. (Christopher Day et al, 2009)

School community and organizational governance; Heads referred to the importance of community for engagement in manage of school as an important component of their vision and essential to their success .heads had developed positive relationships with community leaders, had built a web of links across the school to other organizations and individuals and strong links with key stakeholders in the local community which benefited the school. Heads worked hard to improve the reputation of the school in the community. Heads from the transformational leadership dimension also try to make a great deal of effort to communicate with parents. This result is consistent with the findings of the study. (Bill Mulford, 2003)

**Table 3. Factor Matrix Resulting from teachers and heads rating of Transformational Leadership within Schools (N =102 teachers, 57 heads) Factor Loadings**

| <i>S.No</i> | <i>Dimensions of Transformational Leadership</i> | <i>Teachers</i> | <i>heads</i> |
|-------------|--|-----------------|--------------|
| 1           | Building School Vision and Goals                 | 0.68            | 0.63         |
| 2           | Monitoring School Activates                      | 0.67            | 0.41         |
| 3           | Symbolizing Professional Values                  | 0.67            | 0.66         |
| 4           | Developing Collaborative Structures              | 0.59            | 0.67         |
| 5           | Staffing   | 0.77            | 0.86         |
| 6           | Instructional Support                            | 0.68            | 0.78         |
| 7           | Individual Support                               | 0.61            | 0.57         |
| 8           | Community Focus                                  | 0.62            | 0.67         |

(1)-Rating Scale; 1 = Disagree Strongly; 5= Agree Strongly;  
 (2)- Cronbach’s Alpha

The table and topic above are divided into some sections that reflect the strongest themes which emerged from the qualitative data. Analysis of the results of;

Redesigning credibility and ethics, organizational structures, redefining roles and responsibilities; The heads, teachers and staff were interested to redesigned organizational structures, redefined and distributed management responsibilities in order to promote all teachers, staff and students engagement roles and responsibilities were changing but the timing varied from school to school, links Lines of communication and responsibility were improved and new leadership and management responsibilities were clearly outlined. This result is consistent with the findings of the study. (Thomas L. Black, 2014)

Re-designing and enriching curriculum; some Egyptian schools focused on: re-designing and enriching the curriculum as a means to ensure "improved engagement and achievement", Adapt to the needs of all students, the development of key skills. There was a little emphasis on enjoyment of learning and the recognition that when pupils enjoy learning, they are more effective learners. There was also evidence of an emphasis on the provision of a broad range of extracurricular activities. This result is consistent with the findings of the study. (Christopher Day et al, 2009)

Financial and material resources; Schools were all vigilant and persistent in the pursuit of improved teaching, learning and achievement. Teachers were encouraged to go beyond their



usual teaching models and to try new or alternative approaches. Heads encouraged staff to be leaders in their own classrooms and to take informed decisions to extend their teaching approaches.

**Table 4. Relationship among Transformational Leadership and School Capacity (N =102 teachers, 57 heads)**

|                             | <i>Strategic Planning</i> | <i>Organizational Structure</i> | <i>Organizational Governance</i> | <i>Credibility and Ethics</i> | <i>Administrative Apparatus</i> | <i>Financial And Material Resources</i> | <i>Community Participation and Development Environment</i> | <i>Institutional Evaluation and Quality Management</i> |
|-----------------------------|---------------------------|---------------------------------|----------------------------------|-------------------------------|---------------------------------|---|--|--|
| Transformational Leadership | 0.68**                    | 0.34                            | 0.19*                            | 0.40**                        | 0.088**                         | 0.23*                                   | 0.37*  | 0.21*  |

\*p< 0.05; \*\*p< 0.01

The table and topic above are divided into some sections that reflect the strongest themes which emerged from the qualitative data. Analysis of the results of

Community participation and development environment; the study demonstrated that community participation in school management were not effective Because of the extreme centralization in the Egyptian schools and in many cases, the conditions of the school capacity was not conducive to community participation. Therefore, there must be a strategy by the school heads to improve the community participation.

Enhancing institutional evaluation and quality management; some schools were committed to improving and enhancing teacher quality. It was evident that this was motivational for teachers and impacted positively upon their teaching practices. Teachers reported that they experienced a smaller sense of collective responsibility from working more closely together more regularly and were more able to improve their practices through joint working which will reflect in classrooms. (Christopher Day et al, 2009)

**RESULTS OF STUDY**

These analyses revealed range of transformational leadership practices across the case study at Egyptian secondary schools and it revealed numbers of problems that faced the application of this kind of leadership. The heads were continuing on trying to improve teaching, learning and productivity these meant that transformational leadership (as new approach) had to be related to these attempts. The heads in this study were seek to raising teachers’ expectations about the profits of transformational leadership and providing targeted support for their learning and development needs were elements to increasing their morale, motivation and commitment , through these, achieving better learning outcomes for students.

**CONCLUDING REMARKS**

The study indicated to that transformational leadership behaviors in Egyptian secondary schools, are positively related to improve and develop the performance both staff and students. Therefore, transformational leadership is very essential for schools to move forward toward the future. However, it is a main issue of discussion whether heads demonstrate this

characteristic properly in work, which is concern of this study. So this study provided references for the heads to realize the importance of transformational leadership in the performance of school improvement. The study indicated that transformational leadership work should be based on clear understanding to Mechanisms of application the transformational leadership concept in addition understanding the real of schools capacity.

### **SUGGESTIONS FOR APPLYING TRANSFORMATIONAL LEADERS IN EGYPTIAN SECONDARY SCHOOLS**

To achieve change and reforming in school capacities, today's Egyptian secondary schools leaders must be able to articulate clear purpose, create a shared vision, and build confidence that rely upon the skills of communication, collaboration and teamwork, in addition to effective decision-making. More than anything else, leaders today must be able to enlist the engagement of those whom they lead;

1. Basic values, like confidence, respect, understanding, expectations, and a can do culture provided a strong basis for establishing and developing schools environments in which schools leaders' motivation, teacher morale and student achievement could be improved and developed.
2. The current days , Egyptian Schools Leaders facing more concerns, like achieving successful performance in the face of rapid changes ,solving several problems , merging new technologies and preparing the next generation of leaders; after accomplishing these essential goals requires not only acquiring skills , but also a development of self-awareness and the ability to lead. Transformational leaders in schools must be able to:
  - a. Building strong relationships with all members of the school and even stakeholders
  - b. Find new ways to meet the challenges and problems facing the school.
  - c. The ability to cope with the sudden and serious events.
  - d. Interest in the humanities and social ties to members of the school
  - e. Flexibility in the application of laws and regulations of school

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