Characteristics of Transformational and Distributed Leadership in Generating School Performance

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ABSTRACT

To answer increasingly complex leadership challenges, a leadership style that can accommodate changing times is needed. Exploring the characteristics of transformational and distributed leadership as an effort to raise school performance is the research goal to be achieved. This type of research is library research. The research data sources used are books and journals that are relevant to the title and study. Data analysis techniques used include steps such as preparing text data for review, reading all data, coding data, describing data, presenting data, and interpreting data. This research gives the result that an important characteristic of transformational leadership is visionary, where the leader will lead his team to move forward in creating change. While the main characteristics of the distributed leadership model are distributing or sharing some of the tasks and the process of influencing others, as well as the practice of a leader's activities focusing on an interaction between members. Transformational leadership emphasizes emotional awareness and individual empowerment, while distributed leadership enables flexibility in terms of location and time, as well as digital collaboration. Both require more collaborative leadership skills and utilize technology to facilitate team communication and cooperation. They are evolving to meet the complexity and challenges of the digitally connected work environment.

Keywords: characteristics, transformational leadership, distributed leadership, school performance


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INTRODUCTION

Organizational change is a vital process, where leadership styles and leaders are tools to implement these changes effectively, continuously, consistently, and appropriately (Al-Ghanem dkk., 2020). The dilemma is which leader and leadership style should be applied as a means to implement these changes.

According to Ardichvili et al (2016), leaders are central to encourage the development of a healthy work culture. Meanwhile, leadership plays a role in shaping organizational culture (Robbins & Davidhizar, 2020). In fact, answering increasingly complex leadership challenges requires a leadership style that can accommodate changing times (Koh dkk., 2019; P. Liu, 2018; Park & Pierce, 2020).

There are five important elements to develop leadership. First, Stakeholder Inclusion is maintaining trust for all diverse stakeholders and developing an inclusive environment where diverse individuals feel ownership. Second, Emotion & Intuition is unlocking commitment and creativity by showing compassion, humility, and openness. Third, Mission & Purpose is advancing a common purpose by inspiring a shared vision of sustainable well-being. Fourth, Technology & Innovation is creating new organizational and social value by innovating responsibly with technology. Fifth, Intellect & Insight is finding the path to ever-increasing success with continuous learning and collaboration (Young Global Leaders and the Global Shapers & Community, 2022). The following five elements are presented in figure 1.

Figure 1. Elements of Leadership Development

Figure 1 above illustrates that the five elements of leadership are measured in percentages. The technology and innovation element inherently scored the highest at 97%, followed by emotions and intuition at 59%, mission and purpose at 33%, stakeholders at 18%, and 17% for the thinking and insight element. Thus, the most important elements for developing leadership are technology, innovation, emotion and intuition.

The highly complex and diverse context of education requires leadership approaches that relate to the values and beliefs of the field (Tam, 2019). One model that
is trending and developing today is transformational leadership (Sisson dkk., 2021). This leadership model is shared and affects many stakeholder groups (Granham-Caston & DiCarlo, 2021).

Transformational leadership is a relatively new model in leadership studies (Andersen, 2015). It is considered one of the central and most influential leadership models in the field of educational administration (Bush, 2013). In addition, it is said that transformational leadership focuses on leaders who inspire followers to commit to the vision and goals of the organization together (Berkovich, 2016). Transformational leadership is one of today's leadership styles that effectively influences people's work attitudes (Thomas dkk., 2020; Turnnidge & Côté, 2018; Williams dkk., 2018), because it has the attributes and leader behaviors needed to empower and motivate team members (Collins dkk., 2020). Transformational leadership also leads to change in individuals or groups. Changes in followers are key in leadership effectiveness (Seitz & Owens, 2021).

The result of research in China conducted by Liu (2018) explains that transformational leadership is considered a type of leadership that can raise the morality and maturity of both leaders and subordinates to a higher level. At the organizational level, a strong relationship was found between transformational leadership and organizational performance and creativity.

Other research results also found a relationship between transformational leadership and motivation. Through a transformational leadership style, a leader can play a maximum role in generating employee achievement motivation (Susilo, 2018). Transformational leadership will be able to support organizational innovation by increasing the motivation and ability of organizational members to be creative and innovative (Jia dkk., 2018). Transformational leadership is particularly suitable for challenging organizations or complex work groups, where followers desperately need inspirational leaders who can motivate (Ha-Vikström & Takala, 2018). In other words, transformational leadership is able to increase motivation, and performance of an organization through individual or group support.

On the other hand, transformational leadership has several challenges in its implementation. In the context of emotional intelligence, transformational leaders need to have a high level of emotional intelligence so as to be able to identify and respond effectively to followers who have different emotions (Dillon & Manz, 2016). The challenge of transformational leadership is mainly in terms of leader behavior that impacts organizational goals. Transformational leader behavior has a dark side and the extent to which the dark side appears depends on follower characteristics (Lin dkk., 2019).

Challenges to transformational leadership theory need to find alternative solutions to fill the gap through the development of leadership models by adding other variables. Previous leadership theories reveal that the leadership model commonly used in education is transformational leadership. While distributed leadership was theorized and researched over a short period of time in the context of school leadership. The distributed leadership
approach suggests that leadership is principally involved in leading activities, not just
determined by roles or positions (Sisson dkk., 2021).

Distributed leadership aims to overcome barriers to interdisciplinary climate
teaching. In addition, distributed leadership enables community members to
engage in peer-led, collaborative professional learning and pedagogical development, as
well as to facilitate broader institutional change (Davison dkk., 2013).

Distributed leadership is understood as a form of collective leadership in which
responsibility for decision-making is distributed, so that more employees are given
responsibility for decision-making and the authority to act in the best interests of the
organization (Goulding & Walton, 2014). Thus, distributed leadership is a useful concept
for understanding how different stakeholders in an organization enact leadership (García,
2019).

A number of studies on distributed leadership were conducted by researchers in
education to understand teacher’s attitudes (Jain & Jeppesen, 2014), learning practices
(Kallio & Halverson, 2020), administrative processes (Kayode & Naicker, 2021),
organizational commitment and change (Kempster dkk., 2014), and problem solving
(Latta, 2019).

The results of the literature review found various studies on transformational
leadership and distributed leadership. However, it can be said that existing leadership is
studied partially (separately). Departing from the literature, this study aims to explore the
characteristics of transformational and distributed leadership as an effort to improve
school performance.

RESEARCH METHODOLOGY

This type of research is library research, which is research that begins with the
process of understanding text data, then interpreting the text data with descriptive
methods, namely starting with systematic data collection, data is analyzed, selected, and
combined and then conclusions are drawn (Sewerin & Holmberg, 2017). The research
data sources used are books and journals relevant to the title and studies to be discussed
in the research. Meanwhile, the data analysis technique used includes steps such as
preparing text data for review, reading the entire data, coding the data, describing the
data, presenting the data, and interpreting the data.

RESULT AND DISCUSSION

Transformational Leadership

The following presents the results of relevant literature on transformational
leadership:

<table>
<thead>
<tr>
<th>Literature by</th>
<th>Results</th>
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<tbody>
<tr>
<td>(Guzmán dkk., 2020)</td>
<td>There are 4 (four) skills that must be possessed, namely (1) cognitive skills, which are needed by leaders to understand complex patterns of behavior involving</td>
</tr>
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creative thinking, decision making and strategic problem solving; (2) interpersonal skills, which are defined as goal-directed behaviors used in interactions; (3) business skills include organization, negotiation and management of human, financial, and material resources; (4) and strategic skills are associated with conceptualizing the mission and vision of the organization.

(Liborius, 2017) Three characters in transformational leadership, namely integrity, humility/forgiveness, and worthiness of being followed. According to Megheirkouni (2017), transformational leadership ideally has characteristics such as idealized behaviors, inspirational motivation, intellectual stimulation, and individualized consideration.

(Robbins & Davidhizar, 2020) Several things about transformational leadership in achieving organizational vision and goals are as follows: (1) transformational leaders have a vision of what and how the vision is carried out. In this case, the team has a voice in how to achieve the vision; (2) transformational leaders think about involving members in achieving vision and goals; and (3) transformational leaders are committed to a vision and empower others to achieve that vision.

(Susilo, 2018) The characteristics of transformational leadership are (1) having a mission and transmitting, (2) creating a learning environment, (3) being a positive example, (4) recognizing individual abilities and values, (5) increasing self-esteem, (6) encouraging self-participation, (7) developing continuous improvement, (8) developing initiative and responsibility, (9) sacrificing perseverance and diligence, (10) embedding essential qualities, and (11) practicing shared leadership.

According to Greaves et al (2014), transformational leadership is a leadership style that involves leaders motivating their followers through idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. Idealized influence describes the extent to which the leader is confident, focuses on high-level ideals, and acts as a role model. Inspirational motivation refers to leaders who
energize followers by being optimistic and communicating a motivating vision. Intellectual stimulation involves leaders who challenge followers to think in new ways. Lastly, individualized consideration describes leaders personal improvement of followers and work-related development.

Transformational leadership focuses on the leader's own behaviors necessary to empower and motivate team members. As Collins et al. (2020) conveyed that the four elements of transformational leadership include idealized influence, inspirational motivation, intellectual stimulation and individualized consideration.

Transformational leadership is one of the central and most influential leadership models in the field of educational administration (Bush, 2013). In other words, transformational leadership is leadership that inspires to commit to a shared vision and goals, seek innovative solutions to problems, develop employees through coaching, mentoring, and support (Berkovich, 2016).

Jia et al. (2018) added that, transformational leadership aims to address the intrinsic needs of followers. To achieve this, transformational leaders need to establish themselves as role models by gaining the trust and confidence of their followers. The keywords of transformational leadership are mutual trust between leaders and employees, and high confidence that organizational goals can be achieved optimally.

Leaders who use transformational leadership focus on broad changes in the scope of the school, including in the structure, school culture, and school environment (Sisson, 2021). Conditions that support the development of employee achievement motivation can be created by transformational leadership. That is, the increasing transformational leadership of a leader will increase employee motivation in contributing to the organization itself (Susilo, 2018).

The results of research conducted by Williams et al. (2018) show that transformational leadership has a positive relationship with organizational performance. To improve organizational performance, leaders encourage, commit and unite visions and goals through direction to individuals or groups that leaders show.

Grantham-Caston & DiCarlo (2021) in their research proved that transformational leadership is able to influence many stakeholder groups, including children, parents, teachers, staff, administration, and the community. A transformational leader allows others to interject enabling the empowerment of multiple stakeholder groups focused on the process of achieving positive outcomes.

Meanwhile, Parveen & Adeinat (2019) who conducted research in Saudi Arabia revealed that, transformational leadership has been considered as a set of desirable behaviors that bring challenges to followers, but it is simultaneously recognized that this type of leadership also demands the improvement of subordinates' skills. According to Liu (2018), transformational leadership effectiveness can affect individual-level variables such as job performance, organizational commitment, job satisfaction, and creativity.

Research by Hussain et al. (2017) comparing the application of transformational leadership in Malaysia and Pakistan. The findings confirm that transformational leadership behavior has a considerable impact in Malaysia. The behavior is characterized
by team collaboration, developing subordinate skills, and supporting efforts to achieve organizational goals. Whereas in Pakistan, transformational leadership behaviors are symbols of influence and power, setting policies and procedures, sharing information, and providing resources for subordinates. These behaviors are characterized by articulating a vision, encouraging the achievement of group goals, individualized support, and providing appropriate models for subordinates to follow.

Transformational leadership is leadership that trends and is able to exert strong influence, create interactions, and motivate others to achieve common goals. This leadership also challenges leaders to always be a role model for their subordinates.

**Distributed Leadership**

According to DeFlaminis et al (2016), distributed leadership emphasizes leadership practices and activities, actions and interactions between students, teachers, administrators, and other members of the school community. Meanwhile, according to (Barattucci et al., 2020), distributed leadership is the involvement of a leader in leadership activities in organizational change, task management, and strengthening relationships in the workplace.

Brown et al (2020) explained that a distributed leadership model that actively involves staff in decisions about what innovations to adopt and how to adopt them so that teachers (1) engage with innovation; (2) explore how new practices can be used to improve teaching and learning; and (3) continue to improve practice on an ongoing basis.

The following presents the results of relevant literature on transformational leadership:

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<td>(Rached &amp; Elias, 2019)</td>
<td>Characteristic of distributed leadership is perceived as mindful leadership, where leaders must be willing to move beyond the individual level of analysis and consider interdependencies. In addition, this leadership model has a better understanding and knowledge of diverse group learning processes.</td>
</tr>
<tr>
<td>(Nawab &amp; Asad, 2020)</td>
<td>Distributed leadership involves multiple individuals in leadership roles. Thus, the concept of distributed leadership not only encourages but also the interaction and collaboration of these individuals so that maximum potential can be utilized for improvement.</td>
</tr>
<tr>
<td>(Shava &amp; Tlou, 2018)</td>
<td>Distributed leadership is becoming a popular concept in educational leadership and is understood as a collective social process that emerges through the interaction of various actors</td>
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Distributive leadership is seen as an approach practiced by principals to work with members in the organization to improve school performance (Zakaria dkk., 2018). The results of research on distributed leadership show that organizational performance and leadership affect the results of change not from one individual, but from a group of people working in the system that has been created (Tran dkk., 2022).

Distributed leadership refers to leadership that has responsibilities, activities, roles, and functions that are considered as traits that emerge through various means to all members (Feng dkk., 2017). On the other hand, distributed leadership is increasingly seen as a contributor to organizational growth and success. From a distributed perspective, what matters is the nature and effects of leadership practices (Harris & DeFlaminis, 2016) (Harris & DeFlaminis, 2016).

Distributed leadership is seen as a pattern of leader, follower and situation interactions (Fu & Liu, 2018), where this type of leadership leads to organizational improvement (Harris & DeFlaminis, 2016). Distributed leadership implies strengthening the collaboration of various resources (Duif dkk., 2013). It has a positive impact on the self-efficacy of teachers and other staff members by encouraging them to demonstrate leadership based on their expertise in support of a collaborative work culture (Feng dkk., 2017). Thus, it seems to agree that distributed leadership is an effective way to ensure collaboration and integration (Jonasson dkk., 2018). The interaction and involvement of individuals or groups aims to maximize the joint process of achieving goals.

In Singapore, distributed leadership significantly predicted teachers' job and professional satisfaction (García, 2017). This is consistent with the notion that leadership practices are strongly influenced by context, in this case, the interaction between the values of hierarchy, collectivism, efficiency and pragmatic control in Singaporean society (Hairon & Goh, 2015).

As leaders, principals not only inspire teachers to become leaders but also create opportunities for them to assume leadership roles. According to (Nawab & Asad, 2020), distributed leadership nurtures trust and support to improve teachers' mentoring and coaching skills. In other words, distributed forms of leadership are well received and provide career advancement opportunities (Stoten, 2015).

Shava & Tlou' (2018) research shows that distributed leadership tends to support organizational improvement and learner achievement. Another impact according to (Samancioglu dkk., 2019) is that distributed leadership has a statistically significant effect on teacher job satisfaction, behavior and organizational commitment.
The definition of distributed leadership described by Bush & Ng (2019) is, as part of a strategy to replace conventional leadership styles. Not only leadership in general, distributed leadership contributes to people’s belief that the rule structure in an organization is fair, honest, and this leadership facilitates the implementation of other changes in an organization (Dambrauskienė, 2018).

Distributed leadership is considered an emergent property of groups or networks of interacting individuals. It is characterized by leadership activities enacted in and by groups, rather than by individuals. Distributed leadership is a potential that flows through and is held by the group that enhances the individual's capacity to lead and that aligns this capacity with the specific challenges and environment of the organization.

Leadership responsibilities and functions can be distributed in a variety of ways. According to Tay et al (2021), the most striking feature of distributed leadership is that leadership practices are seen as a product of the interaction of school administration, teaching staff, and situations. According to Tam (2019), the main features of distributed leadership include: (1) emphasis on leadership as a practice rather than leadership as a role or responsibility; (2) as a distribution of tasks and as a process of distributed influence; (3) emphasis on interactions between individuals and groups; (4) focusing on interdependent efforts between different levels; (5) working together in a dynamic approach to addressing educational change.

CONCLUSION
Transformational leadership requires ideas for continuous improvement. An important feature of transformational leadership is visionary, where the leader will lead his team to move forward in creating change. As such, transformational leadership is change-oriented, that is, it creates a vision and executes that vision with the team. Simply put, transformational leadership characteristics such as having a clear vision and goals, having high integrity, enjoying motivating members, providing support and appreciation, and being an inspiration to its members. Distributed leadership, on the other hand, is basically leadership that emphasizes mutual assistance in leading institutional change. It highlights the benefits of collaboration, feedback, shared goals, and shared ownership in leading. A key feature of the distributed leadership model is that it distributes or shares some of the tasks and some of the processes of influencing others. Another feature is that the practice of a leader's activities focuses on interactions between members.

The leader, in this case the principal, can apply distributed-based transformational leadership, so that school performance will be better and increased. However, in applying this leadership model they need high commitment and awareness from a leader to improve school performance.

REFERENCES


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