Transformational Leadership Survey

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Abstract. Several previous research have described transformational leadership as successful leadership that led higher education to implement changes for the better. However, a more comprehensive survey on the implementation of transformational leadership in higher education has not been conducted. This research aims at observing a transformational leadership style with the model 4I, namely idealized influence, intellectual stimulation, individual consideration, and inspirational motivation, which is applied to higher education comprehensively. A survey method with questionnaires taken from lecturers working at higher education in Indonesia was used in this research. The findings revealed that attention given to individuals and reducing penalty towards any mistakes by subordinates must be given more attention so that the application of complete combination between one dimension and other dimensions and each indicator of transformational leadership must be carried out. This research is expected to have implications for the effectiveness of higher education leadership, and be used as a reference by higher education leaders in choosing a leadership style.

Keywords: Higher Education, Transformational Leadership, 4I model

INTRODUCTION ~ Transformational leadership is a leader giving consideration and intellectual stimulation, which is individualized and charismatic (Bass & Avolio, 2007). Such leaders devote their attention to their followers, they change their follower awareness on any problems by helping them perceive former problems in new ways, and they can encourage and inspire their followers to create extra efforts in order to achieve group goals (Bass & Avolio, 2007; Bass, 1999). Such leaders will be considered by their partners or subordinates as effective and satisfying leaders (Bass, 2000). Transformational leaders will manage to change the status quo in their organization by practicing any behavior in accordance with each transformation process stage (Bass & Avolio, 2007). If former ways are seen to be no longer well-adjusted, leaders will prepare a new vision for the future by using strategic and motivational focuses (Avolio & Bass, 1995). Transformational leaders tend to create opportunities on their leadership experiences so it can help them in their current positions (Bass & Steidlmeier, 1999; Bass et al., 2003). It is also necessary to strive for development and training program to

develop transformational leadership since an individual is not born to be a transformational leader, but through his life experiences, it will be able to develop characteristics and build transformational leadership skills (Length, 2009). Changes in education paradigm from centralistic to decentralization as well as a broad delegation of authority to higher education based on professionalism and public accountability consideration require the existence of transformational leadership, which is associated to have the ability to create the shadow of time, namely to have a description of ideal and effective higher education future that can satisfy all of the stakeholders, which can also mobilize the commitment of all university parties and institutionalize changes (Kwek et al., 2010; Balwant et al., 2018; Al-husseini & Elbeltagi, 2016). Here lie changes in leader role in the era of globalization, leaders are required to be more flexible, dynamic, and having the ability to adapt to cultural diversity in various places. Transformational leadership serves as one of the important factors in the effectiveness of university culture (Owusu-agyeman, 2019; Al-husseini & Elbeltagi, 2018).

Several previous research have described transformational leadership as successful leadership that led higher education to implement changes for the better. However, a more comprehensive survey on the implementation of transformational leadership in higher education has not been conducted yet. Therefore, this research seeks to observe a transformational leadership style with the model 4I, namely idealized influence, intellectual stimulation, individual consideration, and inspirational motivation, which is applied to higher education comprehensively so that it can be used as a reference by higher education leaders in choosing a leadership style.

THEORETICAL FRAMEWORK

Leaders of higher education still apply situational leadership styles. Failure in the use of the leadership model can destroy effective management of operational changes and human resources as well as transformational complexity, which often influences the effectiveness of task implementation (Gill et al., 2010). Transformational leadership is oriented to the vision of changes, namely leader skill to create, formulate, communicate, socialize, transform and implement ideal thinking for themselves or as results of social interaction among organizational members and stakeholders that are perceived as organizational goals in the future in which it must be achieved or realized by the commitment of all personnel (Berlian, 2012; Avey et al., 2008). Transformational leadership has been acknowledged as having a positive general influence on knowledge management (Al-husseini & Elbeltagi, 2018). Transformational leaders can influence the surrounding environment positively, and encourage their subordinates to be creative and innovative to make any changes easily, instantly, and qualified as well as transform to be a leader in the future (Sandiasa, 2017). Transformational leadership in higher education can encourage development efforts through

several strategies, namely developing cooperation between institutions, forming work culture, academic transparency and management of institutions, building collaboration in institutional management, and creating and increasing competitiveness (Lodders & Meijers, 2017). Transformational leadership (TL) has been found to have an important influence on innovation, leading to increased goal-directed behavior on the part of followers, promoting organizational change, and a spirit of trust, and helping followers to exceed their performance expectations (Al-husseini & Elbeltagi, 2016). TL looks for potential motives in followers, seeks to satisfy higher needs, and engages the full person of the follower (Stewart, 2006a). TL occurs when one or more persons engage with one another and they increase their levels of motivation and morality (Stewart, 2006b). The power base, in this instance, mutually supports a common purpose (Stewart, 2006). Transformational leadership encompasses a change to benefit both the relationship and the resources of those involved (Stewart, 2006). It serves as an appropriate leadership model and must be chosen in current developments, so that higher education institutions can transform in all fields, both human resources, supporting facilities, and governance of higher education, in order to balance the regulatory demands and community needs (Sandiasa, 2017). However, today, leadership styles used in higher education differ from one leader to another (Al-husseini et al., 2019). The difference in leadership styles is affected by internal and external factors. While internal factors are more to the nature and behavior of the leader, external factors can be influenced by the leader's socio-cultural environment (Dunn et al., 2012). In fact, if leaders do not want to fail, they cannot choose the style of leadership as they pleased (Owusu-agyeman, 2019).

METHOD

The method used in this research is a descriptive quantitative approach with a survey design. A quantitative approach and survey research design were preferred for this research as it tests slight objective queries breeding measurable data that can be analyzed by statistics (Creswell, 2014). This research was conducted by involving 237 lecturers from the elementary teacher education program in Indonesia. The data were collected online using questionnaires. The questionnaires used a Likert scale with a range of 1-5, in which the data were processed using SPPS, which was analyzed descriptively by interpreting the figures obtained from the data processing results.

Table 1. Research Instrument

Variable	Dimension	Indicator	Sub-Indicator
Transformational Leadership	Idealized influence (Charismatic)	Providing insight and awareness of the vision and mission	• Carrying out tasks in accordance with the vision

Variable	Dimension	Indicator	Sub-Indicator
			and mission • Formulating the vision and mission of the study program concurrently to develop the insight of lecturers/staffs
		Evoking pride	• Reminding lecturers/staffs to respect each other with fellow lecturers/staff
		Growing an attitude of respect	• Providing examples of good behavior in the university environment • Instilling a high commitment to the lecturers/staff towards the vision of the study program
		Giving trust to subordinates	• Reducing penalty towards any mistakes as a professional effort • Giving freedom to lecturers/staff in carrying out the tasks given
	Intellectual stimulation	Increasing intelligence	• Giving books or other references to lecturers/staff

Variable	Dimension	Indicator	Sub-Indicator
			as a reference in self-development of lecturers/staff • Providing opportunities for lecturers/staff to conduct education and training
		Rationality	• Providing freedom of opinion for lecturers/staff regarding policies in higher education • Involving lecturers/staff in assessing the activities in higher education
		Innovating for problem-solving	• The head of the study program has a way of solving complex problems
	Individual consideration	Giving attention	• Giving praise and appreciation to the work results or achievements of lecturers/staff • Accepting suggestions for their improvements
		Developing	• Routinely giving

Variable	Dimension	Indicator	Sub-Indicator
			special time to lecturers/staff in delivering every opinion • Asking for the opinion regarding the leadership in higher education • Carrying out or following up on the suggestions submitted
		Guiding	• Telling lectures/staff to check the results of the evaluation to make up for any shortcomings • Carrying out an informal approach • Guiding and training lecturers/staff personally if they have problems
		Training each lecturer/staff specifically and personally	• Knowing the skills or expertise of lecturers/staffs • Knowing the needs of lecturers/staff for the flow of the teaching and learning activities in the classroom

Variable	Dimension	Indicator	Sub-Indicator
			• Giving attention by listening to the complaints of lecturers/staff for mutual comfort
	Inspirational motivation	Growing expectations	• Influencing lecturers/staff to be optimistic in facing the future • Giving recognition for the works of lecturers/staff in the form of personal praise • Giving enthusiasm to lecturers/staffs to carry out their tasks properly • Supporting lecturers/staffs to get good results in teaching in the classroom
		Focusing on efforts	• Telling the success stories of colleagues to motivate lecturers/staff to be successful • Encouraging lecturers/staff to work hard professionally • Giving

Variable	Dimension	Indicator	Sub-Indicator
			enthusiasm to lecturers/staff for finding other methods of solving-problems regarding teaching and learning activities in the classroom • Encouraging lecturers/staff to practice new approaches in implementing teaching and learning activities
		Communicating important goals	• Communicating the goals that must be achieved by lecturers/staff clearly • Giving appreciation/praise to lecturers/staff for completing their work well • Providing special time for lecturers/staff to discuss how to complete assignments properly

Furthermore, the data obtained in this research were processed using the SPSS Statistics program, then analyzed by inferring the statistics obtained from the results of the data processing descriptively.

RESULTS

Transformational leadership is a type of leadership, which is required nowadays in the practice of higher education management (Zhang et al., 2017a). Figure 1 presents the frequency of transformational leadership dimensions in higher education. The dimensions measured consist of charismatic dimension, intellectual stimulation dimension, attention to individual dimension, and inspirational motivation dimension.
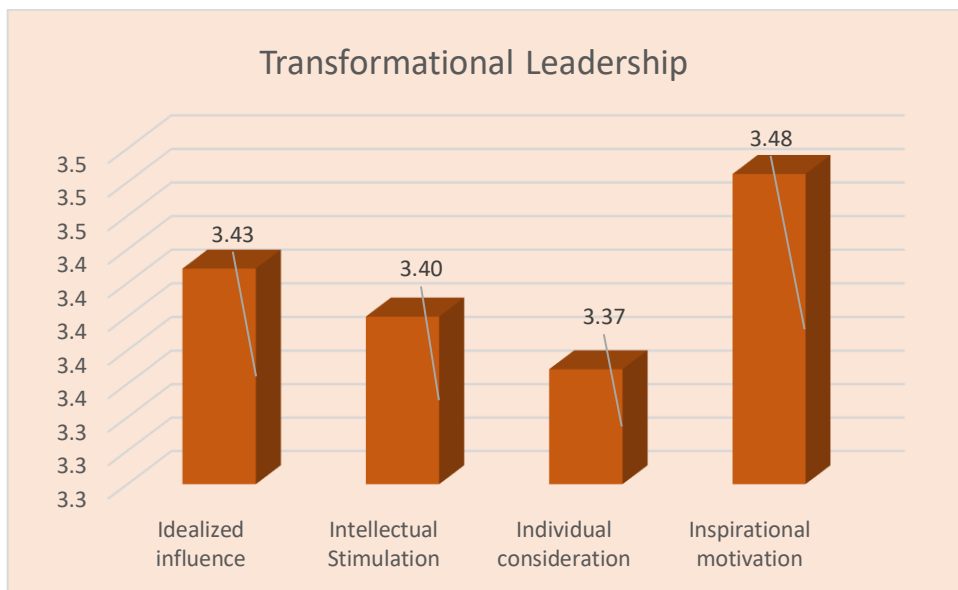

Figure 1. Transformational Leadership Dimensions

Figure 1 shows that each dimension has been owned by leaders in higher education. Even, each dimension was at a high frequency. The inspirational motivation dimension was the highest dimension applied in transformational leadership with a score of 3.48. The charismatic dimension was the second-highest dimension with a score of 3.43, the intellectual stimulation dimension was in the third rand with a score of 3.40, and the attention to individual dimension was the lowest dimension among other transformational leadership dimensions with a score of 3.37.

This shows that at least the leader was able to improve the intelligence of all university parties by providing insight and awareness of the vision and mission and paying attention without ruling out a high level of rationality in carrying out his leadership (Zhang et al., 2017b). Also, the leaders tried to focus themselves on any efforts by guiding, developing, and training each lecturer particularly and personally, but they still trusted their subordinates; so leaders are able to encourage pride, grow respect as well as develop subordinate expectations (Gill

et al., 2010). Therefore, leaders can easily make any innovations for problem-solving and can communicate any important goals without any conflict of arguments, which can destroy the integrity of the university (Sivanathan et al., 2002).

In addition to transformational leadership seen from per dimension, in this research, the researchers also perceive transformational leadership practiced per indicator. Figure 2 shows that each indicator has been implemented even though it is not optimal.

Figure 2. Transformational Leadership Indicators

Figure 2 depicts that Indicator 21 obtained the highest score. Indicator 21 shows that most of any existing leaders determined each lecturer's skills or expertise. Meanwhile, the lowest indicator was Indicator 6, namely reducing the penalty for mistakes as a professional effort. Based on the description of the research findings, it basically shows that such leaders would be considered by their peers or subordinates as effective and satisfying leaders. Transformational leaders can successfully change the *status quo* in their organizations by practicing appropriate behavior at each transformation process stage (Bass & Steidlmeier, 1999). If any former ways are considered no longer well-adjusted, leaders will prepare a new vision of the future with a strategic and motivational focus (Okanga & Drotskie, 2016). The vision clearly states organizational goals and simultaneously functions as a source of inspiration and commitment (Sunaengsih et al., 2017).

DISCUSSION

Leadership plays a very important role in determining the achievement of group or organizational goals (Dunn et al., 2012). Without any leadership, an organization or even a country will face chaos since there is no figure to direct and regulate any people to achieve their goals (Keskes, 2013). In the scope of higher education, a figure of leader serves an

important role in management structure (Owusu-agyeman, 2019). Even though universities have good human resources, if they do not have leaders who are able to manage, they will face chaos and be undirected (Ruben & Melan, 2019). Therefore, a figure of the leader is sought by a number of higher education (De Jong & Bruch, 2013).

From the above research findings, it can be inferred that the attention to individual dimension was the lowest dimension. Although by a complete combination of one dimension with other dimensions in transformational leadership, there will be more effective leadership in higher education (Zhang et al., 2017). There are other opinions stating better leadership when leaders can carry out one or a combination of these four ways, namely: (1) Providing insight and awareness of the mission, encouraging pride, and growing respect and trust in subordinates (Idealized Influence - Charisma), (2) Growing high expectations through the use of symbols to focus efforts and communicate important goals in a simple way (Inspirational Motivation), (3) Increasing intelligence, rationality, and thorough problem solving (Intellectual Stimulation), and (4) Giving attention, fostering, guiding, and training each person specifically and personally (Individualized Consideration) (Bass & Avolio, 2007).

Transformational leadership development is a process requiring a long period of time, and in each part, it involves the past and present (Bass, 1999). Transformational leaders tend to create opportunities in their leadership experience, thereby helping themselves in the current position (Length, 2009a). In addition, it is also necessary for development and training programs to develop transformational leadership because individuals are not born as transformational leaders, but through their life experiences, they will be able to develop characteristics and build their transformational leadership skills (Length, 2009b).

In realizing a qualified higher education, it certainly needs a leader with effective leadership skill, who has the ability to empower his subordinates to carry out their duties well, smoothly, and productively, can carry out their duties and work according to the stipulated time, can establish harmonious relationships with the community so that they can actively involve them in realizing higher education goals, successfully apply leadership principles in accordance with the level of subordinate maturity, can work with the higher education management team and successfully realize higher education goals productively in accordance with predetermined provisions (Owusu-agyeman, 2019; Zhang et al., 2017; Kwek et al., 2010; Gill et al., 2010; Avey et al., 2008).

From the research results, it is obvious that there are several dimensions and indicators requiring more attention to enable the implementation of a complete transformational leadership style from various combinations. Thus, the transformational leadership style can provide individualized consideration and intellectual stimulation that devote attention to the needs of followers, change the awareness of followers in solving work problems by a new

perspective, thus leaders are able to encourage and inspire followers to spend extra effort in achieving group goals.

CONCLUSION

Transformational leadership in higher education has been applied although it has not been optimal yet. Most of the leaders in higher education carry out inspirational motivational actions towards their subordinates. In addition, they also recognize the subordinates' skills and expertise. However, the leaders need to give attention to individuals and reduce the penalties for mistakes made by the subordinates as a professional effort. Based on these aforementioned findings, it can be described any dimensions and indicators to be improved in their implementation. Therefore, the leaders in higher education are expected to apply the complete combination between one dimension and another as well as each indicator in transformational leadership. This research is expected to be used as a reference by the leaders in higher education in implementing their leaderships so that it can have implications for the effectiveness of leadership in higher education.

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