

Transformational Leadership Model of Private Vocational School Principals

(A Study on School Principals' Competences, Organizational Climate and Work Ethics as Determinant Factors of the School Principals Transformational Leadership Amongst the Private Vocational Schools Throughout the City of Tegal)

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Abstract

Transformational Leadership Model of School Principals is constructed from some aspects covering the school principals' competencies, school organizational climate, and the school principals' work ethics. The problem is then whether transformational leadership model of the school principals is constructed from the dimensions such as school principals' competencies, school organizational climate, and school principals' work ethics. This study aims at finding out the transformational leadership model of private vocational school principals throughout the city of Tegal. The research design used in this study is confirmatory factor analysis. The sample of this research is 122 proportionally selected using random sampling techniques. Besides, the research instrument used is a reliable questionnaire. In addition, this research employs quantitative approach, which clarifies the causality of the research variables through testing the research hypothesis using the Structural Equation Modeling (SEM). From the data analysis, it is found that the conceptual model is considered suitable with (or fit for) the model tested, that is, the transformational leadership of the school principals is significantly affected by the school principals' competencies (38%), school organizational climate (11,3%) and the school principals' work ethics (30,5%). The fit leadership model is the one that configures with the school principals' competencies, school organizational climate, and school principals' work ethics in which it simultaneously contributes towards the transformational leadership of the school principals (i.e., 69,7%). It then shows that this tested transformational leadership model needs to be developed for the sake of improving the school principals' competences, school organizational climate, and the school principals' work ethics. Furthermore, the research findings suggest the school principals to have managerial skill, to refine school organizational climate, and to improve the school principals' work ethics as well.

Keywords: School principals' competencies, school organizational climate, school principals' work ethics and transformational leadership of the school principals

Introduction

School principals are those who are responsible for the process and positive interaction of all inputs of the teaching and learning system. Moreover, school principals play an important role in improving the school staffs' performance either in a group or organization level. The school principals' leadership, further, occupies an important position in comprehending educational management. The function and substance of the educational management the school principals undergo covers educational resources organization, educational process, and learning process. In addition, the school principals are considered as the educational catalyst; they support every single school activity.

In managing school, a school principal needs to adopt transformational leadership. This is in order that the process within the system can run smoothly and that to optimally function the potencies that exist in school. Transformational leadership can be defined as a leadership style which focuses on giving chance to all school elements and on motivating them as well. The school principals motivate all of the school elements to work based on the noble values system. Accordingly, all of the school elements (i.e., teachers, students, officers, parents and also communities) would like to participate in achieving ideal goals of the school with pleasure.

The traits of a person who has successfully applied transformational leadership style embraces: (1) s/he identifies her/himself as an agent of change, (2) s/he has bravery, (3) s/he trusts others, (4) s/he acts based on the value system (not on personal or group interests), (5) s/he continuously increases her/his capability, (6) s/he has capability to deal with hard and unpredictable situation, (7) s/he has vision. In decentralization era, school principals should not be afraid of taking initiative in leading their schools.

In addition, school principals have important roles in coordinating, stimulating, and harmonizing all of the educational resources at school. School principals are required to have adequate managerial and leadership capabilities in order that they can create an effective school. Some characteristics of an effective school are (1) both school principal and teachers have commitment to and concern with the refinement of learning quality, (2) teachers have high expectation to support the students' achievement, (3) it has flexible school climate, (4) the school is able to comprehend the focus of teaching and that to attempt to manage the school effectively by empowering all of the school resources to achieve the goals, (5) the school can guarantee the students' progression which is monitored periodically.

As a leader, the school principals are occupied (1) to arrange plan; (2) to organize, lead, coordinate, and

evaluate activities; (3) to decide the school policy and supervise it; (4) to organize the teaching and learning process; and (5) to maintain the relationship among school, societies and business world. School principals as a leader of the school have so many things to accomplish. It is as Wahyusumijo (2011:81) states that school principals have to understand the school existence as a unique organization and to be able to play their roles as the school leaders. Therefore, school principals have the highest position in the school organization.

School principals have to improve the practice of quality; being responsible for making the school vision real towards the total quality of the school. They are committed to improving the students' quality and to keeping communication about the service quality towards all of the school staffs and the school itself. Besides, the school policies they make should be oriented towards the quality improvement, transparency and should be pro active with, particularly, the users' aspirations. Moreover, the school policies should be motivating for the staffs to be more dynamic, innovative, and productive in working. Additionally, the school policies the school principals make are expected to enable them to do self-correction towards their policies, to have an effective teamwork, and to improve the quality of education in vocational schools. One of the important factors determining the high and low of education and the school effectiveness is the school principals' leaderships.

The vocational school principals, at the recent time and in the future as well, according to Gaffar (2005:167), in relation with leadership, are required: (1) to be able to identify themselves as the agent of change; (2) to have bravery and firmness; (3) to trust others; (4) to be able to play role as value-driven; (5) to have long-life learner behaviour; (6) to have capability in facing complexity and uncertainty; and to be visionary. This kind of school principals are considered able to inspire positively all components of learning society, and to motivate learning society to work beyond their call duties. Besides, they are required to carry out the sharing of power and involve their staffs to make changes. Mulyasa (2005) adds that kind of (school) leader is trusted able to place them and functionate the institution they lead in terms of: (1) articulating the vision of organization; (2) providing an appropriate model; (3) maintaining the acceptance of group's goal; (4) expecting high work ethics; (5) giving personal support; and (6) stimulating intellectually.

In addition, Depdikbud in Jalal (2009:431) clarifies that professional school principals are the ones who have personality, basic competence, experience, training and professional knowledge, and administrative competence and supervision. Jalal (2008:5) then identifies four main educational problems based on the school autonomous framework. The two of four problems cover: (1) school principals have no authority to manage the finance of the school they lead; and (2) the managerial capabilities of the school principals are commonly low particularly in public schools. Those two problems, as Wayan Kotler (2009) states, occur because they do not equip themselves with leadership capability and good managerial knowledge, and they lack training as well. The school principals nomination is often overemphasized on the level of echelon and it tends to ignore the capability in leading an institution factor. The nomination of school principals is not based on the *Permendiknas* (National Minister of Education Regulation) No. 28/2010, chapter IV, verse 9, in that the nomination of school principals is properly done through acceptability assessment by the judging team of the school principals nomination. Meanwhile, a leader is considered able to bring a better change if s/he has at least has 3 elements covering (1) s/he constitutes a leading and governing leader; (2) controlled staffs; (3) the goals to achieve through a series of activities. Anwar (2003:67) says that a leader must be able to bring a change mentioned as what is stated by Locke (1997:234) that transformational leadership is defined as a leadership involving change in an organization. This kind of leadership is then regarded by Bass (1995:89) as a leadership in that to motivate the staffs is needed. It is in order that the staffs would like to work for the sake of achieving the highly expected target or goals. The goals are then the ones that require the staffs to ignore their personal interest. In line with that, Locke (1997:234) and Tjiptono (2006:112) states that a transformational leader may successfully change the status quo in an organization by behaving in accordance with every step of the transformation process.

Besad on the observation done at SMK Bahari and SMK PGRI, it is found that 29% of teachers respondents considered that the school principals' competence was fairly good, 37,9% of teachers respondents considered that the school organizational climate is fairly good too, and the rest (i.e., 29,8%) considered that the school principals' work ethics are fairly good as well. This result indicates the relation among the school principals' competence, the school organizational climate, and the school principals' work ethics with the school principals transformational leadership. From the observation result, one important issue to be concerned with is the rarity of a relevant school principals leadership model to solve the problems related with school principals, educational mission, and the weakness of educational relevance of the private vocational schools.

The concept of transformational leadership model is related with the presence of building commitment process within organization and of trusting others to achieve the goals. According to Burns (1998), in transformational leadership, the leader tries to rise the staffs' awareness by echoing her or his higher expectation and moral

value.

Significance of the Study

Identifying problem is one way to solve the problem itself. Regarding the need of an ideal leadership model, this study is expected significantly contributes in relation to providing a suitable leadership with the post 21st century. It is the transformational leadership model applied at vocational schools. In improving their capacities as the school principals, they are required to be pro active in achieving the goals, to have strong character, to have credibility, to have an awareness of vision and mission, and to have value systems as their staffs expect. The school principals have to possess strategy to win in leading by accentuating cooperation.

Research Question

The study is aimed at finding out the answers of the following questions for the teachers:

1. Does the school principals' competence significantly have effect and direct contribution?
2. Does the school principals' work ethics significantly have effect and direct contribution?
3. Is the fit school principals transformational leadership model constructed from the school principals' competence, school organizational climate, and work ethics?

The empirical findings of the main and specific problems then become the main and the specific aim of this study.

Limitation of the study

Regardless of its important issue, the study is limited only to two selected secondary school in Tegal. The teachers respondents involved in this study were the ones teaching at the two schools selected; both male and female teachers. The study is limited to only those two schools due to the time and financial constraints to cover the whole secondary schools in Tegal.

Objectives of the study

This study aims at finding out the correlation between school principals' competence and their leaderships, the school organizational climate and the school principals' leaderships, the work ethics and the school principals' leaderships addressed to private vocational schools throughout Tegal.

Hypotheses of the research

The hypotheses formulated for the present study are as follows:

1. School principals' competence dimensional factor affects and significantly contributes to the transformational leadership.
2. School organizational climate dimensional factor affects and significantly contributes to the transformational leadership.
3. School principals' work ethics dimensional factor affects and significantly contributes to the transformational leadership.
4. The fit school principals' transformational leadership model constructed covers the school principals' competence, the school organizational climate, and work ethics of private vocational schools in Tegal.

Methodology

Study area

This research was done in western part of Tegal district located in Central Java. It is an area in that its leadership costum traits are different from the ones in others areas. Because this study aimed to find out what and how much the factors thought to affect a variable (Mudrajat Kuncoro, 2007 in Meiryani, 2014).

Research design

This research prefers using survey method in order to have direct contact with the population of its study. Besides, it is in relevance with its efficiency and usefulness and wide range of data collection. In addition, this research is designed to find the views and opinions of people about the teachers' level of awareness in judging the leadership of secondary school principals.

Population of the study

The research population are the teachers of private vocational school throughout Tegal. It consists of 7 private vocational schools and 359 teachers. The teachers involved as the population are the ones who have been teaching for 10 years. Furthermore, the teachers are the ones considered having had experience and understanding of the developments taking place in the school. The variety and characteristics of the teachers can be represented in a balanced way according to the number of teachers from each school where they teach at.

The research respondents were determined through the Nomo gram King Model with $\alpha = 5\%$ points 33.7 with its calculation result (i.e., 120 respondents). The size of the samples determined in the SEM refers to the opinion of Ferdinand (2009:44), i.e., the total sample of 120 can be used for Likelihood estimation analysis, and the samples meet the requirement of LISREL analysis, Indonesia.

Sampling size

As aforementioned, the total number of population is 357 respondents randomly selected from two different secondary schools. The random sampling technique was then used because the sample selected can considerably represent the total population in terms of elements the population is formed. It is obviously more economical to study the samples because it saves time, energy and cost. Random sampling technique also enables the researcher to have a clearer representation of the total population of the study. In other words, the samples selected (i.e., respondents) constitutes the representative of the population. Data analysis
 The research design used in this study is correlational-descriptive design in that the model design used is first determined its grand theory. The model is then tested in terms of its significance by using the data collected. This way of using a sort of research design is based on the view point that ethic-methodological-product theoretical framework with causality test; the research model constructed is *nomothetic-explanation, prediction, and control* (Guba 2004 and Neuman 2007).

Furthermore, this research is the quantitative one in that a structured questionnaire is used to gain information from the respondents. The research respondents were determined through the Nomo gram King Model with $\alpha=5\%$ points 33.7 with its calculation result (i.e., 120 respondents). The size of the samples determined in the SEM refers to the opinion of Ferdinand (2009:44), i.e., the total sample of 120 can be used for Likelihood estimation analysis, and the samples meet the requirement of LISREL analysis (Joreskog and Sorbom 1986 in Ghozali 2010:37). The data was collected through structured scale questionnaire which uncover the teachers' judgement towards the schoolprincipals' leadership.

The design of the measurement model uses confirmatory factor analysis approach through LISREL (Joreskog and Sorbom 1986 in Ghozali 2010:37). The data was analyzed through descriptive statistics by using SPSS ver. 13.00 software for Windows. Furthermore, the determination coefficient analysis was done by using LISREL version 8.51 Windows application through computer media (Ghozali, 2010:8). Then, the test of validity was done to check whether the research instrument was valid or not. The test of validity done covers the content validity and construct validity. By the construct validity, the instrument was tested by involving the experts judgement. The instrument was then analyzed in terms of its reliability by using SPSS program in that Cronbach's Alpha formula is used. From the analysis, it was found that all the instrument items were considered reliable.

The researcher used goodness of fit (GOF) indicator. It is as an indicator showing GOF model does not always give the same conclusion if another GOF is used (Ghozali dan Fuad 2009). The measurement of laten variables is used to measure variable indicator affecting a laten variable. To do so, confirmatory factor analysis technique was used. The criteria used to know whether a model is fit is goodness of fit (GOF) statistics. This criteria consists of chi square statistic (X^2), probability (p) and *root mean square error of approximation* (RMSEA), *expected cross validation index* (ECVI), *akaike information criterion* (AIC), *consistent akaike information criterion* (CAIC), *normed fit index* (NFI), *non normed fit index* (NNFI), *incrementel fir index* (IFI), *comparative fir index* (CFI), *relative fir index* (RFI), *goodness of fit index* (GFI), and *adjusted goodness of fit index* (AGFI).

Result

In the structural model assessment, the focus is on the relationship between exogenous and endogenous of latent variable, the hypothesis is formulated in all positive types model. Based on LISREL measurement, it shows that there is no negative relationship between exogenous and endogenous variables. Exogenous and endogenous variables of confirmatory factor analysis are used to test the fit model towards the data used.

School principals' competence variable

The school principals' competence confirmatory variable is (1) measured by using five indicators noted in X1, X2, X3 X4 and X5. The result of the test meets the goodness of fit. It is as proved from the small chi-square value of 3,300. Meanwhile, the value of chi-square table is 10,075. The score is then confirmed by using cut of value (less than chi-square table on the level of $\alpha = 0.05$; $df = 5$). From the confirmatory measurement, it is known that the school principals' competence fits the empirical data.

The regression coefficient can be seen at table 1 below:

Table 1 Regression Coefficient of the School Principals' Competence Variable

Regression Weights	Estimate	S.E.	C.R.	P
X1 School Principals' Competences	0,710	0,420	-	0,000
X2 School Principals' Competences	0,910	0,140	9,66	0,000
X3 School Principals' Competences	0,760	0,350	8,14	0,000
X4 School Principals' Competences	0,730	0,390	7,82	0,000
X5 School Principals' Competences	0,870	0,200	9,24	0,000

Schools Organizational Climate Variable

The measurement of the school organizational climate confirmatory variable (2), as the second exogenous of latent variable, has four (X6, X7, X8 and X9) or observed variables. The test of the school organizational climate

confirmatory variables meets the goodness of fit. It is proven from the small chi-square coefficient value (i.e., 2,300). Meanwhile, its chi-square table score is 8,075. The score is then confirmed by using cut of value (less than chi-square table i.e. 5,109 in that it is less than chi-square table on the level $\alpha = 0.05$; $df = 4$). From the confirmatory measurement, it is known that the school principals' competence fits the empirical data.

The regression coefficient can be seen at table 2 below:

Tabel 2 Regression Coefficient of the School Organizational Climate

Regression Weights	Estimate	S.E.	C.R.	P
X6 School Organizational Climate	0,500			0,000
X7 School Organizational Climate	0,840	0.16	11.69	0,000
X8 School Organizational Climate	0,870	0,14	12,52	0,000
X9 School Organizational Climate	0,890	0.17	13,06	0,000

Source: Analyzed primary data

School Principals' Work Ethics Variable

The measurement of the confirmatory variable work ethics (3), as a third exogenous latent variables, has five school principals' work ethic indicators (X10, X11, X12, X13, and X14). The confirmatory variables test of the school principals' work ethics is then considered fit. It is as proven from the small chi-square coefficient value of 0.320 in that its chi-square table value is 0,220. The chi-square value was then confirmed by the cut of value (smaller than chi-square table i.e. 5,109 in that it is smaller than the chi-square table level of $\alpha = 0.05$; $df = 5$). From the confirmatory measurement, it is known that the school principals' work ethics fits the empirical data.

Conduision

The final conclusion is as follows; modeling school leadership in appropriate conditions (good fit) with empirical data. Modeling can explain the structural relationship that is built on four factors, namely; (1) Factor dimensions of competence of the principal of the leadership and significant influence. Forming the construct at most managerial competence with the estimated value of 92% and the smallest construct is personal competence by 71%. modeling for the development of school leadership abilities take priority on improving leadership skills that must be owned by a school principal. (2) Factors school organizational climate variables result both the influence of climate variables organization to transformational leadership school principals contribute 92% and significant influence. Forming the construct at most bureaucratic dimensions with the estimated value of 89% and the smallest construct is a psychological dimension that is equal to 50%. The model can be used as a model for the development of organizational climate conducive school will affect the principal's leadership priority on bureaucratic corner where a school principal must understand the job description. (3) Factors variables work ethic principals on school leadership contribute 93% and significant influence. Forming the construct at most the dimension of commitment to the organization's vision and motivation to work closely together have estimated values of 92%, and construct the smallest is a low absensiteisme dimension is 77%. The model can be used as a model for the development of a work ethic high school principal. (4) factors of transformational leadership variable principals contribute to contribute of 93% and significant influence. Forming the construct at most dimension of intellectual stimulation by 93%, and construct dimension of intellectual sensitivity and charisma together contribute 92%. Models are built to be used as a modeling school leadership style that is capable of providing the stimulus men intellectually and always sensitive to the expectations of the school community. Model of transformational leadership school principal at Private Vocational High School configured with school organizational climate (with dimensions of bureaucratic, structural, social, and psychological), work ethic (with dimensions of organizational commitment, motivation, accountability, morale and absenteeism); and ownership of the principal competence (includes managerial competencies, social, personality, entrepreneurial, and supervision).

Based on the findings of a leadership model that is built up, the formulation forms of school leadership requires an increase in the principal's ability to perform management functions. Increased capabilities include improving the competence factor supervision principals to teachers and employees, the mental factor of entrepreneurship for teachers and learners, teachers personality competence, social competence, and managerial, da also maintain the meaningfulness determinant others. The model can be used as a model to determine who as a principal. So conceptual model of transformational leadership capacity development relevant to the needs and challenges that must be responded to by the private vocational school, where the model can be used as a modeling and constructs for the development of leadership skills of the 21st century post. Competence principal is quite important if the capital is often sharpened, used optimally, so it can be more appreciative, able to describe the dimensions of competence in managing the school with school-based management. The creation of a conducive organizational climate can affect optimal performance improvement in realizing the goal of school-based entrepreneurship.

Ownership work ethic to every citizen of the school will have an impact on the emergence of employee morale and behavior/teachers, principals should be able to push the organization to show high performance, to give effect to his subordinates, was able to convince to any staff and teachers are always present on time, works well, moving to the teachers and employees in order to comply with working hours appropriately. Competence factor principals and school organizational climate and work ethic, should be planned, managed, and controlled synergistically to be a positive influence on the transformation of school leadership being quality-based performance.

This study provides include (1) increased competence in managing school principals need to create a climate of school organization that emphasized the factor of cooperation, the creation of a conducive school environment, the creation of innovation, a review of the structure, process, so that the value of the organization can be better. (2) Before the creation of conditions conducive environment and adaptive, which can respond to a variety of internal and external changes, visionary thinking skills, empower themselves, develop mentally entrepreneurship, collaboration with colleagues, inclusive thinking about *securuh* constituents, and with regard to the maintenance of labor discipline. (3) Keep formulation recruitment patterns principals that provides opportunities for every teacher who comes from internal and external environment of the school. Another aspect Yag should receive attention is the continuity of the coaching principals and delivery of full responsibility for the survival of the school, (4) the Need to search on a variety of alternative models that allow formulated transformational leadership school principal, the competence of the principal, school organizational climate, work ethic and quality of education that is responsive the change and external demands. For education management experts, the results of this study can be used as an input to assist sebahai principals and teachers in an effort to improve the managerial skills of principals, improve school organizational climate and work ethic increase the maximum principals

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