

**THE RELATIONSHIP BETWEEN TRANSFORMATIONAL LEADERSHIP STYLE AND THE WAYS OF SUPERVISING EDUCATIONALLY MANAGERS OF PUBLIC FEMALE ELEMENTARY SCHOOLS IN QOM**

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**ABSTRACT**

This article studies the relationship between transformational leadership style and the ways of supervising educationally managers of public female elementary schools in Qom. The statistical population of this study includes all teachers and principals of public female elementary schools in academic year 2013-14 in Qom; according to Morgan and Krejcie Table, 127 principals and 320 teachers were selected as samples. Transformational leadership data was obtained through Multifactor Leadership Questionnaire presented by Beth and Avolio. The reliability of the questionnaire is 83%, which is statistically acceptable. Cronbach's alpha of monitoring questionnaire is 85%, which supports the reliability of measurements. The study of collected data was conducted using SPSS software. Results of data analysis using the Spearman correlation coefficient indicate that there is a significant relationship between transformational leadership style and the ways of supervising educationally managers; therefore, the main hypothesis was confirmed. In addition, secondary research hypotheses were confirmed. Although results showed that relationship between transformational leadership style and the ways of supervising educationally managers is significant, the relationship between all components of transformational leadership, except idealized attributes, with managers' supervision and guidance is also significant.

**KEYWORDS:** Educational Supervision, Idealized Attributes, Individualized Considerations, Inspirational Motivation, Intellectual Stimulation, Transformational Leadership.

**INTRODUCTION**

Education is the basis and foundation for social, cultural, economic, political development of each community. Since monitoring is one of the main components of management and disregarding this element will cause the failure of other elements of management like planning, organization, and guidance and endanger their correctness, monitoring is necessary for the stability and survival of any organization; the more monitor and control is comprehensive, an organization's success would be achieved (Niknami, 2009). People play different roles in organizations. One of these roles is leadership that is considered a key position in many groups so that the success or failure of the group or organization is always attributed to the kind of leadership that acts in this regard. Some believe that the starting point and movement toward organizational objectives is the leader. Thus, the most important factor in the success or failure of any organization is manager's leadership styles (Alvani, 2007). An important issue in this regard is the fact that employees will have extraordinary performance when they are considered adequately, they assure the organization, and they are involved in corporate affairs. In other words, it is better to have more organizational trust, which requires the use of best leadership styles (Postit, 2009). In this manner, one should pay attention to the elements of transformational leadership presented by Beth and Avolio; the elements are idealized attributes, intellectual stimulation, inspirational motivation and individualized consideration (Moghadami, 2007). Obviously, every organization requires a kind of proper management under the influence of its manager to achieve its goals. Leadership and wisely management can address the problems of contemporary societies. Given that managers can play an important role in empowerment and transforming organizations, due to the acceptance of transformational leadership style and attentions to it, it can lead to more success in the education system if this style is used. In this article, researcher tries to find is there any relationship between elements of transformational leadership style and managers' supervision.

Due to the economic and cultural developments, basic changes have occurred in the thinking methods and leadership methods of managers. Thus, competent and responsible managers using management principles, appropriate methods, good performance, and proper relationships should be employed in organizations to achieve near and far organizational

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objectives, create innovative and productive organization, and an environment free of anxiety and concern (Khalili, 2006). The presentation of ideas, theories and new methods by teaching and training experts and professionals aiming at improving the quality of teachers' performance, reducing school failure, avoiding wasting time and losing opportunities, promoting and maintaining optimal results of training have clarified the necessity of educational supervision and guidance to staff and managers. Because of the increasing development in the country, it seems that fundamental changes are necessary in school programs and in attempts to keep and continue education quality and school performance control (Noknami, 2008). Because of having a proper monitoring system in schools and its relation to various elements such as managers' leadership style, it is necessary to investigate transformational leadership style and its relationship with educational supervision. In the case of success in achieving obvious results, the results can be used as recommendations to authorities, designers, and executive bodies of education in order to provide efficient teachers for students.

### Theoretical Foundations

**Transformational leadership style:** transformational leadership has been defined in this way: a transformational leader seeks to find potential motives in followers and satisfy their higher needs. Transformational leaders establish mutual incentive relationships that convert followers into leaders. Therefore, transformational leadership is an interaction. Beth and Avilio have defined transformational leadership as condition emerged when a leader rise an interest among his colleagues and followers to look at their task from a different perspective. A transformational leader is aware of the mission or vision of the organization and promotes colleagues and followers to higher levels of ability and potentiality. Moreover, a transformational leader encourages colleagues and followers to consider interests beyond their own interests.

**Idealized attributes:** This factor includes induction of pride to members to cooperate and collaborate with others, ignoring individual desires for the group, acting in the ways to respect others, showing a sense of power and competence, and sacrificing personal interests for the interests of others.

**Idealized behaviors:** This factor includes talking about their most important values and beliefs, insisting on the importance of having a powerful feeling about the objectives, considering spiritual and moral interests of decisions, and talking about the importance of trust in each other.

**Intellectual stimulation:** intellectual stimulation by leader to find new solutions and ideas about organizational problems by followers results in challenging behavior of leader that encourage them to attempt for their tasks and rethink about their tasks.

**Inspirational motivation:** Inspirational motivation in followers is carried out by appealing to the emotions of subordinates. Inspirational motivation emphasizes on inner feelings and motives, not on the daily exchanges between leader and followers. In fact, the base of motivation is inspiration and this inspiration obliges followers to follow organizational objectives.

**Individualized considerations:** Transformational leaders pay particular attention to the traits of each follower a sign of teacher or trainer's behavior to achieve success or promotion. Promoted followers will enhance the level of capabilities by showing different signals. In this regard, new learning opportunities as well as an environment supportive of growth and progress is created.

**Supervision:** the word 'supervision' is derived from the Latin word "Super", meaning above, and "Videre", meaning to be careful, to monitor, to guide, and to observe (Niknami, 1998). Supervision means controlling guiding, and assessing current affairs to evaluate performances (Niknami, 2000). Heavy and Four Site defines supervision as endeavor based on professional collaboration and collective efforts. Educational supervision is a kind of educational management that connects different views, makes objectives clear, helps organizational functions, and supports them. Educational supervision is series of tasks carried out by school staff about teachers and other people, or it is the changes implemented in the school that affect directly students' learning and leads in the development of their understanding (Ahmadi, 2000).

### Researches carried out within the country

In his article “Educational Supervision”, Alvand (2010) concluded that from the perspective of organizational theorists, educational guides have not the ability to bring about fundamental change and reform in education and training system. In their view, in the best conditions, training tips or administrators supervise on the proper implementation of new training programs and policies and ultimately improve the teaching and learning process. Khadivi (2010), in his research about the effect of continuous supervision on the performance of schools in Hashtrud, finds that teachers’ teaching methods, passing rate, the use of training aids, interest rates and increase in teachers’ knowledge and skills varies according to the rate of continuous supervision over them.

The results of a research conducted by Farazja (2007) about the relationship among styles of transformational leadership, interaction-oriented approach, and organizational change from the viewpoint of experts of Staff Education Organization of Fars using Multifactor Leadership Questionnaire (MLQ) and three-dimensional questionnaire of organizational change (including cognitive, emotional and behavioral) shows that there is a positive and significant relationship between transformational leadership style and cognitive aspects of staff’s attitude to organizational change. On the other hand, the relationship between interaction-oriented approach and emotional aspect to organizational change is negative. Rahimi (2006) showed in his research titled “the effect of practical supervision on the quality of students’ learning from the viewpoint of teachers of elementary schools in Qom” that supervision has a positive impact on the quality of education, training effectiveness, and promotion of students’ performance. In another research about the impact of transformational leadership on management of information technology projects in the public and non-governmental organizations in Mashhad, Fariborzi (2003) seeks to find the relationship between transformational leadership style and its factors (individualized and particular consideration, intellectual stimulation, inspirational motivation, and idealized attributes) and the effectiveness of technology teams’ innovation. The results of his study show that there is a significant relationship between transformational leadership and its factors with the management functions like efficiency, effectiveness and creativity. After multivariate regression analysis, it was determined that the more is the transformational leadership, the higher will be efficiency, effectiveness and creativity of employees.

### Researchers Conducted Abroad

In their research titled “Transformational leadership and organizational innovation,” Gumusluoglu. L. and Ilsev. A (2009) showed that transformational leadership has important effects on innovation at both organizational and individual levels. At individual level, the linear results show that there is a positive relationship between transformational leadership and staff’s innovation. At organizational level, the results of the regression analysis indicate that transformational leadership relates positively to organizational innovation. In addition, transformational leadership influence on staff’s innovation and creativity through psychological empowerment. In his Article titled “Classroom environment,” Johnson (2009) states that school staff are looking for ways to eliminate barriers to education; they are easy to do this with reinforcing the environment, structure and management methods. They believe that better learning can be brought to the students by changing and controlling environmental factors. Zepda (2005) showed in his research titled “Leadership techniques” that talking with people who are under one’s supervision as his followers seems difficult sometimes; in this case, techniques such as describing the expected behavior and act before it happens is effective. Biard (2000) investigates the impact of new leadership in the process of reform, change and innovation in Texas schools. He concludes that headmasters have been able to fit into society changes and innovations to help teachers in their schools.

### MATERIALS AND METHODS

Research method depends on the nature of topic, research objectives, formulated assumptions or hypothesis, related ethical and humane considerations, research subject and extension, and administrative facilities. A researcher should determine in this step the appropriate method for his topic (Naderi *et al*, 1997). This is a practical research considering its purpose; it is also a descriptive correlational study in terms of methods of data collection.

### Population and Sample

The statistical population of this study includes all teachers and principals of public female elementary schools in Qom. 200 principals and 1969 teachers were selected. Simple sampling method was used to select sample members. According to Morgan and krejcie table, sample sizes are equal to 127 for principals and 320 for teachers; stratified-relative sampling method in this regard.

## Measurement Tools

Printed questionnaire is used to measure the research constructs, data collection and necessary information.

1. **Multifactor Leadership Questionnaire (MLQ)**: data on transformational leadership was obtained using multifactor leadership questionnaire presented by Beth and Avilio. This questionnaire is based on Likert scale and it contains 45 questions. From all 45 questions in the questionnaire, 20 questions relates to transformational leadership. Number of questions relating to each element is as follows: idealized attributes (34, 25, 23, 21, 18, 14, 10, 6) intellectual stimulation (32, 30, 8 and 2), inspirational motivation (36, 26, 13 and 9) and individualized considerations (31, 29, 19, 15).

2. **Supervision Questionnaire**: questionnaire data for supervision are compared to Kelikman, Gordon, and R. Gordon's questionnaire (1995) on the evaluation of school supervisory activities to promote, reform and advancement of technology. It has 50 questions that the number of questions for each element is as follows: primary session of educational principals with teacher (questions 1 to 5), how to look at class (6 to 37), analysis of the observations and teachers' behavior (questions 38 to 42), and post observation session with teacher (questions 43 to 50). Each question includes five sets of too high, high, medium, low and very low.

### Validity and Reliability of the Questionnaire

Validity is a term used to refer to the objectives proposed by the research. In other words, a test is valid when it is appropriate for measuring what is considered.

**The validity of the transformational leadership questionnaire**: MLQ have been tested by Beth and other scholars many times. The questions of the questionnaire have been modified in many studies; the validity and reliability of the questionnaire have been tested many times. Version 2000 of MLQ edited by Beth and Avilio is data gathering tool in the present study.

**Validity of the Supervision Questionnaire**: A measuring tool has validity when it can measure the target objectives and determine the extent to which the presented questions represent the total number of questions that could be addressed in this regard. To find the validity of the questionnaire, the questions have been examined and modified in the discussions and consultations with experts for content validity. Moreover, in terms of content, the questionnaire questions have been compared to Kelikman, Gordon, and R. Gordon's questionnaire (1995) on the evaluation of school supervisory activities to promote, reform and advancement of technology.

### The Reliability of Research Instruments

To assess the reliability of the questionnaire, after importing data using Spss software coefficient (Cronbach's alpha) was calculated.

**Reliability of the entire transformational leadership questionnaire**: the reliability of the entire transformational leadership questionnaire is 83%, which is accepted statistically. In addition, the reliability of the four aspects of transformational leadership is as follows:

**Table 1. The reliability of the four aspects of transformational leadership**

Transformational leadership dimensions	Number of questions	Reliability
Idealized attributes	8	<b>77%</b>
Intellectual stimulation	4	<b>68%</b>
Inspirational motivation	4	<b>78%</b>
Individualized considerations	4	<b>78%</b>

**The reliability of educational supervision questionnaire**: the reliability of supervision questionnaire is 85%, which is accepted statistically.

## RESULTS

In terms of the frequency of principals' academic degree, about 70% of the schoolteachers have B.A. degree and 30 percent have M.A. degree. In terms of the principals' service location; about 20% are occupied in region 1, 19% in region 2, 29% in region 3, and about 32% in region 4. In terms of principals' experience records, about 48% have less than 15 years of service experience and others have more than 15 years of service experience. In this category, most of the respondents are staff with 21 to 25 years service experience with 24.4%. In terms of transformational leadership

style and its elements, statistical analysis shows that inspirational motivation factor has the highest mean and the lowest average attributes to individualized considerations. Distribution of scores in intellectual stimulation is higher than other elements. The results of skewness indicate that the distribution of all aspects of asymmetrical leadership style has a skew to the left. According to the results of stretch, it can be said that distribution of all aspects are higher than normal distribution. In terms of principals' supervision and its aspects, statistical analysis shows that 'primary session of educational principals with teacher' has the highest mean and factor of 'post observation session with teacher has the least mean. Distribution of scores after 'primary session with teacher' is higher than other other aspects. The results of skewness indicate that the distribution of all aspects of supervision is asymmetric and factor of 'observations and analysis approach' has skewness to the right, but other aspects have skewness to the left. According to the results of stretch, it can be said that distribution of 'observations and analysis approach' is lower than normal distribution and the distribution of other supervisory aspects is higher than the normal distribution.

### The main hypotheses:

There is a relationship between transformational leadership style and principals' educational supervision.

### Subsidiary hypotheses:

There is a relationship between idealized attributes and principals' educational supervision.

There is a relationship between inspirational motivation and principals' educational supervision.

There is a relationship between intellectual stimulation and principals' educational supervision.

There is a relationship between individualized considerations and principals' educational supervision.

### The results of inferential statistics

In order to analyze the data, the Shapiro-Wilkie test, statistical population mean test, and Spearman correlation test were used.

### Shapiro-Wilkie Test

This test is used to check the normality of the variables. According to the results of this test, transformational leadership style and its factors are not normal. In addition, factors of supervision are not normal, but the variable principals' supervision is generally normal.

**Table 2. The results of testing hypotheses**

Hypotheses		Test Results
<b>Main</b>	There is a relationship between transformational leadership style and principals' educational supervision.	<b>Confirmed</b>
<b>First subsidiary</b>	There is a relationship between idealized attributes and principals' educational supervision.	<b>Rejected</b>
<b>Second subsidiary</b>	There is a relationship between inspirational motivation and principals' educational supervision.	<b>Confirmed</b>
<b>Third subsidiary</b>	There is a relationship between intellectual stimulation and principals' educational supervision.	<b>Confirmed</b>
<b>Fourth subsidiary</b>	<b>There is a relationship between individualized considerations and principals' educational supervision.</b>	<b>Confirmed</b>

### Statistical Population Mean Test

The status of the factors of managers' leadership style and managers' educational supervision

Was obtained using this test. Based on these results, the significance scores for all factors of managers' leadership style, managers' educational supervision is lower than the presented significance level. At the 95 percent confidence level, it

can be said that all studied factors are in good conditions. Given the suitable status of factors, practical methods should be found to employ more transformational leadership style and educational supervision in these schools. Authorities should pave the way for transferring successful experiences of schools and principals to other schools and principals.

### **Spearman Correlation Test**

This test is used to check research hypotheses. The results of spearman correlation test for all subsidiary hypotheses (except the first subsidiary hypothesis) and the main hypothesis prove the confirmation of hypothesis. In other words, the results of spearman correlation test show that there is a significant and positive relationship between transformational leadership style and managers' educational supervision.

### **The results of hypotheses**

#### **The results of main hypothesis saying that there is a relationship between transformational leadership style and principals' educational supervision.**

The results prove that there is a relationship between transformational leadership style and principals' educational supervision. This result is consistent with several studies, which are as follows:

Fariborzi's research that proves the significant relationship between transformational leadership style and manager's performance, ie managers' supervision, efficiency and effectiveness.

Farazja (2007) finds the positive and significant relationship between transformational leadership style and staff perspectives in his research. Johnson (2009) discovers the relationship between transformational leadership style and managers' supervision to change and control environmental factors and their impact on students' better understanding.

Zepda (2005) points out managers with leadership and descriptive techniques acceptable before an occurrence are more effective. In explaining the results, one can say manager of an organization should consider both motivating factors and inhibiting factors of the emergence of new ideas in the creation of favorable conditions. Selecting appropriate leadership style, preparing necessary equipment and materials to test ideas, creating the proper atmosphere, forecasting budget for the creation of a peaceful and secure environment, and communicating with employees and monitoring their work practices are conditions that may provide grounds for the effectiveness of training, enhancement of education quality, and promotion of teachers and students' positive performance. In transformational leadership style, managers are trying in the field of their management to acquire the followers' satisfaction and their trust in leadership as well as improving personnel efficiency by enhancing education quality.

#### **The results of first subsidiary hypothesis indicate that there is no relationship between idealized attributes and principals' educational supervision.**

In explaining the results, one can say that idealized attributes has not influenced the principals of the schools; in other words, they are not admired by their followers. In Beth's leadership indicators, idealized behaviors are talking about their most important values and beliefs and considering spiritual and moral interests. If a manager cannot be consistent with teacher in having the importance of having a powerful feeling about the objectives, he cannot establish a relationship.

#### **The results of second subsidiary hypothesis indicate that there is a positive and significant relationship between inspirational motivation and principals' educational supervision.**

This finding is consistent with researches conducted by Farazja (2007), Fariborzi (2003), Angoni et al (2006), and Zepda (2005). In explaining the results, one can argue that leaders with inspirational motivation as a part of their leadership behavior transfer their ideas and perspectives to their staff in clear ways and encourage the followers to be at a place higher than the ideal positions. Organizational managers are successful when they foster an environment in which staffs use appropriate developments and technologies and welcome innovation by creation of an open space for thinking. In order to enhance the performance of employees and organization, transformational leaders establish positive relations with their subordinates. In addition to his conventional duties about planning, organizing, and supervising, a transformational leader is committed to inspire motivation about moving toward the target. This task can be considered as the central task of transformational leaders.

#### **The results of third subsidiary hypothesis indicate that there is a positive and significant relationship between intellectual stimulation and principals' educational supervision.**

This finding is consistent with researches carried out by Farazja (2007), Fariborzi (2003), Zepda (2005), and Biard (2000). In explaining the results, one can point out managers stimulating employees intellectually participate them in work environment and encourage them to examine problems from different angles and present different techniques for

solving problems. From the perspective of Shomer Horn, mental stimulation is the creation of mental and emotional concern and the creation of understanding of issues to achieve more development for providing optimal solutions.

**The results of fourth subsidiary hypothesis indicate that there is a positive and significant relationship between individualized considerations and principals' educational supervision.**

This finding is consistent with researches carried out by Farazja (2007), Angoni et al (2006) and Zepda (2005). This result can indicate that transformational leaders recognize individual needs and to help them to foster skills required to achieve a specific objective. They do even pay attention to individual differences. These leaders will communicate with each of their employees, attempt to conduct, supervise and guide them, and make them self-productive persons.

## CONCLUSION

Transformational leadership style and some of its factors (inspirational motivation, intellectual stimulation and individualized considerations have significant influence on managers' supervision. It means that using transformational leadership style a manager can implement effective supervision on his staffs. The conclusion is facilitation of students' learning, establishment of new educational strategies and guidelines, improvement of teaching processes, and proper implementation of programs, which are significant steps in meeting organizational objectives. A manager of an organization can create new and efficient ideas in employees by continuous and systematic supervision of staff. Thus, the ground should be appropriate to the employees in the organization. In this regard, they can play roles in the advancement of organization's goals. Selecting and applying the appropriate leadership style is the first step in the creation of favorable environment for achieving the goals of the organization and comprehensive supervision of staffs. As a manager represents transformational behaviors, the employees trust him and they will be able to reach higher levels of performance. Therefore, it can be suggested:

1. A manager who has fostered inspirational motivation in himself will motivate personnel to work committed for organizational objectives by increasing their incentives; he encourages them to reach the highest level of performance.
2. A manager who has fostered the factor of intellectual stimulation in himself will create a challenging behavior in his followers to attempt in their tasks, find logical solutions and develop skills in the analysis of educational process.
3. A manager who has fostered the factor of individualized consideration will pay particular attention to each employee's needs to achieve success and growth. In this manner, he provides staffs with new learning opportunities as well as a supportive atmosphere of progress. He converts them to self-productive persons that results in the creation of high-level creativity activities.

With all these lines, transformational leadership style affects directly managers' supervision and managers' transformational behaviors results in comprehensive supervision.

## Research Recommendation

The presentation of ideas, theories and new methods aimed at improving the performance of teachers and principals need to take some actions. In this regard, principals can take a step in this direction by applying appropriate leadership styles and imposing transformational leadership style. For this purpose, one can make recommendations based on the results of the hypotheses of this study:

- According to the findings of the main hypothesis declaring that there is a relationship between transformational leadership style and principals' educational supervision, it is suggested that managers create changes in teachers and reach high organizational standards with respect to improve of teachers performance, reduce school failure, avoid wasting time and losing opportunities, promote and maintain optimal training results.
- According to the findings of the second subsidiary hypothesis declaring that there is a positive and significant relationship between inspirational motivation and principals' educational supervision, it is suggested that managers create an open space for thinking allow teachers to employ modern developments in technology and educational system and pave the way for promotion and development by providing motivations.
- According to the findings of the third subsidiary hypothesis declaring that there is a relationship between intellectual stimulation and principals' educational supervision, it is suggested that managers stimulate managers in educational environments so that it enables them to identify students' problem for the emergence of intellectual stimulation factor and solve problems in collaboration with others.
- According to the findings of the fourth subsidiary hypothesis declaring that there is a relationship between individualized considerations and principals' educational supervision, it is suggested that managers clear the way for teachers' intellectual growth by creation of a friendly environment according to their personal needs; it helps them to achieve high educational performance in schools.

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