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Transformational and Transactional Leadership: Effect on Teacher's Commitment in Malaysian National Primary Schools

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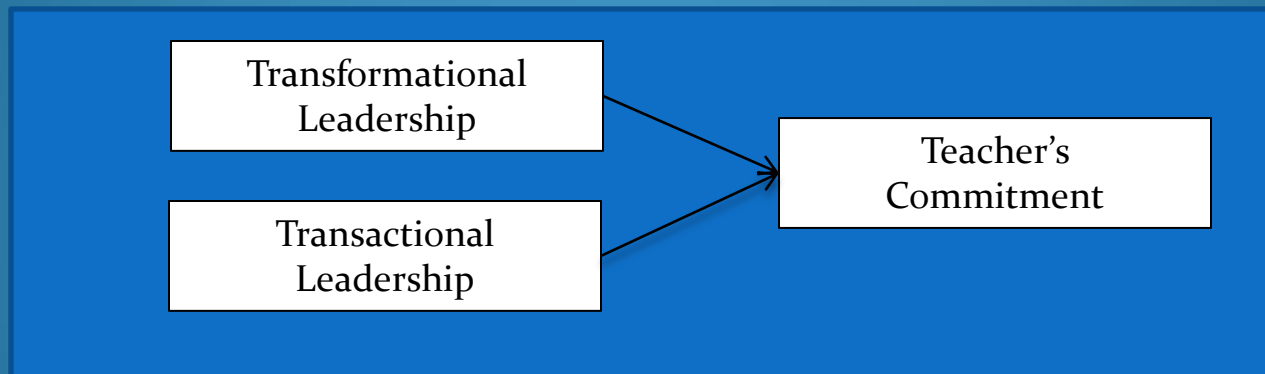


INTRODUCTION

- School leadership and teacher commitment are an important elements for the excellence and success of a school.
- Previous research show contradictory results on the effect of transformational and transactional leadership on teachers commitment.

Three null hypotheses have been formulated to test at a significant level of .05:

- ✓ H₀₁: There is no significant difference in teacher commitment in terms of gender.
- ✓ H₀₂: There is no significant difference in teacher commitment in terms of work experience.
- ✓ H₀₃: Transformational and transactional leadership of school headmasters do not significantly influence teacher commitment.



• **Conceptual Framework**

LITERATURE REVIEW

- ❑ Past studies have shown that head teacher leadership styles have a significant correlation with teacher commitment (Singh & Billingsley, 1998; Geijsel et al., 2002; Ross & Gray, 2004).
- ❑ **Transformational leadership** is characterized by a leader who collaborates with his subordinates to identify change needed in the organization and inspire followers by creating a vision as a guide (Anderson, 2017).
- ❑ **Transactional leaders** are leaders who identify the needs of followers and reward them for good effort and performance (Bass, 1985)
- ❑ **Commitment** as a psychological state that characterizes employee relationships with the organization and that has implications for continuing to be a member within the organization (Meyer & Allen , 1991)

METHODOLOGY

Research method	Cross sectional survey
Type of Research	Quantitative design
Questionnaire	Part A: Teacher Commitment : Three Component Model (Meyer & Allen, 1997) Part B: Transformational & Transactional Leadership: Multifactor Leadership Questionnaire (Bass, 1985)
Sampling	Population : 400 National Primary School Teachers from Kedah, Malaysia
	Sampling Method: Random Sampling
	Response: 400 valid responses were received from 479 surveys administrated, feedback rate: 83.50%.
Data Analysis	SPSS version 22 (t-test, one way Anova and Multiple regression)

FINDINGS/ CONCLUSION

1. T-Test results - Teachers Commitment and Gender

Male teachers show higher commitment compared to women teachers

	Gender	N	Mean	SD	t	df	Significant Level
Commitment	Male	102	3.88	0.45	2.481	398	0.014
Commitment	Female	298	3.74	0.50			

2. One way Anova results: Teacher commitment and work experience

Teachers showed most commitment from ages 21-25

Descriptives								
COMMITMENT AND WORK EXPERIENCE								
	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
5 YEARS AND LESS	36	3.8009	.38315	.06386	3.6713	3.9306	3.11	4.50
6-10 YEARS	86	3.6996	.47473	.05119	3.5978	3.8014	2.50	4.83
11-15 YEARS	60	3.6630	.47942	.06189	3.5391	3.7868	2.22	4.50
16-20 YEARS	72	3.8557	.47587	.05608	3.7439	3.9675	2.83	4.72
21-25 YEARS	83	3.9036	.53344	.05855	3.7871	4.0201	2.56	4.83
26YEARS AND MORE	63	3.7363	.48770	.06144	3.6135	3.8592	2.67	4.78
Total	400	3.7794	.48849	.02442	3.7314	3.8275	2.22	4.83

FINDINGS/ CONCLUSION

3. Multiple Regression : Transformational and Transactional Leadership and Commitment

Both transformational and transactional leadership had a significant influence on teacher commitment. However, transactional leadership has a stronger influence on teacher commitment compared to transformational leadership.

R	R square	Adjusted R ²	Change statistics				
			R Change	F Change	df1	df2	Sig F Change
.488 ^a	.238	.236	.238	124.55	1	398	.0001
.522 ^b	.273	.269	.034	18.65	1	397	.0001

All 3 Null Hypotheses were rejected

THANK YOU