
Transformational and transactional leadership of pre-service teachers and its connection with pedagogical professionalism at Lithuanian universities

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Abstract: The international research (OECD PISA, TIMSS, PIRLS) shown, that the results of Lithuanian school children are decreasing. The international research ground this fact by showing a strong connection between the learning motivation of teachers-leaders and their students, as teachers are creating the teaching (learning) environment, encouraging the student initiatives, creating the conditions for the creative activities, etc. Therefore, each teacher has to be a professional, irrespective at the level of education system he would be working on. As it is noted in the 'The State Progress Strategy 'Lithuania 2030', one of the top priority spheres during the next two decades is an intelligent society, providing it with vast possibilities to learn, integrate and compete in the international space. The preparation of pre-service teachers, as well as the other spheres has to relate to the needs of the ever-changing society. Therefore, recently, more and more attention is given to proper vocational training of pre-service teachers, focusing on the development of their leadership abilities. Therefore, this paper analyses pre-service teacher's leadership style and its connection with pedagogical professionalism.

Keywords: Leadership, Pre-Service Teacher Training, Transformational and Transactional Leadership

1. Introduction

The rapidly changing world poses new challenges to the education system, school, teachers and society. Leadership, in the area of education, is considered to be one of the education system efficiency features. In recent European education strategies and communiqués it is emphasized that a modern teacher needs more broader and integrated set of competences. Also at the initial stage of teachers training it is not enough to develop only pedagogical, subject and didactic competences [16].

In modern days, teachers' roles have expanded. For modern teacher it is not enough to be a narrow specialist in a particular area. Teacher becomes not only the subject teacher, but also informer, consultant, social pedagogue, class leader and senior friend, researcher, cooperation colleague, innovator, learning/teaching process organizer and accelerator.

Over the past several decades the idea of future leadership, presented in the scientific space, was associated with the transformational leadership [18] [5] [4] which emphasize the

interaction, internal motivation, followers' education, their needs and motives. Particular emphasize is on the values uniting the followers. The leadership is focused on changes in the organization and initiates changes among individual's personal and interpersonal levels.

According to the study 'Time for Leaders', implemented in 2011, in order to identify the dominant leadership models in Lithuanian schools, it was established that one of the seven existing leadership models in Lithuanian schools is transformational leadership.

Scientific researches [10] [14] [17] proved that the family and the education gained by family members, as well as the microclimate prevailing over the school and a classroom have a great influence on pupil's achievements during the process of education. However, among these factors high-qualified teacher and his leadership is of crucial significance to pupil's achievements. Teachers-leaders are competent, sensible, perceptive, inspirational and they engage into the activity without the encouragement [9]. It rise a scientific problem – how to simulate and build the strategy for the preparation of teachers, in order to train them as not only the specialists in their fields, but also as initiative,

creative creators of the educational process (leaders)?

The main aim of this study is to determine the pre-service teachers' transformational, transactional leadership style and its connection with pedagogical professionalism.

2. Theoretical Background

2.1. Leadership in Education Institutions

Internationally, the leadership in education has been examined taking into account the following aspects: teacher's leadership [12] [13], leadership of educational institutions [6] [14] [8], the relation between a teacher's leadership and students' results [17]. However, the scientists [4] [18] [5] indicated transformational leadership as the future leadership in educational organizations, emphasizing reciprocity, internal motivation and the upbringing of the followers, their needs and motives. Transformational leadership provides opportunities for better management of the organization, in which the followers expect inspiring and motivating leader of the organization, directing them in the right direction and creating possibilities for the followers themselves to be active participants of the process by encouraging them to initiate the changes. It is worth to mention that in the transformational leadership, a great role is taken by the morale and value.

In a school where the transformational leadership is prevailing, the collaboration culture of school community is established and all community members are participants of the processes of decision making. In such a school, free thought is cherished by encouraging the devotion to the organization. The most important fact is that in such a school, the system of reciprocal trust and encouragement is prevailing, creating great opportunities for the teachers to become autonomous by adjusting the educational process in the classroom.

The transformational leader changes the expectations of the community, encourages individual learning by using intellectual stimulation and individual help for a person by creating, formulating and implementing goals, on the basis thereof the common vision is achieved. Transformational leader-teacher is a charismatic person led by a shared vision. His/her activity is based on the power rather than the force; the power that is led by a vision in order for others to follow. Transformational leader has the ability to motivate the students to seek for better results and goals than the student has been expecting himself/herself.

Transformational leadership offers opportunities for the better governance of the organization, where followers expect inspiring and motivating leader of the organization, who leads in the right direction and provides followers a possibility to be active participants during the process and encourages them to initiate changes. The following features of transformational leader are distinguished [7]:

- Authorizes, protects, encourages followers and appreciates their achievements;
- Refuses himself and encourages the followers to refuse personal interests for other interests or higher goals;
- Experts in their particular area, having a clear vision and goals;
- Positive personal features, i.e. communicative, tolerant, attentive, etc.;
- Has strong moral values and attitudes that are also transferred to the followers;
- Creates the culture of communication and cooperation;
- Has non-traditional thinking, creative innovator.

At school, where transformational leadership dominates, school community collaborative culture is solidified; the process of decision making involves all the community members. Free thought is cherished in such school by encouraging to engage into the organization. It is important that the system of mutual confidence and encouragement dominates in such school; this system offers a great opportunity for teachers to become autonomous while adjusting the educational process during the classes.

2.2. Full Range Leadership Model and Teacher Job

As a 'future leadership' theory [2] has been called 'The Full Range Leadership' which consists of transformational, transactional leadership and not leadership (*laissez-faire*). [11] [20] supplemented the Table no. 1, by Bass and Avolio, in where the features of transformational leader are distinguished, by adding one more feature, i.e. 'behavioral integrity' (the unity of behavior, activity and speech). It is said that such behavior creates confident environment between the leaders and the followers, and confidence is necessary condition of informational leadership. Without the confidence teacher's work is not possible, because only when the environment of mutual confidence dominates at the classroom, then school can expect to educate open, active and creative personalities.

Table 1. Full Range Leadership Theory and Teacher Job [15] [4] [19].

Factor	Leader	Teacher
Transformational Leadership	Idealized Influence (Attributed, Behavior)	A teacher is a role model for students. Usually, the decision of students to become teachers is determined by a positive example set by the teacher and the wish to follow him/her. During the educational process, the teacher earns the trust of students. He/she recognizes the abilities of the students and develops them.
	The behavior of a charismatic leader is characterized by setting the role model, following one's beliefs, values and desire for his/her followers to take over his/her beliefs and values. Moreover, to their followers, charismatic leaders seem competent, clearly formulating their goals, having moral implication and conveying high expectations expressing their trust about the abilities of the followers to meet those expectations. The leaders comply with high moral and ethical standards so their followers respect and trust them; the leaders provide the feeling of a vision and a mission for their followers.	

Factor	Leader	Teacher
Inspirational Motivation	Those are the leaders who share their expectations with their followers, inspiring the latter to commit, take responsibility and become a part of the shared vision. In their practice, the leaders use symbols and emotional appeal in order to gather the efforts of the group members to reach more than they would have done led only by their personal interests. In this way, the team spirit is strengthened. These leaders are characterized by their enthusiasm and optimistic attitude to the future.	Teacher as a leader is characterized by the ability to inspire for activity. Teachers are the enthusiasts who spread the optimism thus motivating them for a hard work. A teacher is a person taking charge of the class, gathering students for joint activity. Both within the classroom and the school, encouraging taking the initiative and aiming for better results.
Intellectual Stimulation	Leadership that encourages the followers to be creative, not to be afraid of innovations and challenging their beliefs and values, leader and organization. Leaders support the followers when they are trying new ways to create innovative solutions of organizational matters, encourages the followers to think independently and solve the problems in a careful manner.	Only when the teacher himself/herself is open, creative, continually improving, it is possible to ensure and encourage the students to look at the world from a new and creative perspective. Such teacher encourages students to open their mind and think creatively and look at the objects and phenomena from a different perspective.
Individual Consideration	This factor is characteristic to leaders who create the climate of reciprocal support, by attentive regard to individual needs of the followers and also the leader himself takes the role of the adviser in order to provide a basis for self-realization of the followers.	Not only does the teacher notices and acknowledges individual needs and wishes of the students, he/she also organizes the process of education in regard to individual abilities, creating an opportunity for the students to achieve the best results in accordance to their own skills.
Contingent Reward	This factor describes the process of exchange between the leaders and the followers, during which the efforts of the followers are exchanged to a particular incentive. In such a leadership, the leader tries to agree with the subordinates on what has to be done and what will be the reward.	Teachers have to employ various strategies, including incentives, in order to attract less motivated students to the process of education.
Management by Exception (Passive, Active)	This is leadership consists of critique that corrects the errors, negative feedback and negative enforcement. There are two forms of management by reacting to exceptions distinguished: the active one (management by looking intensively at the subjects so they would not make mistakes or violate the rules and by taking measures to correct the mistakes) and the passive one (the leader interferes only when the requirements are violated or if the problems occur).	Teacher uses negative enforcement in the educational process and he/she interferes and solves the problems only if they cannot be solved otherwise.
Laissez-Faire	Not Leadership This factor shows that there is no leadership because the person follows the policy of non-interference. Such a person renounces the responsibility, is late solving problems, does not provide a feedback and does not try to satisfy the needs of other people. There is no exchange between them and the followers and there are no efforts trying to help them to improve.	The teacher understands his/her work only as teaching a lesson, with teaching prevailing and when sharing the roles. Teacher takes the central part. There are no attempts to connect with the students; no additional activity is undertaken during the time in the classroom. Such a teacher does not care for the feedback neither from the students nor from the colleagues. Such a teacher is usually irritable, unhappy about working hours or salary.

Hargreaves and Fullan notes, that teachers-professionals can be characterized according to the following features:

- Do when no one is looking;
- Do through and with their collective responsibility, openness to feedback and willing transparency;
- Not afraid to make mistakes as long as they learn from them;
- Have pride in their work;
- They are respected for knowing what they are doing;
- Strive to outdo themselves and each other in a spirit of making greater individual and collective contributions [9].

3. Methodology and Methods

[1] argues that there are two possible future scenarios concerned with schools' leadership: firstly, schools will be chosen by the managers from the private sector, who have

nothing in common with education and training; secondly, a group of individuals, i.e. teachers-leaders with a pedagogical education, also have a vocation to be a teacher, identify themselves as defenders and representatives of children and schools. The last-mentioned are self-learners who frequently leave their 'comfort' zone, due to pupil's progress they carry out various researches, they are tolerant, active, create cooperation culture at school and operate in various levels (i.e. personal, classroom, school, society). So, what is possible future scenario for Lithuanian schools?

In this study was used Multifactor Leadership Questionnaire (MLQ) (5x form) created by Avolio and Bass [3]. This survey evaluates 2 different leadership styles: (Transformational, Transactional) or not leadership and leadership outcomes. It allows individuals to measure how they perceive themselves with regard to specific leadership behavior. Statistical data (using, through 45 Likert-scaled

items, from strongly disagree (1) to strongly agree (5)) were collected from 511 pre-service teachers (bachelor students at 1-4 year of studies) from universities in Lithuania (Lithuanian University of Educational Sciences, Siauliai University, Klaipėda University, Vytautas Magnus University, Lithuanian Sport University). The obtained data were analyzed by SPSS Statistics 19 software.

Cronbach alpha for this construct was $\alpha = .884$.

During the school period of 2013-2014 teachers were trained at 8 Lithuanian universities, where 2858 future teachers have been enrolled into the full-time studies. For the respondents' selection, the simple random sample has been chosen. Scope of the students has been calculated by applying the following formula:

$$n = \frac{I}{\Delta^2 + \frac{1}{N}}$$

where n – amount of the selection, Δ – margin of error (0,05), N – amount of general summation.

Table 2. Descriptive Statistics for Demographic Data.

	n	Percent
Gender		
Male	196	38,4
Female	315	61,6
Age		
> 20 years	76	14,9
20-25 years	424	83,0
26-30 years	4	0,8
< 30 years	7	1,4

4. Results

In order to clarify the style of leadership (transformational or transactional leadership, or no leadership) dominating in organizations, educational institutions, the Multifactor Leadership Questionnaire is widely used (form MLQ 5x).

Table 3. MLQ 5X Leadership Scale Scores and Leadership Style Scores.

	M	SD	Min.	Max.
Idealized Influence (Attributed)	2,21	0,58	0,5	3,8
Idealized Influence (Behavior)	2,42	0,64	0	4,0
Inspirational Motivation	2,74	0,63	0,3	4,0
Intellectual Stimulation	2,50	0,66	0	4,0
Individualized Consideration	2,57	0,58	0,5	4,0
Transformational Leadership Style	2,49	0,46	1,0	3,8
Contingent Reward	2,54	0,57	0,8	4,0
Management-by-Exception (Active)	2,14	0,74	0	4,0
Management-by-Exception (Passive)	2,36	0,57	0,5	4,0
Transactional Leadership Style	2,35	0,46	0,8	3,8
Laissez-Faire Leadership	1,53	0,69	0	3,5

The collected data shows that the transformational leadership is inherent for the future teachers (average score 2.5 out of 4 possible), but this leadership style is not fully

mastered. All the specific factors of the transformational leadership are average among the respondents, except the inspirational motivation (average score 2.7 out of 4 possible).

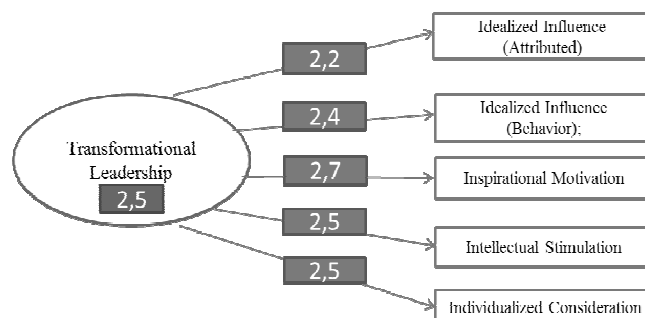


Figure 1. Pre-service teacher's transformational leadership.

The last-mentioned factor results in students having clear vision and trusting its implementation. What is more, students are optimistic, especially what concerns their future and career possibilities, perspectives. It should be stated that among future teachers the last expressed factor of transformational leadership is Idealized influence, which is related with the person's charisma, ability to range teams, i.e. students lack the ability to work in a team, and abandon their own interests for the good of a team.

The following features are typical for the transformational leader: clearly expressed complex attitude towards the phenomenon and their holistic perception; evaluation of surroundings as personalities, not separate individuals; understanding, that people's needs and abilities are different.

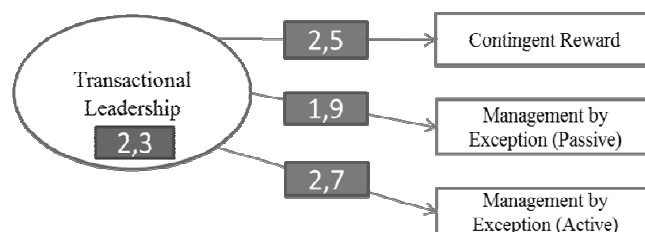


Figure 2. Pre-service teacher's transactional leadership.

Transactional leadership style, as a transitional link until reaching the level of transformational leader, was not fully expressed by the respondents (score 2.3 out of 4 possible). The behavior of transactional leader is frequently based on non-intervention or even passive observation externally. Transactional leader takes responsibility and engages into the activity adjustment only during critical situations. However, it is inherent to capture, memorize and remember past mistakes or failures before starting new activities, and constantly reflect them in order to avoid the recurrence. These characteristic features of transactional leader are typical for students who intend to become teachers. Transactional leadership among the students is expressed by the fact that students are frequently assisting other team or group members for their efforts and provide a feedback when their expectations are satisfied.

It should be noted, that 75 per cent respondents indicated

that the study subjects related with education management and leadership were not included in their study plan.

Once more back to the overall leadership model (Tab. no. 1) it can be stated that future teachers are beginners, young leaders, and the development of their leadership (i.e. whether they will become transformational or transactional leaders) will depend only on what culture the chosen school is based on.

5. Conclusions

When considering the importance of the teacher in educating an individual and seeking for professional community of educators, professional improvement of teachers parallel to the practical work are not enough. Having entered the new age of knowledge-based society, new challenges arise for the teacher; considering the dynamics of the educational work, it is necessary to create professional communities of teachers, starting from institutions of higher education that prepare the educators.

The raise of the prestige of teaching as a profession and the change of attitude towards the participants of education, especially teachers are notable trends. In order to gain better achievements from the students, first of all, we have to invest to the teachers, both their primary education and further professional training.

In order to ensure the efficiency of schools and their network, the critical mass of consistently trained teachers-leaders should be prepared. Only those teachers that have been prepared properly and in a qualified manner can help learning individuals to gain knowledge and abilities that would help them in a global job market.

According to the research material, it can be stated that in order to develop informational leadership style of future teachers it is essential to apply active teaching methods. Also to organize team activities in order to develop their ability to range teams, operate inside them, provide assistance for a team members, etc. During the study process allow students to engage into the education process, coordinate and schedule this process together.

The analysis of scientific literature and empirical data allow the confirmation of the fact that the teacher himself is the very same person who transforms students throughout the entire period of educational process. Therefore, if we perceive a teacher as the leader of the class, school, etc., we can confirm the fact that the teacher can be a transformational leader.

The teacher training programmes must develop the practical work of students based on reflection and research. Moreover, they must be prepared as specialists that can quickly and accurately diagnose learning problems of students and other problems and providing various means of help, foreseeing possible solutions of problems. Moreover, after the studies, the young teachers must be able to create proper learning environment, matching the needs of the students, and their awareness, understanding about various ways aim at good learning results. Also it is important that during the studies, future teachers would be prone to select teaching

methods that would be student-oriented and intended to the development of his/her powers. It is important to ensure that, in the educational practice, the young teachers would be able to apply various teaching methods and difference combinations of learning environment in order to achieve better learning results. Moreover, it is important that the programmes designed to prepare a specialist should be selected by the "right and suitable" individuals that would be prepared in accordance to the needs of the state.

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