

A Study on the Headteachers' Perceptions of Practicing Transformational Leadership, Malaysia

Mohamad Johdi Salleh, PhD

Mohyani Razikin, PhD

Parvina Saidova, MEd

International Islamic University Malaysia (IIUM)

Abstract

The objectives of this study is to examine the headteachers' perceptions of transformational leadership and their practices according to gender, age, ethnic group, academic qualifications, working experience, location of the school, type of school, school's grade and number of students. The study was based on the survey of one-hundred-seventy-six PKGPB students chosen randomly and conveniently from three universities namely the University of Tun Hussein Onn Malaysia (UTHM), University of Malaysia Sabah (UMS), and International Islamic University Malaysia (IIUM). The findings are presented in frequency and percentage form. The result of the descriptive statistics showed that majority of headteachers had a positive perception of practicing transformational leadership and they seemed to have an average level on their perception. This could mean that the school headteachers had a positive attitude toward the importance of practicing of four dimensions of transformational leadership. Especially, the dimension of creating productive school culture was found significant. Noticeably, the dimension of providing intellectual stimulation was perceived least significant by respondents.

Introduction

The level of practice of transformational leadership in schools as it is perceived by headmasters is an issue that needs to be studied. The self evaluation of the headmasters will raise the awareness and will determine their level of practice of transformational leadership which need to be paid attention. It is these expressed concerns in the leadership of schools that brings one to question how far leadership in primary schools has moved away from the instructional and transactional models of leadership to the practice of transformational leadership style.

Literature Review:

Dimension of Transformational Leadership in School Settings

Leithwood and his colleagues have provided fully developed model of transformational leadership especially for school setting. Their model is based on Burns (1978) and adapts Bass and Avolio's (1997) transformational leadership model to school settings. Leithwood's conducted a research which concerned not only the nature of transformational school leadership but also the effects of such leadership on the school, teacher, and student outcomes. The results of Leithwood's studies into the nature of school leadership revealed specific dimensions of transformational school leadership and behaviors associated with each of these dimensions.

It is important to mention here that Leithwood's model of dimensions of transformational leadership in school settings is quite different from Bass and Avolio's (1997) model. However, the first three dimensions are similar to Bass and Avolio's (1997) model. One difference is that idealized influence (charisma) and inspirational motivation are treated as one dimension of

transformational leadership in Leithwood's model. Leithwood (1994) conceptualized transformational leadership along with eight dimensions which are : (1) building school vision (developing a widely shared vision); (2) establishing school goals; (4) providing intellectual stimulation; (5) offering individualized support; (6) modeling best practices and important organizational values; (6) demonstrating high performance expectations; (7) creating a productive school culture; (8) developing structures to foster participation in school decisions.

More precisely, the following eight dimensions are grouped into three broad categories: (1) setting directions: building school vision; establishing school goals; demonstrating high performance expectations. (2) Developing people: providing intellectual stimulation; offering individualized support; modeling best practices and important organizational values. (3) Redesigning the organization: creating a productive school culture; developing structures to foster participation in school decision (Verona & Young, 2001: 8).

In this study the four dimensions of transformational leadership were used and there are: (1) developing widely shared vision; (2) offering individualized support; (3) providing intellectual stimulation; and (4) creating productive school culture. This study aimed to use these four dimensions in order to measure the level of practice and effectiveness of transformational leadership according to the headmasters' perceptions.

Developing Widely Shared Vision

Developing widely shared vision refers to the "practices aimed at identifying new opportunities for the school and developing, articulating and inspiring others with a vision of the future" (Mulford, Silins and Leithwood, 2004:206). It is based on setting directions' category of Leithwoods' model (1994, 1999). Vision is and an "avenue of influence" in school improvement (Hallinger and Heck, 2002). In its broad meaning a vision enables one to see facets of school life that may otherwise be unclear, raising, their importance above others. It is in fact important element of leadership. Scholars in educational leadership suggest that vision may have an impact on schools. For example, the importance of vision on transformational model of school leadership was extensively studied by researchers such as Leithwood (1994), Leithwood et al., (1998). According to Hallinger and Heck (2002) a vision can also identify a path to a new future, a strategic dimension of leadership. They argue that it is the vision that assists the leaders in becoming a more effective problem solver by helping to sort and find the most important problems.

Offering Individualized Support

Offering individualized support refers to the "practices that include respect for individual members of staff and concern about their personal feelings and needs" Mulford et al, 2004: 206). Yu et al., (2002:374) also agrees with Mulfold's definition of offering individualized support and state that offering individualized support is:

Indications of respect for staff and concern about their personal feelings and needs (e.g. verbal persuasion). This dimension is likely to influence context beliefs by assuring teachers that the problems likely to be encountered while changing their practices will be taken seriously by those in leadership roles and efforts will be made to help them through those problems.

Some studies were carried out to measure the behavior of the school leaders which includes the offering individualized support (dimension of transformational leadership). Among those studies the study of Geijsel, Sleegers and Van Der Berg (1999) which examined the nature of transformational leadership and its relation to teachers' changed practices within the context of Dutch large-scale innovation programme is noticeable to mention here. They present two qualitative studies and a survey. The survey took place in Dutch Agricultural Training Centers (ATCs). ATCs provide pre-vocational education and senior secondary vocational education in the area of agriculture. Each of the 18 ATCs in The Netherlands was asked to participate in this study. All teachers of the participating schools received the questionnaires from their superiors; 49 percent responded for a total of 1,249 teachers. The qualitative studies revealed three dimensions of transformational leadership: vision, individual consideration, and intellectual stimulation. Within the framework of the survey, these dimensions were further operationalized and explanatively related to teachers' concerns, teachers' learning activities and teachers' changed practices.

Providing Intellectual Stimulation

Providing intellectual stimulation refers to the “practices that challenges staff to reexamine some of the assumptions about their work and to rethink how it can be performed” (Mulford et al., 2004:206). Therefore, Yu et al., (2002:374) suggest the following:

Challenges to staff to reexamine some of the assumptions about their work and to rethink how it can be performed (a type of feedback associated with verbal persuasion). Such stimulation seems likely to draw teachers' attention to discrepancies between current and desired practices and to understand the truly challenging nature of school change goals. To the extent that such stimulation creates perceptions of a dynamic and changing job for teachers, it should enhance emotional arousal processes, also.

Numerous studies were carried out to measure intellectual stimulation behavior of school leaders. One of the studies which require citing here is the study of Garger and Jacques (2008) which was carried out in USA. This study was carried out at university level. Sample of the study consisted of 321 undergraduate students in a mid-sized, regional, comprehensive university in the United States. The purpose of the study was to explore student perceptions of instructor leader behaviors from levels of analysis perspective. Students in a mid-sized, public university completed surveys to assess perceptions of instructors' intellectual stimulation and individualized consideration leader behaviors. Results from the current study indicate that intellectual stimulation and individualized consideration of transformational leadership operate at “the dyadic level between instructors and students”. Results suggest that for leadership to have any effect on students at the instructor level, a dedication to giving instructors the freedom to express their individual beliefs and values must be in place before students can take advantage of an instructor's unique approach to leadership.

Creating Productive School Culture

Every school creates new identities and establishes unique school cultures. Deal and Peterson (2002: 6) defined the school culture as the “kind of the underlining set of norms, values, beliefs, rituals, and traditions that make up the unwritten rules of how to think, feel and act in an

organization”. They further explained that every organization has a “conscious, predictable part of the rules and procedures and so forth, but the school’s culture is often below the stream of consciousness” and is really what affects how people interact in an organization. It is the unwritten rules about interaction and problem solving and decision-making. There some cultural norms that affect school improvement extensively : (1) Collegiality; (2) Experimentation; (3) High expectations; (4) Trust and confidence; (5) Tangible support; (6) Reaching out to the knowledge base; (7) Appreciation and recognition; (8) Caring, celebration, and humor; (9) Involvement in decision making; (10) Protection of what’s important; (11) Traditions; (12) Honest, open communication.

Leithwood (1994) stated that transformational leaders practice the three fundamental goals which one of them is creating productive school culture. Creating a productive school culture refers to the “practices encompasses behavior which encourages collaboration among staff and assists in creating a widely shared set of norms, values and beliefs with continues improvement of services for the students” (Mulfold et al, 2004: 206). Yu et al., (2002:374) also agreed with this definition, however he and his colleges asserted:

These behaviors contribute to teacher commitment through their influence on teachers’ understanding of the goals being pursued by the school and the importance of those goals, by virtue of them being widely shared.

Liontos (1992) explains the creating productive school culture by giving example of staff members who often talk, observe, critique, and plan together. Norms of collective responsibility and continuous improvement encourage them to teach each other how to teach better. He further asserts that transformational leaders involve staff in collaborative goal setting, reduce teacher isolation, share leadership with others by delegating power, and actively communicate the school's norms and beliefs. Leithwood (1992:9) also suggest that here the school leaders actively communicate the “school's cultural norms, values and beliefs in their day-to-day interpersonal contacts and they also share power and responsibility with others through delegation of power to school improvement teams”.

Although transformational leadership has been identified as one of the most effective factor associating with school competency and headmasters are always seen as transformational leaders in successful schools, yet there is less evidence on practicing transformational leadership effectively. In order to examine the headmasters’ involvement as transformational leaders the research aims to investigate headmasters’ perception of practicing of transformational leadership.

Research Methodology

Purpose of the Study

The main purpose of this study is to investigate the headmasters’ perception of practicing of transformational leadership. More precisely, the objectives of the study were: (1) to investigate the perception of headmasters’ of practicing of transformational leadership; (2) to find out to what extend the headmasters practice transformational leadership; (3) to examine the statistical differences in perception of headmasters’ of practicing of transformational leadership according to gender, age, ethnic group, academic qualifications, working experience, location of the school, type of school, school’s grade and number of students;

Instrument

A survey was conducted based on a questionnaire which consisted of 20 items. Questionnaire checklist was divided into two sections: section 1, comprised of demographic information of the respondents; section 2, comprised of the items based on four dimensions of transformational leadership. The demographic variables of this study comprised of: gender, age, ethnic group; academic qualifications, working experience, working state, location of the school, type of school and number of students. The dimensions were: (1) developing widely shared vision; (2) providing intellectual stimulation; (3) offering individualized support; and (4) creating a productive school culture.

Data Collection Procedure

The data was collected from PKGPB (*Program Khas Pensiswazahan Guru Besar*) students from three selected universities which were International Islamic University Malaysia (IIUM), University Tun Hussein Onn Malaysia (UTHM); University Malaysia, Sabah (UMS). For the purpose of the study the researcher obtained an approval letter from the authority of the University. The questionnaire was distributed to the students with the help of Dr. Baharom Mohamad (UTHM), Assoc Prof Dr. Mohd Yusof Abdullah (UMS), and Dr. Mohamad Johdi Salleh (IIUM). All participants' responses were voluntarily selected. The questionnaire with its twenty items which comprised of transformational leadership measuring four dimensions was administered. Response choices ranged from one (not at all) to five (frequently, if not always).

Analysis of Data

Statistical analysis was conducted to answer three research questions. Descriptive statistics was used by using the Statistical Package for Social Sciences (SPSS, version 14) programme. The numbers of items measuring each variable were based on four dimensions of transformational leadership: i) developing widely shared vision; ii) providing intellectual stimulation; iii) offering individualized support; iv) creating productive school culture.

Analysis and Findings

Headteachers' Perception of Practicing of Transformational Leadership

Table 1 illustrates the perceptions of headmasters of practicing of transformational leadership. The perceptions are presented in frequency and percentage form. The score of the items indicate that a majority of the headmasters practiced transformational leadership fairly often. Looking at each item, the least item in practicing transformational leadership under the category "fairly often" was item 7: "I communicate school mission and vision to staff" which scored 35.8%. However, the highest item scored under category "fairly often" was item 18 which scored 63.1%. It illustrates: "I symbolize success and accomplishment within staff profession". Under the category "frequently" the least item scored 20.5% which was item 1: "I use reasoning and evidence rather than unsupported opinion". The highest item scored 54.5% which was the item 13: "I provide moral support by making staff feel appreciated". Three items (1, 2 and 4) have the highest score under the category of "sometimes". The item second scored 30.7% which was "I get staff to rethink ideas they had never questioned before". Item number 1 scored 25.6% which

was “I use reasoning and evidence rather than unsupported opinion”. Lastly item 4 scored 19.9% which was “I encourage staff to try new practices consistent with their interests”.

More precisely, these results illustrate that majority of headmasters practice transformational leadership fairly often. However, most of them do practice transformational leadership frequently. The items presented on table 2 shows that some of headmasters practice transformational leadership sometimes. The scores of the items under category “fairly often” and “frequently” have similarities.

Table 2:
Summary of Respondents’ Perception of Practicing Transformational Leadership

Items	S		FO		F	
	%	(n)	%	(n)	%	(n)
Providing Intellectual Stimulation						
1. I use reasoning and evidence rather than unsupported opinion	25.6%	(45)	51.1%	(90)	20.5%	(36)
2. I get staff to rethink ideas they had never questioned before	30.7%	(54)	50.0%	(88)	13.6%	(24)
3. I facilitate opportunities for staff to learn from each other	12.5%	(22)	51.1%	(90)	33.0%	(58)
4. I encourage staff to try new practices consistent with their interests	19.9%	(35)	52.3%	(92)	26.7%	(47)
5. I encourage staff to pursue their own goals for professional learning	11.9%	(21)	48.9%	(86)	38.1%	(67)
Developing Widely Shared Vision						
6. I give staff a sense of overall purposes	13.6%	(24)	52.3%	(92)	31.8%	(56)
7. I communicate school mission and vision to staff	13.6%	(24)	35.8%	(63)	50.0%	(88)
8. I talk enthusiastically about what needs to be accomplished	10.8%	(19)	54.5%	(96)	33.0%	(58)
9. I work toward whole staff agreement in establishing priorities for school goals	4.0%	(7)	58.5%	(103)	36.4%	(64)
10. I express confidence that goals will be achieved	9.1%	(16)	51.1%	(90)	39.8%	(70)
Offering Individualized Support						
11. I take staff opinions into consideration when initiating actions	8.0%	(14)	58.5%	(103)	32.4%	(57)
12. I treat staff as individuals rather than just a member of a group	19.3%	(34)	47.7%	(84)	26.1%	(46)
13. I provide moral support by making staff feel appreciated	6.8%	(12)	38.6%	(68)	54.5%	(96)
14. I consider staff as individual having different needs, abilities and aspiration from others	11.9%	(21)	53.4%	(94)	34.7%	(61)
15. I help staff to develop their strengths	9.1%	(16)	41.5%	(73)	41.5%	(73)
Creating Productive School Culture						
16. I encourage the development of a strong school culture	5.1%	(9)	43.2%	(76)	51.1%	(90)
	8.5%	(15)	43.2%	(76)	48.3%	(85)

17. I set respectful tone for interaction with staff	8.0% (14)	63.1%(111)	29.0% (51)
18. I symbolize success and accomplishment within staff profession	5.7% (10)	40.9% (72)	52.3% (92)
19. I show respect for staff by treating them as professionals	5.7% (10)	40.9 (72)	52.8% (93)
20. I promote an atmosphere of caring and trust among staff			

Note: S=sometimes, FO=fairly often, F=frequently

More precisely, the items which got highest mean score according to headmasters' view on practicing transformational leadership were under the three dimensions of transformational leadership: (1) developing widely shared vision; (2) offering individualized support; and (3) creating productive school culture. The least dimension scored was providing intellectual stimulation. This means, the highest dimension scored was creating productive school culture and the least dimension scored was the dimension of providing intellectual stimulation.

Practicing of Transformational Leadership and Demographic Variables Practice and Gender

To examine the perceptions of headmasters of practicing transformational leadership according to gender the T-test was employed. The result of the T-test analyses illustrates that there was a significant difference in perceptions of headmasters of practicing transformational leadership between male and female, $t=4.769$, $p<.000$.

Table 4:
Respondents' Perception of Practice and Gender

Gender	M	SD	t-value	p
Male	82.47	8.08	4.769	.000
Female	88.27	6.96		

Notice: $df=174$

Table 5:
Relationship between Practice, Age, Working Experience, Number of Students

Demographics	Correlation (r)
Age	.168*
Working Experience	.196**
Number of Students	.164*

Notice: (r) = Pearson Correlation. * Correlation is significant at $p< 0.05$ level. ** Correlation is significant at $p<0.01$.

Practice, Age, Working Experience and Number of Students

Table 5 shows that there was a significant correlation between the age of headmasters and practicing of four dimensions of transformational leadership ($r=.168$, $p<.026$). Similarly, there was a significant positive relationship between working experience of the respondents and

practicing of four dimensions of transformational leadership ($r=.196$, $p<.009$). According to the number of students and practicing four dimensions of transformational leadership Pearson correlation indicates that there was a positive significant correlation ($r=.164$, $p<.030$) between number of students in a schools and the practice of four dimensions of transformational leadership as it was perceived by headmasters. This means that there was a positive significant relationship between the age, working experience, number of students in the school and practice of four dimensions of transformational leadership.

Practice, Ethnic Group, Academic Qualifications, Location & Type of School and Schools Grade

One-Way ANOVA was employed to investigate if there was a significant difference in respondents' perception of practice according to Ethnic group, Academic qualifications, Location of the school, Type of the school and Schools' grade. The results show that there was a positive significant difference of respondents' perceptions of practice according to Ethnic group ($F=7.050$, $p>.000$) and practice. Similarly, the result shows that there was a positive significant difference of respondents' perceptions of practice according to Location of the school ($F=3.849$, $p>.023$), Type of the school ($F=3.576$, $p>.015$) and Schools' grade ($F=3.432$, $p>.035$) However, there was a slight difference of Academic qualifications ($F=2.172$, $p>.074$) and practice which was not significant (Table 6).

Table 6:
One- Way ANOVA of Respondents' Perception on Practice, Ethnic Group Academic Qualifications, Location of the School, Type of the School and Schools' Grade

Demographics	Sum of Squares	Mean Square	F	Sig.
Ethnic Group			7.050	.000
Between Groups	1279.882	426.627		
Within Groups	10408.067	60.512		
Academic Qualification			2.172	.074
Between Groups	565.217	141.304		
Within Groups	11122.732	65.045		
Location of the School			3.849	.023
Between Groups	497.871	248.936		
Within Groups	11190.078	64.683		
Type of the School			3.576	.015
Between Groups	686.137	228.712		
Within Groups	11001.812	63.964		
School's Grade			3.432	.035
Between Groups	446.028	223.014		
Within Groups	11241.921	64.982		

Notice: $df1=2$, $df2=2$, $df3=2$, $df4=3$, $df5=2$

Table 7:
Pos Hoc Turkey (HSD) of Respondents Perceptions of Practice and Ethnic Group

Ethnic Group	Ethnic Group	Mean Difference	Sig.
Malay	Chinese	-4.42	.073
	Indian	-3.17	.725
	Sabah and Sarawak	3.91	.021*
Chinese	Malay	4.42	.073
	Indian	1.24	.982
	Sabah and Sarawak	8.33	.000*
Indian	Malay	3.17	.725
	Chinese	-1.24	.982
	Sabah and Sarawak	7.08	.111
Others	Malay	-3.91	.021*
	Chinese	-8.33	.000*
	Indian	-7.08	.111

* The mean difference is significant at the .05 level.

Table 7 shows the result of the Post Hoc analysis. The result indicated that there is a significant difference between Malays and (mean=3.91, $p<.021$), Sabah and Sarawak ethnic groups and Chinese (mean=8.33, $p<.000$).

Table.8:
Pos Hoc Turkey (HSD) of Respondents Perceptions of Practice and Type of School

Type of School	Type of School	Mean Difference	Sig.
National	Chinese	-5.36	.024*
	Tamil	-4.24	.581
	Ex-missionary/English	-5.00	.516
Chinese	National	5.36	.024*
	Tamil	1.11	.990
	Ex-missionary/English	.352	1.000
Tamil	National	4.24	.581
	Chinese	-1.11	.990
	Ex-missionary/English	-.76	.999
Ex-missionary/English	National	5.00	.516
	Chinese	-.35	1.000
	Tamil	.76	.999

* The mean difference is significant at the .05 level.

Table 8 shows the result of the Pos Hoc analysis according to Type of school. The results indicated that there is a significant difference between Nation and Chinese (mean=-5.36, $p<.024$) schools.

Table.9:
Pos Hoc Turkey (HSD) of Respondents Perceptions of Practice and Location of the School

School's Location	School's Location	Mean Difference	Sig.
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Urban	Rural	2.51	.174
	Remote	4.88	.019*
Rural	Urban	-2.51	.174
	Remote	2.37	.317
Remote	Urban	-4.88	.019*
	Rural	-2.37	.317

* The mean difference is significant at the .05 level.

Table 9 shows the Pos Hoc analysis according to Schools Location. The result indicated that there is a difference between schools location in Urban and Remote areas (mean=4.8, $p<.019$).

Discussion of the Findings

Practice and Dimensions of Transformational Leadership

The first and the second research questions based on the analyses of descriptive statistics were about finding the headmasters' perception of practicing transformational leadership and to what extent the headmasters practice transformational leadership.

The consistency of the present results with its general findings is promising in view of the benefits of transformational leadership. The result of the descriptive statistics showed that majority of headmasters had a positive perception of practicing transformational leadership and they seemed to have an average level on their perception. This could mean that the school headmasters had a positive attitude toward the importance of practicing of four dimensions of transformational leadership. Especially, the dimension of creating productive school culture was found significant. Noticeably, the dimension of providing intellectual stimulation was perceived least significant by respondents.

This finding contradicts with the findings of the study done by Giejsal and her colleges (2003) in Netherlands and Canada which revealed that providing intellectual stimulation appear to be the most significant dimensions of transformational leadership in school. However, the result of this study confirmed the study of Geijsal et al., where the dimension of developing shared vision was found significant.

The results of the descriptive statistics showed that the respondents perceived themselves to practice the four dimensions of transformational leadership on an average level. The headmasters evaluated themselves very high in creating productive school culture and developing widely shared vision.

Practice and Demographic Variables

The question number three was about finding any statistically significant difference in perception of headmasters' of practicing transformational leadership according to their gender, age, ethnic group, academic qualifications, working experience, location of the school, type of school, school's grade and number of students. The result of the *t*-test analysis showed that there was a significant difference between male and female headmasters in their perception of practicing transformational leadership. From the findings of the study, it became obvious that female headmasters rated themselves as more transformational than the male headmasters. This finding

is consistent with three studies reported by Bass et al., (1996) in which female managers were more likely to be rated by their followers as transformational than were their male counterparts. The woman leaders attained higher scores for all four dimensions of leadership: charisma, inspirational motivation, intellectual stimulation and individualized consideration.

The finding of this study also confirms the study of Carless (1998) who studied gender differences in transformational leadership from multiple perspectives. Carless's (1998) study was conducted in non school settings. The sample for Carless study was employees of a large international bank in Australia where the ratings were obtained from branch managers ($n = 120$ female and $n = 184$ male), their superiors ($n = 32$) and subordinates ($n = 588$). The findings of Carless study showed that superiors evaluated female managers as more transformational than male managers. Consistent with the superior observations, at the global level, female managers rated themselves as more transformational than males.

This study confirms the study carried out by Burke and Collins (2001) where the study was conducted to assess whether there were gender differences in perceived leadership styles and management skills. The sample for this study consisted of 711 female from American Woman's Society of Certified Public Accountants (AWSCPA) members and 320 male from American Institute of Certified Public Accountants (AICPA) members. The study has concluded that female managers are more likely than male managers to report practicing transformational behavior. The researchers concluded that "the tendency of females to emphasize the highly effective transformational leadership style more than their male colleagues applied to all four of the transformational leadership style subcomponents" (Burke and Collins, 2001:48). The researchers asserted that females are more likely than males to report practicing: (1) serving as positive role models for subordinates who aspire to be like them (attributed charisma); (2) inspiring employees to believe in and strive for a common purpose (inspirational motivation); (3) encouraging followers to be creative in problem solving and to question assumptions (intellectual stimulation); and (4) spending time developing, teaching, and coaching their subordinates (individual consideration) (Burke & Collins 2001).

Nevertheless, this study contradicts with the small scale study of Manning (2002) where the researcher investigated the gender, managerial level, transformational leadership and work satisfaction of management team of a large US regional health and human services agency members. The sample for the study consisted of 64 leadership team member from whom 36 were women and 28 were men. Manning's study concluded that the study found no significant differences in transformational leadership between male and female managers at equivalent levels, whether leadership was self-rated or observer-rated (Manning, 2002).

The result of one-way ANOVA reported that there was as significant difference in the perception of headmasters according to Ethnic group. The Sabah and Sarawak ethnic groups rated themselves to practice more transformational leadership as compared to Malay and Chinese ethnic groups. The study also found that here was a significant difference in the perception of headmasters according to Type and Location of the school. The headmasters of Chinese schools rated themselves to practice more often transformational leadership as compared to National schools. Ironically, the headmasters whose schools are located at remote areas rated themselves to practice more often the four dimensions of transformational leadership as compared to headmasters whose schools are located at urban areas. The result of Pearson Correlation (r) indicated that there was a significant correlation between practice and age of the headmasters, practice and number of students under each headmaster's supervision.

Conclusion

In light of these surprising findings, the PKGPB (*Program Khas Pensiswazahan Guru Besar*) students of International Islamic University Malaysia (IIUM), Universiti Tun Hussein Onn Malaysia (UTHM) and Universiti Malaysia, Sabah (UMS) rated themselves to practice the four dimensions of transformational leadership on an average level. The female headmasters seemed to have more transformational behaviors as compare to male headmasters. This is the kind confidence that the female headmasters rated themselves as transformational leaders. These findings contradicted the previous researchers' findings such as Manning (2002). Nevertheless, the findings of this study confirmed the findings of Burke and Collins (2001), Carless (1998) Bass et al., (1996) studies where their findings reported that there was a significant difference between male and female in practicing transformational leadership. Therefore, the findings of this study suggest that the women are more transformational leaders than the men regardless of any type of organizations school or non school settings. The headmasters who practiced the potential four dimensions of transformational leadership realized that they stimulate staff's professional learning, foster staff's intellectual curiosity and the most important facilitate the vision for the school.