



THE RAIL STATE OF THE APPLICATION OF TRANSFORMATIONAL LEADERSHIP AMONG SECONDARY SCHOOL LEADERS IN THE STATE OF KHARTOUM

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Abstract:

The study aimed to identify the reality of the application of transformational leadership among secondary school leaders from the teachers' points of view. In this study, the researcher followed the descriptive analytical approach; The study population included (323) teachers. The researcher chose a simple random sample of (168) teachers. The researcher also used the questionnaire as a tool to collect data: to analyze the data, the researcher used the statistical analysis program, the Statistical Package for Social Sciences (SPSS). The findings showed that there is highly effect, with an arithmetic mean of 3.92, In light of these results, the study recommended a set of recommendations, the most important of which are: more dissemination of the culture of transformational leadership, setting accurate criteria by the Educational Department to select leaders, and holding specialized training courses with the aim of increasing the degree of awareness among school leaders of the importance of applying the dimensions of transformational leadership.

Keywords: *School Leaders, Inspiring Motivations, Idealized Influence*

INTRODUCTION

Real leadership challenges the leader, before it challenges others. This past year instructional leaders have had to redefine their role. Researchers have indicated that effective leadership influences academic outcomes for students and prepares them for career, college, and life (Day, C, & Sammons, P. 2016; Kouzes & Posner, 2017; Pietsch & Tulowitzki, 2017; Ross & Cozzens, 2016). Instructional leaders impact student achievement in various ways, such as clearly framing and articulating the school's goals and objectives to collaboratively create a mission for the school (Rey & Bastons, 2018). The instructional leader brings all stakeholders together through a shared mission and everybody moves towards achieving a school's vision through the instructional leader's actions (Kafele, 2017). Ritchie (2013) indicated that an instructional leader must develop a vision as "the single goal of creating and nourishing the best possible environment for teaching and learning.

The leader who applies the dimensions of transformational leadership has the ability to promote and build a common vision and inspire subordinates to develop new methods for solving problems. Transformational leadership came to add new concepts and ideas to educational leadership related to the school's future vision and mission, and considered the principal an influential leader who attracts all workers to a new culture to work together in a one team and transforming future visions into its realization (Al-Zahrani, S. Al-Ghamdi, R. 2019).

The importance of transformational leadership in educational institutions comes through its ability to face challenges and continuous changes, and changes in the desires and needs of individuals, in addition to its ability to develop trust among school members, increase the sense of belonging and motivate them to achieve the desired performance (Al-Salihi, 2013).

School now adays faces many challenges that have led to a change in its roles and objectives, and consequently a change in the roles of school leaders, as it has shifted from an implementer of work to a developer and a leader for change, and from an implementer of systems, regulations, and instructions to a facilitator, facilitator and supporter, and from a leader who Gives orders, to a supporter and guide an educational expert who contributes to the development of the educational process, and from an administrator to a visionary leader who influences, inspires, motivates and instills confidence in workers, engages them in leadership and increases their motivation, making him with these roles a transformational leader who contributes to transforming the school with all its elements from one state to a better state in line with the requirements of the era. (Hussen, 2019).

However, the reality of the application of transformational leadership and its dimensions need training and development among school leaders and school teachers, in view of the foregoing, the researcher sees the importance of transformational leadership among secondary school leaders, in order to meet the requirements of the times and its effective role in providing the appropriate educational environment to achieve the desired progress and required changes and its direct impact on performance parameters. Accordingly, this study seeks to answer the following main question:

What is the real state of the application of transformational leadership among secondary school leaders from the teachers' point of view? From this main question, the following sub-questions emerge:

1. what is the reality of secondary school leaders' application of the dimension of inspirational motivation from the teachers' point of view?
2. what is the reality of secondary school leaders' application of the impact dimension from the teachers' point of view?

The importance of this study came in an attempt to know the reality of the application of transformational leadership by secondary school leaders, and they can be summarized in the fact that this study is a response to global educational trends that urge the necessity of applying transformational leadership to develop educational leaders, and shedding light on the study of a type of leadership, which is transformational leadership, which contributes to the development and improvement of management among school leaders. It also provides a frame of reference for educational leaders, teachers, and supervisors, as it provides them with a frame of reference for leadership. It is expected that the results of this study will be a scientific addition to specialized research in the field of leadership in general and transformational leadership in particular, in order to enrich the educational literature in the field of school administration. It can also enrich public and private libraries, by providing information to researchers in the field of school management and transformational leadership.

The results of this study benefit those in charge of education in identifying the different aspects of a new style of leadership. Also, this study provides data and information that can help educational decision makers and decision makers regarding the application and development of the performance and skills of educational leaders. This study helps officials in making educational decisions in the field of educational

administration, and researchers in the field of educational administration can also benefit from this study. The importance of this study is also shown in its results knowing the effectiveness of the application of transformational leadership in schools for memorizing the Holy Quran. It contributes to opening a new field for researchers and scholars to carry out new research dealing with the application of roving leadership in educational institutions in general.

This study is limited to revealing the reali state of applying the dimensions of transformational leadership to secondary school leaders from the teachers' point of view in Omdurman Locality, Khartoum State in addition to stdyng the eideal impact dimension, the inspirational stimulus dimension. This study was also conducted during the year 2022.

The transformational leadership theory, according to Berkovich (2016) has been one of the most influential leadership models in education over the past several decades. Prior to being recognized as a leadership model for educational leaders, this model was designed for political and business leaders (Berkovich, 2016).

Transformational leadership is a leadership model that focuses on the commitment and capacity of organizational members [Bush, T. (2007)]. Through the transformational leadership model, the school principal strives to build commitment to the teachers and education staff to jointly develop educational institutions. The higher commitment, the easier it will be for schools to achieve the goals of educational institutions (.Dedi, P, Imam Gunawan, R. Bambang, S. (2020).

Transformational leaders motivate followers by: First, making them more aware of the importance of the results of a job. Second, encouraging them to prioritize the organization or team rather than their own interests. Third, activating their higher needs.

The formulation includes three components of transformational leadership namely; charisma, intellectual stimulation and individualized attention [Little, T. (2013)]. The essence of transformational leadership is sharing of power by involving subordinates together to make changes.

The four dimensions of transformational leadership through the 4i concept, namely [Bass, M and Avolio, B. 1990]:

1. Idealized influence is behavior that results in respect and confidence.
2. Inspiration motivation is behavior that is able to inspire and motivate others.
3. Intellectual simulation is a leader who is able to come up with new ideas and provide solutions.
4. Individualized consideration, namely the act of listening and attention to the people they lead.

Idealized influence and inspirational motivation are connected with the leader's ability to formulate and articulate a shared vision. The idealized influence of transformational leader serves as a role model for followers and because followers trust and respect the leader, they emulate this individual and internalize his or her ideas. Intellectual stimulation of transformational leadership is exhibited through recognition of followers' stimulation, creativity and innovation while under individual consideration, the leader provide a supportive climate in which they listen carefully to the individual needs of the followers(Veronica. 2017).

Even further, building upon previous work in transformational leadership, Poutiatine (2009) developed nine principles of transformational leadership that provide a framework for leaders to follow:

1. Transformation is not synonymous with change.

2. Transformation requires assent to change.
3. Transformation always requires second-order change.
4. Transformation involves all aspects of an individual's or organization's life.
5. Transformational change is irreversible.
6. Transformational change involves a letting go of the myth of control.
7. Transformational change involves some aspect of risk, fear, and loss.
8. Transformational change always involves a broadening scope of worldview.
9. Transformation is always a movement toward a greater integrity of identity.

The role of the transformational leader is to transform his subordinates into a civilized move, and to take care of individuals, so there are some principles that help school principals to activate their leadership role. Smeirat and an mugabla (2014) identified it as follows:

1. Encouraging creative initiatives and ideas, and using the appropriate leadership style at the right time.
2. Improving the conditions of education and unifying the efforts of school staff to achieve school goals.
3. The transformational leader should be characterized by many qualities, the most important of which are the inspirational and creative personality, mental arousal and human interest in individuals according to their needs and abilities.
4. Encouraging team work and cooperation, and realizing the need for change beside the appropriate change according to a new strategy and methodology, by exchanging views and providing justifications for change.
5. To pay attention to physical and mental abilities, communication skills, objectivity, social skill, ability, and good time management and use effectively and not to waste it in useless discussions.

The dimensions of transformational leadership reveal the behavior of the transformational leader in the school, as transformational leadership includes four dimensions: idealistic influence, which describes the behavior of the leader who is admired and appreciated by followers, inspirational motivation, which describes the behavior of the leader that provokes a love of challenge in followers, and intellectual arousal by searching for ideas. And individual consideration through the style of the leader who listens gently, and pays special attention to the needs of the followers (Darwish, 2009).

It is also called the charismatic influence or the leadership attraction, and it means the leader's possession of the vision and a strong sense of the supreme mission of the institution and instilling a spirit of pride and pride in the hearts of his subordinates. To the decisions taken with the need to pay attention to the core values, maintaining the established beliefs while dealing with the workers, with the ability to take the right position in difficult issues, so that he becomes an example to follow (Al - Othmani, 2017). It is considered as a leader who has the ability to develop a new vision for his subordinates. It is also a model for common ideals and behavior. It requires the leader to work with his subordinates to create a sense of the higher mission of the institution, instill a spirit of pride and pride in them, and achieve trust and respect by his subordinates (Al-Saud, 2012).

This dimension does not come through the followers' admiration for the personality of the leader or the way of speaking, because transformational leadership seeks more than that so that it is not limited to a specific person, but rather by convincing the followers that their goals cannot be achieved in isolation from the goals of the

institution, as it is a unification of values, personal and organization by creating the appropriate organizational balance between the objectives of the institution and the needs of the workers (Al-Dailami, 2014).

It is called inspirational motivation and is defined as the ability of a transformational leader to communicate his high expectations to others, and to arouse a love of challenge in them, which gives them the opportunity to participate in achieving goals and drawing the school's mission and vision, so he works on the use of drawings, slogans and symbols to guide them to reach their goal in the simplest Roads (Al-Harbi, 2008). Al-Taweel (2006) believes that the behavior of the transformational leader with motivation and inspiration appears through the challenges it provides, excites their team spirit, preoccupies them with thinking about seeing expected future situations, and puts them in situations that make them feel optimistic and enthusiastic, and push them to work in the spirit of one team.

Therefore, the inspirational motive can be related to organizational culture by providing shared values, as transformational leadership is central in providing organizational culture and its tools, as well as in changing it when it becomes unsuitable for new situations (Dwani, 2013). Inspirational motivation refers to the process that focuses on the actions and behaviors of the leader, and generates in the followers a love of challenge, the ability to define attractive future visions, and talk about the organization with optimism and enthusiasm. (Al Hadees, 2020).

There are many studies that dealt with the subject of transformational leadership from many angles, and among these studies is the study of Al-Muqahim (2020): The study aimed to identify the level of application of secondary school leaders to the dimensions of transformational leadership, and to achieve the objectives of the research, the researcher followed the descriptive analytical approach. The study reached several results, the most important of which are: obtaining a high level of application by secondary school leaders of the total dimensions of transformational leadership, with an average value of (2.70), and this indicates that the application of transformational leadership dimensions for school leaders was at a high degree.

As well as the study of Ben Kulaib (2019): This study aimed to identify the transformational leadership of school leaders and its relationship to the professional affiliation of female teachers from the point of view of female teachers. To achieve the goal of the research, the researcher followed the correlative survey descriptive approach. The study reached a number of results, the most important of which are: that the characteristics of transformational leadership of school leaders came to a high degree, and that the dimensions of transformational leadership of school leaders came to a high degree.

Al-Saleh Study (2019): This study aimed to know the reality, challenges, and ways of enabling transformational leadership among academic leaders in Saudi universities. To achieve the goal of the research, the researcher followed the descriptive analytical approach. The study reached a number of results, the most important of which are: It came after the ideal effect with a mean of (3.75), followed by after the inspirational stimulus with a mean of (3, 65).

Al Mansour's study (2019): The study aimed to identify the degree to which secondary school leaders in Qatif Governorate practice transformational leadership from the teachers' point of view. From the teachers' point of view, it was significantly with an average arithmetic ability (3,900).

Sindi's study (2019): The study aimed to identify the transformational leadership of school leaders and its relationship to empowering the school administrative

body in public education schools. To achieve the goal of the research, the researcher followed the correlative descriptive approach. The study reached several results, the most important of which are: that the transformational leadership traits of school leaders came with a degree of agreement, and the areas of transformational leadership of the school leader came with a degree of agreement, while the domain of ideal influence came with a degree of strong agreement.

Al-Maaytah and Harahsheh Study (2019): This study aimed to identify the degree of school principals' practice of transformational leadership from the teachers' point of view. The study reached several results, the most important of which are: The degree of school principals' practice of transformational leadership from the teachers' points of view was medium, and all fields came to a medium degree.

Shugairat and Al-Jazi Study (2019): The study aimed to reveal the degree of transformational leadership practiced by public school principals and its relationship to the level of organizational trust among teachers. To achieve the goal of the research, the researchers followed the descriptive approach. The study reached several results, the most important of which are: The total degree of the practice of transformational leadership in public schools from the teachers' point of view obtained a general mean of (3.95) with a high rating, and at the level of fields, the ideal field of influence got the highest mean (4.06), followed by the field of individual consideration and finally The field of inspirational stimulation are all highly regarded.

RESEARCH METHODS

The researchers used the descriptive-analytical approach because it is the most appropriate method for evaluation research, and Abdullah (2011) defines it as a method for studying scientific phenomena or problems by describing in a scientific way, and then arriving at logical explanations that have evidence and proofs that give the researcher the ability to develop specific frameworks for the problem. This is used to determine the results of the study.

The study population included all secondary school teachers in Omdurman locality, whose number is (323). A simple random sample of (168) female teachers was selected, at a rate of 52% of the total population of the study.

The researcher used a questionnaire tool to collect data for the study, which is a tool for collecting information related to a specific study topic through a form that is filled out by the respondent.

RESULTS AND DISCUSSION

The researcher examined the responses of the study sample to all the statements in the questionnaire, and then used the arithmetic averages and standard deviations as in the following tables:

Table No. (1): shows the arithmetic mean, standard deviation, and the result for the dimension of the inspirational stimulus

No	Statement	Mean	SD
1	The school leader encourages teachers to work in a team spirit	3.72	1.13
2	The school leader encourages teachers to positively compete	2..2	1.09
3	The school leader encourages teachers to express their ideas	2.90	1..0
4	The school leader encourages teachers to innovate	2..0	1.11
5	Leaders feel teachers can achieve school goals without referring to them	2.11	1..1

6	The school leader provides a collective sense of administrative tasks	2..0	1.20
7	The school leader develops teachers to be new leaders	1.01	0.91
8	The leader has communication skills that contribute to motivating teachers	1.01	0.92
9	The school leader encourages teachers to try new strategies	1.10	1.09
10	The school leader sets the incentive system for teachers	1.00	1.12
	The overall mean of the axis	49.3	1911

From table (1), it is clear from the dimension of the inspirational stimulus that the general mean is (3.94) and the standard deviation is (1.11). The highest mean was for statement No. (9), which is: The school leader encourages teachers to try new work strategies (4.10), with a standard deviation (1.09), and the lowest mean for statement No. (5), which is: The leader feels teachers that they can achieve the school's goals without referring to him. (3.41), with a standard deviation of (1.61).

This indicates that the school leader applies the inspirational motivation to a high degree, with an arithmetic mean of (3.94) and a standard deviation (1.11), according to the sample of the study. This may be due to the fact that the Department of Education in Sudan takes into account when selecting a school leader that he must possess high quality standards. This result is consistent with the conclusion reached by Al-Muqahim (2020) in his study, where he indicated that the level of application of transformational leadership dimensions among school leaders in Al-Kharj Governorate came to a high degree. This result also agreed with the conclusion reached by Ben Kulaib (2019) in his study, where he indicated that the areas of transformational leadership (inspirational motivation) for school leaders came to a high degree.

CONCLUSION

The general findings of this research can be summarized as follows: The school leader applies several inspirational motivations to a high degree, with an arithmetic mean of 3.94 and a standard deviation of 1.11, according to the statement of the study sample. This may be due to the fact that the Department of Education in the Republic of Sudan takes into account when selecting a school leader that he must possess high quality standards. Also, the school leader applies the ideal effect to a high degree, with an arithmetic mean of 3.97 and a standard deviation of 0.92. Perhaps this is because high school leaders are charismatic and charismatic.

In light of the findings, the research concluded the following recommendations:

Working to further spread the culture of transformational leadership among secondary school leaders in Khartoum State. As well as the need to set accurate criteria by the senior management to select secondary school leaders who have the initial readiness to possess the characteristics of transformational leadership. Providing material and reinforcements, by the Ministry of Education, periodically to leaders interested in change and development. And holding specialized training courses with the aim of increasing the level of awareness among secondary school leaders on the importance of applying the dimensions of transformational leadership.

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