

THE PRINCIPALS' TRANSFORMATIONAL LEADERSHIP PRACTICES AND TEACHERS' MOTIVATION IN SELECTED ISLAMIC PRIVATE SCHOOLS IN SONGKHLA, SOUTHERN THAILAND

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Abstract

This study analyses the relationship between principals' transformational leadership practices and teachers' motivation in context of Islamic private schools in Songkhla, a southern province of Thailand. Based on survey, the statistical data indicate that teachers' motivation is significantly related to principals' transformational leadership practices as perceived by teachers. The study found that although teachers perceive that their principals exhibited transformational leadership more frequently than transactional leadership, the principals are viewed to display more idealized influence and inspirational motivation rather than individual consideration and intellectual stimulation practices. To strengthen teachers' motivation in schools, they should exhibit the individual consideration and intellectual stimulation practices more frequently.

Keywords: Leadership, administration, transformational leadership, motivation, Islamic private school.

Introduction

The nature of the expectations for school leadership has changed in recent years due to various factors, mostly prompted by educational reform efforts (Bush, 2001; Harris, 2004). The increasing responsibilities of the principal as a school leader, thus, have been caused of requires for increased accountability and higher expectations of school that influence toward the quality of education. As the results, the importance of transformational leadership is emphasized as a key to an effective and a productive school performance to achieve the goal of education reform movement.

Thailand, like other parts of the world, has officially begun the movement when Thailand's National Education Act (1999), which has provided the framework for the reform, was enacted. The act results in decentralization and school-based management (SBM), which cause continuous pressure of increasingly complex context of educational change, such as demanding to raise standards and to improve performance.

In view of the above fact, principals, as expected to be leaders, thus have been required to change their roles to support the school improvement and, in turn, to meet the requirement of education reform, decentralization, initiation of school-based management, and increasing of accountability. According to Harris (2003), leadership practices by school leaders can foster sustained improvement and provide positive change in the schools. Thus, under the pressures for change in school management, a traditional leadership that principal always practiced is not sufficient. One of the most popular and effective leadership styles that deal best with change is transformational leadership.

Also, when schools need to transform traditional practices, these changes must occur at all levels of school personnel including teachers. Indeed, if leadership involves using a variety of practices or styles to influence others to accomplish objectives; thus, principals need support, especially, from their teachers to accomplish the tasks. Because teachers have a direct

influence on student performance; therefore, they affect school outcomes. Eventually, it is the principals' task to find how to get the best out of their teachers. Principals need to understand teachers' thought to get them perform higher and smarter. That is why principal should focus on how to motivating teachers or which way to increase productivity of them.

The study of transformational leadership of principals in Thailand and teacher motivation is one of the subjects being examined by researchers (Nuntiwat, 2002; Rospimol, 2001; Panpim 2002). However, the subject is being studied by only a few Muslim researchers in an Islamic private schools context in Thailand. Conscious of the fact that most Muslim students live in the south of Thailand, they usually attend Islamic private schools. Hence, the quality of education these schools produced should be emphasized as a part of the whole country.

Since the school achievement, students' outcome, and teachers' productivity are part of the current problems to accomplish education reform in the country, leadership thus is highlighted as a key constituent in school effectiveness and principals are view as holding the key to resolve the number of problems (Harris, 2003). Therefore, the principal's transformational leadership is determined as an important factor for developing school effectiveness and increase teachers' motivation as a factor to increase full potential to perform excellently. Hence, this study investigation the relationship between the principals' transformational leadership practices and teacher motivation in selected Islamic private schools in Songkhla, southern Thailand.

It appears that most researches on principals' transformational leadership and teacher motivation have been done by the West and not many have been done in Thailand. Especially in Islamic schools context, not much research has been studied on the issue. The importance of this research is then that we can identify the measures of the principals' transformational leadership practices and teacher motivation in order to plan to enhance and improve these two variables if needed. In addition, if the results indicate a positive relationship between these two variables, we can prepare for increasing the teachers' motivation in teaching through improving their principals' transformational leadership practices.

Therefore, the purpose of this research was to identify the measure of the principals' transformational leadership practices among Islamic private schools in Songkhla and to examine the relationship between the transformational leadership practices and teacher motivation in the setting. In this research, leadership practices mainly means transformational and transactional. The transformational leadership was identified as idealized influence (attributed and behavior), inspirational motivation, intellectual stimulation and individual consideration behaviors; while, teacher motivation was divided into four dimensions including attitude toward work, commitment, challenging, and professional development.

To accomplish the objectives, the following questions were raised and answered:

- 1) What are the teachers' perceptions toward their principals' transformational leadership practices in selected Islamic private schools in Songkhla province, southern Thailand?
- 2) To what extents do the principal's leadership practices affect teachers' motivation?

However, the study is limited in scope to Islamic private schools in Songkhla area, southern Thailand, based only on teachers' perceptions toward the variables. Moreover, since the generalization of the findings of this study were based on only teachers in Islamic private schools in Songkhla, thus, school librarians, principals and support staffs were excluded from this study.

Context of the Research

Education in Thailand has been based on the National Education Act (1999), which caused schools to be engaged in education reform recently. This study investigated the principals' transformational leadership practices and teacher motivation in the context of Islamic private schools in Songkhla province of southern Thailand. It is thus crucial to understand the background of the study context.

Originally, Islamic private school was transformed from 'pondok' or traditional Islamic boarding school providing Islamic education, particularly, in the southern provinces of Thailand. Unlike *pondok*, according to Liow (2009), these schools have formal curricula and teaching methods, provide general education in addition to religious education, and stay under supervision of Ministry of Education. The central government tried to transform *pondok* into regular private schools with secular curriculum because they viewed the *pondoks* as religious institutions rather than educational institutions that produced less important functions for society and as barriers to the national education, economic, and political development in the country (Hasan, 1999 & Surin, 1982).

Liow (2009) points out that the creation of the Islamic private schools is attempted to bridge the moral and instrumental role of Islamic education in southern Thailand because Muslim community views the traditional *pondok* is simply not equipped to prepare Muslim youths for the challenges of modernity and then lead to the problems of unemployment among the Muslim students.

With this transformation of *pondok* into Islamic private school, the school leaders or administrators have to be transformed themselves too in order to provide productivity and develop the school performance to meet the national standard. Moreover, like other types of schools in Thailand, the school is inescapably under pressure of education reform as affected from the National Education Act (1999). Consequently, Islamic private schools also need to adaptively transform themselves to meet those demands of changing environment. In addition, Islamic private school principals also need a new form of leadership such transformational leadership in order to be able to handle the uncertainty and create school improvement.

Since the study focuses on investigation in Songkhla, the understanding of background of the study context is crucial. Songkhla is one of the 14 southern provinces of Thailand and a border province in the south that adjoin Malaysia. The record of the Population and Housing Census Year 2000 reports the population of Songkhla province is estimated 1.25 million in which over 75 percent are Buddhists and 23.2 percent are Muslims. Among the total Muslim population in the province, only 4.6 percent are the population speaking Malay language, which especially live in the rural areas fringing the Malaysian or Pattani province border areas. The rest of Muslim population is Thai-speaking Muslims living in all districts in Songkhla.

Islam and Muslim are thus considered as minority religion and group in Songkhla, unlike the other four southernmost provinces. The Muslims in the province generally live in rural areas. On the other hand, Buddhists are concentrated chiefly in urban areas and town centers, particularly, Chinese people, who are normally dominating in economics and politics. The difference between Muslims in Songkhla and the other southernmost provinces is clearly in terms of ethnical identity. Therefore, the relationship with Buddhists is integrated as well as Thai culture identity is strong among Muslims in Songkhla province; consequently, they are more relaxed Islam and less rigid than Muslims in the three southern provinces.

Although the religious and social practices of many Muslims in Songkhla are influenced by the modernization and secularization in the country, there are also many Muslims in the region actively and strongly observe religious obligations of Islamic pillars and practices, as well as try to build a strong Muslim community through obtaining Islamic education. Compared to the other southernmost provinces, the numbers of Islamic religious schools in Songkhla are smaller. Islamic education for Muslims, especially in the south, has traditionally begun at home with lessons concentrating on recitation of the Qur'an and then usually revolved around the institution of the *pondok*.

Since 1965, *pondok* was gradually transformed into Islamic private schools and stay under the supervision of Ministry of Education in order to develop these schools to have more system. Consequently, the Islamic private schools serve as a place providing Islamic education for most of Muslim youths today, especially in the south. In Songkhla, Islamic private schools are popular among the Muslim community.

Literature Review

'Leadership' is viewed as a complex process having multiple dimensions (Northouse, 2007). Leading is a complex activity. The ability to lead others effectively is thus a rare quality. Dubrin (2007) asserts that the common of the effective leaders is their ability to inspire and stimulate others to achieve worthwhile goals. Leaders' influence over others, then, is a product of their integrity or their moral foundation. Leadership, in fact, matters to transform organizations and the people who work in them. It does this by instilling self-motivation and confidence in people throughout the organization and becomes the possession of not just an individual but if the organization as a whole (Smith & Piele, 2006).

Transformational Leadership Theory

Since leadership efficacy has been linked to student achievement and teacher productivity, principals, who know how to get the best out of their teachers, will achieve the goal of education reform. According to Rabey (2001), the ingredients of motivation lie within all of teachers. It depends on principals, who will create circumstances that stimulate and activate their motivation to move forward or reverse. Burns (1978) states that transactional leadership, which is based on the notion of exchange, will satisfy only lower needs or it increases extrinsic motivation. On the other hand, transformational leaders will satisfy higher needs and increase intrinsic motivation, which is more effective.

Transformational leadership is defined as developing relationship with employees to increase motivation to perform beyond expectation or the process of carrying out the combined purposes of leaders and followers such that leaders address themselves to followers' wants, needs, and other motivations, as well as to their own, and thus serve to change the motive base of followers (Burns, 1978). Transformational leadership dimensions include the four I's (Bass, 1998; Bass & Avolio, 1994):

Charismatic or idealized influence; involves serving as a charismatic role model to followers. It is ability to inspire in their followers' own self-interest by demonstrating such personal dynamics as self-confidence, ideological stance, and dramatic and emotional appeal. As a result, the followers have respect, trust, and confidence in the leader.

- 1) Inspirational leadership; the ability to arouse and heighten follower awareness and understanding of mutually desired goals through emotional persuasion. This thus involves articulating a clear and inspiring vision to followers.
- 2) Intellectual stimulation; involves stimulating follower creativity by questioning assumptions and challenging the status quo of leaders who support innovative and creative ideas.
- 3) Individualized consideration; the leader giving personalized attention and individualism toward followers. These leaders are highly focused on the developmental needs of the followers. The process can be success through one-on-one interaction, focuses on understanding the needs of each follower and works continuously to get him or her to develop to his or her full potential.

The transformational leaders increase the confidence of individuals or groups, arouse awareness and interest in the organization, and attempt to move the concerns of subordinates to achievement and growth rather than existence (Burns, 1978). Theory of transformational leadership has come along with transactional leadership. On the other hand, transactional leadership is based on exchange or agreement between leaders and followers; meanwhile, transformational leadership emphasizes on elevating personal values and beliefs together of both leaders and followers. Burns (1978) asserts that transformational leadership is more potent than transactional leadership. The concept of transformational leadership is, therefore, to develop and empower followers. Good managers who have transactional

characteristics may achieve good results; transformational leaders, instead, in addition to producing higher levels of effectiveness, achieve results beyond expectation.

The study of Edwards (2008) on principal's transformational leadership practiced and teachers' work affiliation, the results suggested that transformational leadership practiced by principal would affect teachers' work affiliation or effort to teach. The research found that principals' transformational leadership had a positive relationship with teachers' effort. The results indicated that teachers who are satisfied or content with the leadership of the principal are more productive and view workplace more positively.

Mills (2008) studied leadership and school reform. He found that there is a positive significant relationship between transformational leadership and school achievement. This study examined transformational leadership in those schools and how it might relate with teacher motivation. The results of this study indicated that transformational leadership practices by principals are positive associated to their teacher motivation.

Moreover, Lally (2008), who found that collaborative or transformational leadership would encourage teachers buy-in to the institution's vision for achieving academic, social, and civil goals creates atmosphere may be conducive to progress of improving students' outcomes.

Transformational Leadership and Teachers' Motivation

In the school setting, teacher motivation is considered one of the most important factors that contribute to the success or failure of schools. Ingram (1997) stated that motivation of the staff is critical for good schools. Maslow realized that an individual was not content unless he was doing what he was meant to do. The individual was motivated by the need to reach a certain potential, to become more than he was at present. Utilizing Maslow's Hierarchy Theory as a base, there are many suggestions for principals about how to improve teacher motivation by addressing the higher level needs.

The impact that transformational leadership has on members of an organization can be best examined by comparing it to transactional leadership, where leaders approach followers with an eye to exchanging one thing for another (Burns, 1978, p.3). Instead, a transformational leader mobilizes their followers toward reform by an appeal to values and emotions. The transformational leader's foundation is based on personal values and beliefs. Through this process, followers become more aware of the importance of valued organizational outcomes and the leader provides strategies for attaining those outcomes.

It is stated most clearly by Bass (1985) that in high functioning schools, the transformational leaders knows what the staff wants from their profession and is able to give them what they want or at least the perception of what they want is being met. Obviously, transformational leadership does not merely involve an exchange of valued things. Although it is said to be more complex, it is more powerful than transactional leadership. This type of leadership takes place when "one or more persons engage with each other in such a way that leaders and followers raise one another to higher levels of motivation and morality" (p.20).

Bass (1985) explains that transactional leaders pursue a cost benefit economic exchange to meet the overall materials and psychic needs of their staff in return for services rendered. According to Silins (1993), "transactional leaders have been characterized as focusing on basic needs and extrinsic rewards as a source of motivation and basic for management" (p. 1). In order to obtain compliance, the leader offers an extrinsic reward in order to obtain compliance. This extrinsic reward could result in merit pay, an opportunity to attend a conference, or a reduction in extracurricular responsibilities.

One the other hand, the transformational principal changes the expectations of the teachers to believe that situations develop; they can be met and solved together (Atwater and Bass, 1994). Leithwood (1992) viewed transformational leadership as a form of power manifested through people, not over people. It unites the followers with the leaders in the pursuit of common goals that aim for the best for all. Murphy stated that the new role of the

transformational principal is to develop teachers' intrinsic motivation-to create a culture of continuous improvement (1999).

Transformational leadership is defined by Bass as a process where leaders and followers raise one another to higher levels of morality and motivation. Bass (1985) describes the qualities of transformational leadership consisting shared vision, clear priorities, continuous learning, linking schools to communities, and strong accountability system. The underlying influence process is described in motivating followers by making them more aware of the importance of task outcomes and inducting them to transcend their own interest for the sake of the organization (Yukl, 1999). Therefore, the followers will feel trust, admiration, loyalty, and respect toward the leader, and they are motivated to do more than they originally expected to do.

Avolio and Bass (2004) conducted a review of several empirical studies in an effort to provide insight into which practices a transformational leader engages in to impact followers' emotions and motivations. These researchers found that leaders achieve their results by demonstrating one or more of the following leadership practices (p.28):

- Transformational leaders become a source of inspiration to others through their commitment to those who work with them, their perseverance to a mission, their willingness to take risks, and their strong desire to achieve.
- Transformational leaders diagnose, meet, and elevate the needs of each of their associates through individualized consideration. They believe in promoting continuous people improvement.
- Transformational leaders stimulate their associates to view the world from new perspectives, angles, and informational sources. They question even the most successful strategies to improve them over time.
- Associates trust their transformational leaders to overcome any obstacle, because of their hard work, their willingness to sacrifice their self-interest, and their prior success.

Avolio and Bass (2004) added that the transition from performance based on rewards, as transactional leadership, to performance based on purpose and vision, as transformational leadership, has been termed a higher order of change," because of the higher level of staff motivation and quality of performance that result. However, Burns stated that "the relationship of most leaders and followers is transactional – leaders approach followers with an eye to exchanging one thing for another.

According to Burns, the concept of leadership is based heavily on the psychological perspective. Burns agreed with Maslow's hierarchy of need theory that needs are ranged from physiological needs to safety needs including the desire for freedom from fear and insecurity and harm, to the need of affection and belongingness including the sense of being involved and accepted in group, to the need for esteem, and to the other needs higher on the pyramid or ladder (p.66). Once the lower needs are satisfied, higher needs come into play. Transforming the full person of the follower" (p.4). For Burns, true leaders do not seek fame, but attempt to fulfill themselves. They learn from others and are motivated to grow, to be effective, and to achieve success. Real leaders, as Burns emphasized, are "leaders who teach and are taught by their followers – acquire many of their skills in everyday experience, in on-the-job training, and in dealing with other leaders and with followers" (p.169).

Methodology

This study used quantitative design employing survey to collect data from teachers in the six selected Islamic private schools in Songkhla. The schools were selected based on the number of teacher and student population in which each school should have more than 750 people or it should be considered as big-size or middle-size schools. It was based on the assumption

that these schools should possess more systematic management system to organize a large number of people. Therefore, the surveys were given to 180 teachers in the schools and 174 questionnaires were completed and returned to the researcher.

The instrument comprised of two questionnaires, Multifactor Leadership Questionnaire (MLQ) and Questionnaire Measuring Achievement Tendency (QMAT), with an additional demographic questions. The MLQ and QMAT were employed in this study to measure transformational leadership practices of principals and teacher motivation, respectively. Moreover, Cronbach's alpha was tested the reliability of the instruments, the MLQ was calculated to be 0.88 and QMAT was calculated to be 0.92, indicated to be acceptable and adequate for this study.

The study also employed descriptive and correlational data analysis methods to determine the principals' leadership practices and to examine the relationship between the principals' transformational leadership and teacher motivation in the setting. Data analysis was performed by the computer software program, Statistical Package for Social Science (SPSS) version 11.5 for window. Means and standard deviations were analyzed for the first research question and regression analysis was used for another question to examine the relationship between the study variables.

Respondents' Demographic Background

The objective of this study was to examine the relationship between principals' transformational leadership behavior and teachers' motivation to teach. The sample for this study was thus composed of teachers, who were teaching subjects to students, in the six selected Islamic private schools in Songkhla, Southern Thailand. The six selected schools were chosen based on the number of student population in schools. Big-size and middle-size schools that usually have more 750 students were selected.

Surveys were sent by hand to 180 teachers in the six selected schools in Songkhla. A total of 174 respondents participated in the study by completed and returned their surveys to the researcher. The response rate of 96.67 % in this study was thus considered as an acceptable high rate. In terms of demographic information, the participants were asked to provide information regarding their gender, marital status, age, and years of teaching experience. The summary of the respondents' demographic information is presented in Table 4.1 describing the frequencies and percentages of the teachers' characteristics participated in this study.

The demographic data of respondents as presented in Table 4.1 can be summarized that the majority of participants in this study were female teachers who were less than 30 years old and had teaching experience less than 3 years. According to the participants' responses, 130 teachers were female (74.3 %) while 44 were male (25.3 %). According to marital status, both single and married teachers participated in this study were almost the same frequency and percentage. Of 174 respondents, 86 of both male and female teacher participants were single (49.4 %) while married group of teachers participated consisted of 85 (48.9 %). Only 1.7 % or 3 participants in this study were divorced.

With regard to the age of participant, the data in the Table 4.1 show that 63.8% of participants or 111 teachers were below 30 years old of age, which considered as a major group. 58 of both male and female teachers were in the age between 30 to 45 years old (33.3 %) and the minority of teachers that contains only 5 teachers was in the age over 45 years old (2.9 %).

Pertaining to years of teaching experience, the number of teacher participants that were in the group of teachers who had teaching experience less than 3 years and had 3 to 6 years of teaching experience was not too much different. The data reported that 71 participants had teaching experience less than 3 years (40.8 %) while 63 teachers belonged to the group of participants who had teaching experience between 3 to 6 years (36.2 %). While approximately 10 % of participants (18 teachers) were having 7 to 9 years of experience in teaching, 12.6 % or 22 participants had more than 9 years of teaching experience.

Table 1: Summary of the Respondents' Demographic Data

Characteristic	Category	Frequency (N=174)	Percent
Gender	Male	44	25.3
	Female	130	74.7
Marital Status	Single	86	49.4
	Married	85	48.9
	Divorced	3	1.7
Age	Below 30 years old	111	63.8
	Between 30-45 years old	58	33.3
	More than 45 years old	5	2.9
Years of Teaching Experience	Less than 3 years	71	40.8
	3-6 years	63	36.2
	7-9 years	18	10.3
	More than 9 years	22	12.6

Results

Principals' Transformational Leadership Practice

Table 2 presents the mean scores and standard deviations of principals' transformational leadership practices based on teachers' views comparing with transactional leadership factors and laissez-faire leadership. The data demonstrate that teachers viewed their principals practice transformational leadership behaviors more frequently than other leadership styles, considered as almost 'fairly often' (M=2.81). Meanwhile, the principals' transactional leadership practices were rated as 'sometimes' (M=2.24).

Table 2: Means and Standard Deviations of Leadership Factors

Scales	Mean	S.D.
<i>Transformational Leadership (TFL)</i>	2.81	0.58
Idealized Influence – Attributed (IIA)	2.86	0.61
Idealized Influence – Behavior (IIB)	3.01	0.58
Inspiration Motivation (IM)	2.92	0.64
Intellectual Stimulation (IS)	2.69	0.66
Individual Consideration (IC)	2.55	0.79
<i>Transactional Leadership (TAL)</i>	2.24	0.43
Contingent Reward (CR)	2.64	0.72
Management-by-Exception – Active (MEA)	2.72	0.66
Management-by-Exception – Passive (MEP)	1.36	0.84
<i>Laissez-Faire Leadership (LF)</i>	1.46	0.81

The above table also shows that the highest mean scores for the transformational leadership factors were Idealized Influence – Behavior (IIB), M=3.01, followed by Inspiration Motivation (IM), M=2.92 and Idealized Influence – Attributed (IIA), M=2.86, respectively. However, the lowest scores for the transformational leadership practices were Individual Consideration (IC), M=2.55, and Intellectual Stimulation (IS), M=2.69, respectively, which were rated lower than Contingent Reward (CR) and Management-by-Exception – Active (MEA) factor of transactional leadership.

Table 3 shows the mean scores and standard deviations of each of the 20 MLQ transformational leadership items. The data demonstrate that teachers perceived their principals highly practice on idealized influence, both attributed and behavior, and inspirational motivation. For examples, stressing the importance having a strong sense of purpose ($M=3.10$) and stressing the importance of a collective understanding of the significance of mission ($M=3.09$), talking about issue that must be resolved in an enthusiastic manner, acting in a manner that earns the respect of other people, and considering the moral and ethical aspects before making a decision.

In contrast, the above table also shows that the teachers perceived their principals less frequently practices in terms of individual consideration and intellectual stimulation. For example, treating others as important individuals rather than as members of a group, always aware that individuals have different needs, strengths and inspirations, trying to look at all aspects of a problem before solving it, teaching others to look at a problem from many angles, and assisting people in the development of their abilities.

Table 3: Means and Standard Deviations of Transformational Leadership Items

Factors	Statement	Mean	S.D.
<i>IIA</i>	Act in a manner that earns the respect of other people.	3.02	.857
	Display a sense of power and confidence.	2.91	.899
	Think for the good of the group rather than self-interest.	2.83	.867
	Make those people who work with him/her feel a sense of pride.	2.70	.970
<i>IIB</i>	Stress the importance having a strong sense of purpose.	3.10	.826
	Stress the importance of a collective understanding of the significance of mission.	3.09	.828
	Consider the moral and ethical aspects before making a decision.	3.01	.883
	Talk about values and beliefs that he/she is most adamant about.	2.85	.861
<i>IM</i>	Talk about issue that must be resolved in an enthusiastic manner.	3.04	.876
	Express confidence in his/her ability to meet goals.	2.93	.790
	Speak about the future in an optimistic way.	2.89	.892
	Emphasize the need to communicate a clear vision of the future.	2.84	.915
<i>IS</i>	Suggest new ways to successfully complete assignments.	2.80	.929
	Have to re-examine important points of suspicion to determine whether they are appropriate.	2.74	.871
	Teach others to look at a problem from many angles.	2.62	.959
	Try to look at all aspects of a problem before solving it.	2.57	.987
<i>IC</i>	Spend time teaching, giving continuous instruction and feedback.	2.68	1.013
	Assist people in the development of their abilities.	2.67	1.004
	Always aware that individuals have different needs, strengths and inspirations.	2.39	1.115
	Treat others as important individuals rather than as members of a group.	2.39	1.115

Transformational Leadership and Teacher Motivation

The analysis, using regression, (see table 3) indicates that there is relationship between transformational leadership practices and teacher motivation ($p < .001$). In other word, the more transformational leadership practices by the principals, the more teacher motivation will be increased.

The regression analysis in the table 3 also shows that there are positive relationship between transformational leadership factors and teacher motivation dimensions. Especially those who practice highly on individual consideration and inspirational motivation behaviors, they would affect greatly on teachers' attitude towards work, commitment or effort, sense of challenging, and professional development.

However, there is no significant correlation or relationship between intellectual stimulation factor and teacher motivation existing in this study.

Table 4: Impact of Transformational Leadership Factors on Teacher Motivation

Leadership factor	F	P	Attitude towards work	Commitment /Effort	Challenging	Prof. Development
IIA	2.678	.008	0.048	NS	NS	0.003
IIB	3.339	.001	NS	0.001	NS	0.001
IM	3.105	.002	0.006	0.001	0.012	NS
IS	1.699	NS	NS	NS	NS	NS
IC	3.486	.001	0.041	0.004	0.018	0.012

Note: NS = 'No Significance'

Discussion and conclusion

This research revealed that most teachers of the selected Islamic private schools in Songkhla perceived their principal exhibited transformational leadership practices 'fairly often' and more frequently displayed than practices of transactional leadership. It was also revealed in this study that there is relationship between transformational leadership and teacher motivation. These results are consistent with previous researches (Bogler, 2001; Edwards, 2008; Gallmerier, 1992; Mills, 2008; Nuntiwat Pongjarern, 2002; Silins, 1993;) that current leaders should practice more transformational leadership as they are facing the changing environment, demanding for increased accountability and higher expectations of school's performance. Therefore, the importance of transformational leadership is emphasized as a key to improve effective quality of education.

Another finding in the study revealed that idealized influence and inspirational motivation behaviors were practiced highly by most principals in the context. The findings then indicated that since the government supports principals to enhance their leadership effectiveness in schools, which related to increasing teachers' productivity and students' achievement, by developing their transformational leadership practices, this method are probably correct action for education reform, as well as, the principals in Islamic private school in Songkhla are gradually developing their transformational leadership. Therefore, this movement should be continuously supported by the government.

However, the study also revealed that most principals still have a lack of practicing in terms of intellectual stimulation and individual consideration behaviors, which are positively related to increase teacher motivation in terms of commitment, attitude toward work, sense of challenge, and proficiency. These phenomena may be explained by the fact that mostly Islamic private schools in the context follow the family system in administration and management. Hence, their descendants or family members usually work in the schools. Based on this reason, the teachers or administrators are selected more depending on the relationship rather than

qualification, capability, or expertise of the person.

Moreover, the findings found that the principals inadequately develop their teachers in terms of skills or professional knowledge. In fact, principals who are supportive their teachers will be enhanced to improve their skills and also self-efficacy. The individual consideration aspect of transformational leadership would be very important that it can affect their lives to get self-recognizing and value, and then challenge them to work on more difficult tasks. Especially, in teaching profession, teachers have to grow and build skills. However, since the principals are insufficiently in terms of their professional and expertise, this caused them to be insufficiently supportive to their teachers.

Thus, it is essential for school leaders to expand these leadership practices. Also, it is important for the government to emphasize more on these aspects of leadership and make them strive to improve these leadership capacities in order to increase teachers' productivity and efficacy.

It is suggested that, perhaps, to promote the transformational leadership of principals in Islamic private schools, the government should create more leadership training programs. Moreover, though charismatic behavior such as being moral or good model to their followers is important, it is not enough for the leaders today to possess only these qualities. They should learn more about leadership theories and instructional expertise to acquire other aspects of leadership competence. Another suggestion is that, to become an effective school leaders, the principals need to take and obtain more courses to have profound knowledge on the fields.

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