

# Transformational Leadership in Basic Education: A Systematic Review

Turkish Online Journal of Qualitative Inquiry (TOJQI)

Volume 12, Issue 9, August 2021: 3392 – 3400

## Transformational Leadership in Basic Education: A Systematic Review

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### Abstract

The objective of the research was to determine the features presented by the transformational leadership of managers based on followers in secondary education institutions based on a literature review. The research was a literature review investigation. The population consisted of 35 research articles in order to obtain adequate information to recognize the traits of transformational leadership. The variables were: transformational leadership, managerial qualities and attributes. The technique used was bibliographic research. The organization of archives of various scientific articles was used with Redalib, Scielo, Scopus, using the specialized integral search engine Ebscohost, and other search engines such as Google scholar, located and selected in a specialized bibliographic manager that as Zotero. The transformational struggle is of fundamental importance in the development of the institutional processes of the leaders of the institutions according to the performance of the followers or workers. Transformational leadership skills are developed based on the fulfillment of institutional objectives, such as individual consideration, intellectual stimulation, inspirational motivation and idealized influence that are executed taking into account the fulfillment of institutional objectives. The value that workers play within transformational leadership for the fulfillment of institutional objectives corresponds to the traits that followers of leadership have as important agents within this leadership.

**Keywords:** Transformational Leadership, Managerial Qualities and Attributes

### INTRODUCTION

Nowadays it is sought that managers are proactive people in their workplace. This makes the experience with its workers or followers based on the achievement of institutional objectives (Schmitt, Den Hastog & Belschak, 2016). For this, the leader must be endowed with skills, qualities, abilities and professional competencies that allow him to manage and develop his followers according to the needs of the context and the labor market (Cruz, 2017). This implies adopting a leadership model that tends to guide towards the current challenge that a company has as its axis. In this sense, it is transformational leadership that covers this expectation of behavioral experience between leader and followers together towards the achievement of institutional objectives to achieve an adequate coexistence. In an institutional context, it is the leader who is responsible for enhancing the aspirations and desires of his followers (individual consideration) who motivates and awakens towards change (motivational inspiration), is the one who guides the cognitive development of his own (intellectual stimulation) and seeks to achieve the goals towards a continuous development

improving improvements and organization in individual demands promoting in each follower the emphasis on the development of the organization (Rojas, 2017). In this sense, the manager as administrator fulfills the function of the established principles and norms that through experience is provided in the scientific technical domain of the institution. To do this, it must promote traits in its followers for the construction of trust, ethical, moral, formative, organizational capacity of its followers (Romero, 2018).

The term leadership according to the Royal Academy states that it comes from the English "leader" whose meaning is to guide or someone who guides the effort of a group (Díaz, 2018). It is also a phenomenon so it is present in the various activities, representing the power, responsibility and authority in the organization. On the other hand, leader is understood as a person who inspires in others the achievement of goals or objectives to build a better future in the organization; however, you must have the followers (Gómez, 2019). Hence, leadership gains greater visibility while the role of followers in general is limited and underestimated and is only remembered when the organization fails (García, Salas & Gaviria, 2017). Leadership does not depend on gender as both sexes are willing to assume leadership Eagly & Wood, 2017). On the other hand, leadership is not exclusive to the male sex; but on the contrary it is open to the female sex to occupy these spaces of personal and social development. That is why leadership goes beyond gender equality, where equity and inclusion is a constant practice to achieve social gender equality avoiding discrimination and inequality of conditions (Ramírez and Gámez, 2016). In this sense, what matters is the role of leader that a person plays in front of a society with need and demands. In Latin America, transformative models are frequent because they fit with the forms of organization of schools. This approach allows employees to have a personal commitment to their institution that must be experienced through experience and behaviors towards the achievement of the objectives (Contreras, 2016). Hence, a manager must be endowed with pedagogical, didactic, ethical, innovative, investigative, cooperative, leadership qualities, justice capable of being a model of his followers adapting to the changes of the immediate and mediate context (Macahuachi & Gonzales, 2017). This implies that it must be a person who diagnoses the needs of the environment for a future action towards an institutional organization that allows to achieve the institutional objectives. On the contrary, it is perceived in institutions types of leadership that deal with authoritarian, taxing ways that from the office command and order the fulfillment of activities without considering the opinion of others in environments and hostile climates for the performance of employees (Arana, 2017). Where the leader is autocratic, with vertical communication, without stimulation or motivation towards his followers, without respect for the opinion or work they deploy (Yarlaqué, 2018).

In contrast, a transformational leader is an agent of change who has influence on faculty and students. This is moving the will and enthusiasm of their followers or workers inside and outside the institution encouraging them to intellectual transcendence, to generate adequate charisms, build values such as justice and tolerance from the institution, individual and collective participation and action from their workplace (Monteza, 2017). From the analysis of the problem, the problem is stated as follows: How is the transformational leadership of the director presented in secondary educational institutions of basic education? The research is important because it seeks to analyze the traits of transformational leadership based on the experiential behavior of leaders and their followers in a context based on a literature review in analyzed sources. These capabilities are visible in the attributes and traits evidenced by the managerial leaders of the secondary level of basic training

## Transformational Leadership in Basic Education: A Systematic Review

based on the followers within an educational institution. Likewise, the dimensions analyzed correspond to individual consideration, intellectual stimulation, inspirational motivation and idealized influence that together typify the traits of transformational leadership. The general objective is to determine the features of the transformational leadership of managers and the role of followers in secondary education institutions from a literature review. The specific objectives are: to identify the importance of transformational leaders in institutions based on the performance of followers or workers. Explain the skills of transformational leadership based on the fulfillment of institutional objectives. Recognize the value that workers or followers play within transformational leadership for the fulfillment of institutional objectives.

### **METHODOLOGY**

The research was a literature review investigation. The population consisted of 35 research articles in order to obtain the appropriate information to recognize the traits of transformational leadership. The variables considered in this research were: transformational leadership, managerial qualities and attributes. The technique used was bibliographic research. The organization of archives of various scientific articles was used with Redalyc, Scielo, Scopus, uses do the specialized integral search engine Ebscohost, and other search engines such as Google scholar, located and selected in a specialized bibliographic manager that like Zotero, where the descriptors or key research terms such as Transformational Leadership, Qualities and managerial attributes have been used for the search, it should be noted that the articles reviewed are made up of both original research articles and bibliographic review articles.

### **RESULTS AND DISCUSSION**

The bibliographic review of the research of the original articles carried out in the last five years on the transformational leadership of the manager and then explain the terminology or the key terms of the research extracted from various articles of bibliographic review. In that sense, Caridi, et al. (2018) in their research called "Transformational leadership and engagement in managers in gaming rooms in Mar del Plata." The research aimed to have an accurate knowledge about transformational leadership and commitment in managers. The type of research was descriptive with a sample of 20 male managers included in an age group of 55 to 65 years with a seniority of more than 30 years of service and with managerial positions between 1 and 4 years. The results show that there are as a trait low and very low levels in transformational leadership while in commitment it only shows 50%, as well as there is no association between managerial commitment with leadership and transformational. On the other hand, Díaz – Gómez (2020) in her research called "Transformational Leadership and Gender Equity: The Case of Graduate Students." The objective was the evaluation of men and women to determine the perception of differences in transformational leadership between men and women. The research was explanatory descriptive. The selected sample was 309 students. The results indicate that men and women show similar transformational leadership behaviors so it is inferred that gender is not limiting to develop and foster leadership skills in students. It also adds the existence of inclusion barriers in educational and political contexts to have gender equity. However, it was determined that gender has no influence on the behavior of transformational leaders. Likewise, Peñafiel, et al (2019) developed research called Transformational leadership in managers of small, medium and large companies in the Quevedo canton. The research was quantitative in its descriptive correlational level. The sample consisted of 84 managers who were administered the

instruments validated and subjected to reliability. For their part, Herмосilla, et al. (2016) developed research called "Transformational Leadership in Organizations: Mediating Variables and Long-Term Consequences." The research was quantitative descriptive and selected as a sample four organizations with 154 collaborators. The results found that transformational leadership has a closer link than transactional leadership; because the effective and motivational is accentuated in the workers. In the group of directors, the association gains greater strength between the two leaders. In this sense, Rojero – Jiménez, Gómez & Quintero (2019) developed research called "Transformational leadership and its influence on the attributes of followers in Mexican MSMEs." We sought to analyze and give an explanation on how transformational leadership influences the qualities of the followers of MSMEs. In the findings it was found that leadership let do " (laissez faire factor) have a greater incidence reflecting the determining influence of transformational leadership on the qualities of subordinates. Díaz, Andrade & Ramírez (2019). "Transformational Leadership and Social Responsibility in Coffee Women's Associations in Southern Colombia." The research sought to relate the two variables to find constants between them and their dimensions. The research was quantitative cross-sectional correlational. The sample was 450 participants in the surveys of an age group of 26 to 80 years who participated in 16 constituted organizations. In the findings it was found that 48% of women are heads of household who maintain between one and twelve family members in charge, with the source of income being coffee cultivation. The relationship found between the two variables was significant positive direct between the two variables, with the dimensions of highest connection in transformational leadership being idealized influence and intellectual stimulation. Therefore, Rompato, et al (2019) developed research called "Transformational leadership in university professors and their role as a promoter of entrepreneurial skills in students." The methodology was qualitative in the ethnomethodological approach with phenomenological design. The sample was 13 teachers under intentional sampling. Bass's Transformational Leadership (1981) develops an analysis of leadership approaches. The work takes into account models of behavior, personality supported by tutors, transformational and situational (McKinney & Waite, 2016). This leadership develops under the experience and behavior of people, with leaders developing the mass movement that executes social change (Nelson & Squires, 2017). It also denies that gender is decisive in the conditions of leadership interest. Because being a woman in no way constitutes a disadvantage for the performance for the leadership function (Rincón, Gonzales & Barrero, 2017), as well as being women, they avoid their participation in managerial or leadership roles (OECD, 2017). However, it is perceived that today there is a reduction in the influence of the leader in his followers. From here it can be indicated that the modern leader has a role of integrating, managing and encouraging people in their initiatives encouraging the development of new leaders (Romsa, et al, 2017). Where Romero (2018) considers transformational leadership as a process that forms the members of a human group to assume positions different from the routine way of life they have, this new order will be to learn to face the facts in a more courageous way, with enthusiasm, and to have a human group that envisions the future in another way. On the other hand, Aga, Noorderhaven & Vallejo, (2016) considers that transformational leadership the leader is not necessarily a person with a position of authority but is a subject that has influence on other people that promotes the change of organizations and society. This leadership model covers five forms of leadership practices that implement behavior: model of the path, inspiration of shared vision, broken process, encourage the action of others and give encouragement to the heart. Sherbin & Rashid (2017), consider that the intention of leadership should be consistent with the practice of positive and

## Transformational Leadership in Basic Education: A Systematic Review

individual transformation of followers. For Rompato, et al (2019) there are four skills of transformational leadership: the individual consideration that is the support, follow-up and listening that the leader must have towards his followers in a personal way. Where Goswami et al (2018) considers that these actions encourage personal treatment and promotion of the student's potential. In this dimension, the pedagogical and personal treatment towards the student is put into play, taking into account the needs, desires or concerns. Azorín (2018) considers intellectual stimulation as an ability to stimulate its followers or followers to be critical, creative and think laterally.

Inspirational motivation which is the ability to communicate with meaningful and desirable future vision under persuasion with optimism and enthusiasm stimulating teamwork. Inspirational motivation refers to the behavior of the leader providing a vision of encouragement for the achievement of good performances and development of followers at work (Rojero, Quintero & Linden, 2017). The idealized influence that is understood as the ability to be a model or icon worthy of following with a clear vision and collective mission, highlighting moral and ethical behaviors to earn the trust and respect of those who follow them (Almeida, Perromon & Bagur, 2017). The idealized influence that is a moral and ethical behavior that is based on a system of values that are congruent with the actions that in turn promote a collective mission in the followers (Rojero, Quintero, and Gómez, 2018). From this dimension two forms can be distinguished: as behavior and attribute. This (attribute) refers to the safety, respect and pride that the leader must promote; while that (behavior) has its basis in ethics, where the leader is able to transmit values consistent with the acts promoting the collective mission (Mohamed, 2016).

The transformational leadership of the director in educational entities plays an essential role in educational transformation. It is the director who is responsible for the direction and guidance of employees in educational institutions. The role of the director has a direct impact on the conduct of the teacher, those who accept proposals for the execution of programs that are oriented to professional development for the achievement of institutional objectives (Atencio, 2016). The traits that typify the transformational leader are the following: provides proposals for improvement and collaboration of the group, develops the diagnosis of the institution, guides and advises teachers, promotes frequent evaluation and monitoring, professionally develops teachers, establishes mechanisms and instruments of fluid communication (Luperdi, 2018).

So, Guerra & Quezada /2017) consider that education establishes a varied group of complex objectives that is achieved from the contest in a collaborative and systemic way of all the members. The attributes of the employees in the company allow to show the degree of affectivity that the workers have (Mohamed, 2016). These attributes that employees must have in transformational leadership are: Interpersonal relationships where employees demonstrate skills to interrelate with others. The conceptual understanding that manifests itself in the follower's product of the processes that are developed in the entity based on the objectives, and tasks entrusted by the organization for the search for continuous learning and critical thinking (Schmitt, Den Hastog & Belschak, 2016).

Learning and acceptance of change is evidenced in the ability of the employee to adapt to the changing context of work; which means that it has the ability to unlearn from past experiences, thoughts and attitudes to have the possibility of accepting changes, creation and innovation as a new experience in the environment (Julca, 2018). Padilla (2017) considers that the facility to support others where it promotes support to clients and colleagues or other people who are involved in the

work processes supporting the ideas of innovation and creativity of the collaborators. Likewise, Andenoro, Sowcik & Balser (2017) is sure that flexibility serves for the collaborator to adapt to changing situations within the institution; this being cognitive that allows him to handle situations corresponding to established models. The motivation that is the impulse to achieve the objectives (Condor, Bustamante & Lapo, 2018).

## CONCLUSIONS

Transformational leadership has a fundamental importance in the development of the institutional processes of transformational leaders in institutions based on the performance of followers or workers. The skills of transformational leadership are developed based on the fulfillment of institutional objectives, taking into account the individual consideration, intellectual stimulation, inspirational motivation and idealized influence that are executed taking into account the fulfillment of institutional objectives. The value that workers or followers play within transformational leadership for the fulfillment of institutional objectives corresponds to the traits that followers of transformational leadership have as important agents within this leadership.

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## Transformational Leadership in Basic Education: A Systematic Review

<https://doi.org/10.18046/j.estger.2019.151.3192>

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