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# **INTEGRAL EFFECT OF TRANSFORMATIONAL AND INSTRUCTIONAL LEADERSHIP UPON THE PERFORMANCE OF EDUCATIONAL ORGANIZATIONS.**

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# Background

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- *Traditionally the dominant concept of “leadership” has an individual connotation, although we know that influence practices are an interactional phenomenon which is distributed in an organizational way (Spillane, J., Halverson, R., & Diamond, J. 2000)*
- *In Chile, during the last 20 years, a dichotomic discourse between ideological positions has prevailed, focusing on issues such as power, leadership, and authority.*
- *Transformational leadership has been overestimated, whereas directive leadership has been underestimated.*

# Background

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- *There is consistent evidence that when principals who apply a transformational leadership accept their instructional role and viceversa, they exert influence together with their teachers, and practice a type of integrated leadership (Marks & Printy, 2003).*

# Instructional Leadership

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(Hallinger & Murphy 1985; Murphy 1988 ,1990; Leitwood, et. al. 1996, 2004 )

- *Development of the school's central mission and goals.*
- *Coordination, monitoring, and evaluation of curricular instruction, and evaluation of learning.*
- *Promotion of a good environment for learning.*
- *Development of a supportive work context.*

# Transformational Leadership

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(Bass 1985; Bass & Avolio 1993, 2000; Leithwood, Dart, Jantzi & Steinbach 1993; Leithwood 1994, 1995).

Leadership style or dimension	Description
Idealized influence	Leaders are trustworthy, dependable models, and display high ethical and moral standards.
Inspiration	Leaders motivate and inspire followers and exalt team spirit; both leaders and followers show enthusiasm and optimism, which creates a positive view of the future.
Intellectual stimulation	Leaders stimulate and foster innovation and creativity, and question old assumptions. New ideas are praised, and there is no fear of making mistakes or going against the grain.
Individual consideration	Leaders pay special attention to each individual's needs and differences, listen effectively, develop the potential of their followers, and interact with them in a personalized fashion.

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# *Seeming tension between educational leadership approaches*

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(Hallinger, P. 2007)

- *25 years of research: 2 dominant models*
  - *Instructional: effective schools, 80s*
  - *Transformational: “re-structuring of schools”, 90s ...*
  - *Instructional II: standards & accountability, 2000s ...*
  - *Shared instructional leadership: empowerment of school authorities and teachers (Marks and Printy 2003)*

# Hypothesis

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- *Transformational abilities have a stronger connection with change, innovation, and development processes, whereas instructional competences are more related to the achievement of results.*
- *Principals who apply an effective leadership use their ability to stimulate their collaborators (transformational leadership), and employ specific competences to attain teaching and learning objectives (instructional leadership).*

# Methodology: dependent variables and their measurement

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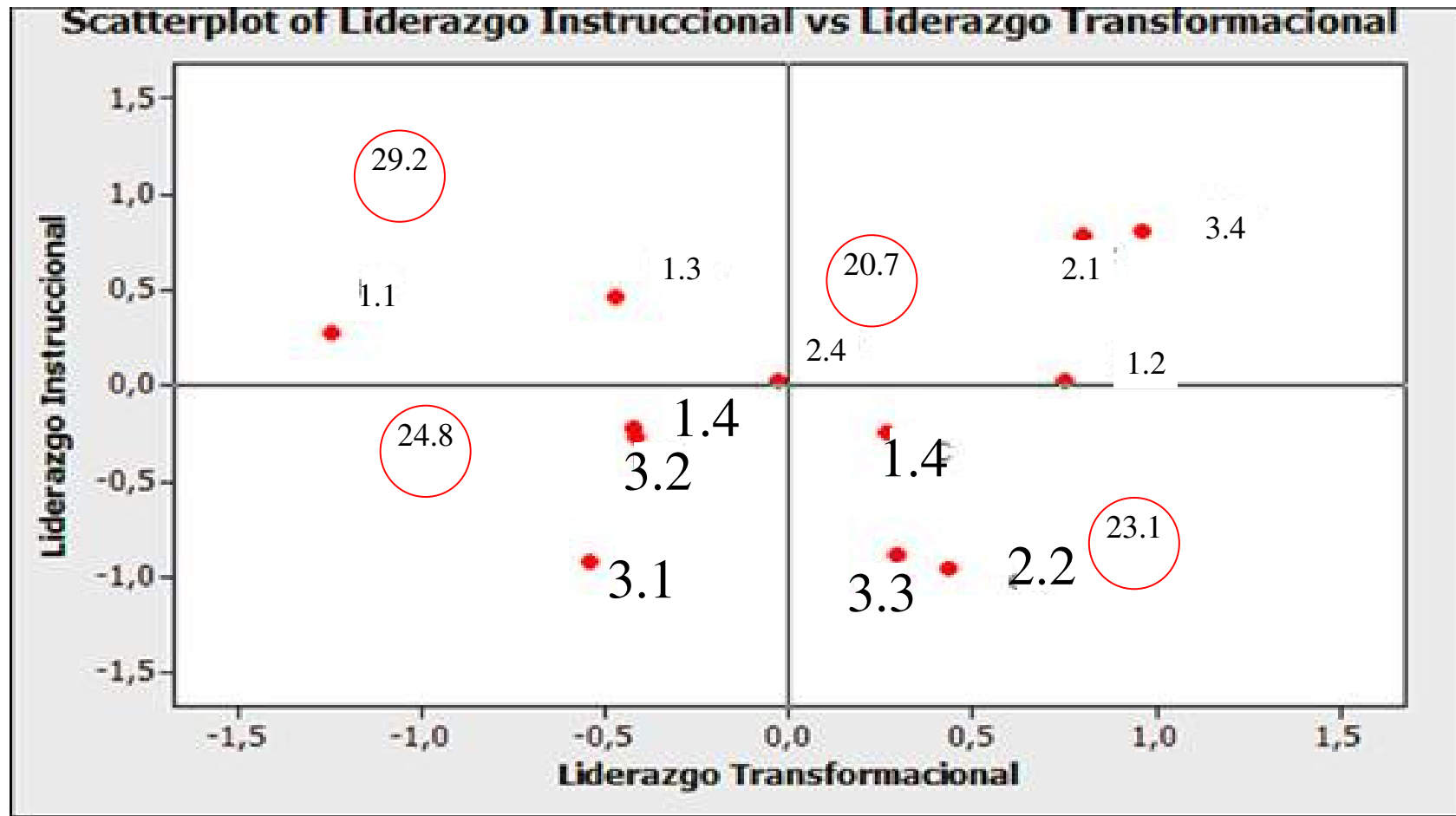
- Implementation of pedagogical innovations, measured through the observation and coding of 8th grade Language and Communication lessons. (n=12 schools, 72 teachers)
- Achievement levels in standardized Language and Communication tests for 8th grade students. (n= 300 students)

# Methodology: independent variables and their measurement:

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- *Transformational leadership perceived in principals, as measured by: “Cuestionario de Liderazgo Transformacional” [Transformational Leadership Questionnaire] (MLQ – 5S, Adaptation Thieme, C. 2005)*
- *Instructional leadership perceived in school authorities, as measured by: “Inventario de Liderazgo Instruccional” [Instructional Leadership Inventory] (Adaptation Volante, P. 2007).*
- *Organizational characteristics: Dependence, number of students, IVE[\*], socioeconomic level, SIMCE test score*
- *Individual characteristics: student's socioeconomic level (activity and schooling of his/her first provider)*

# Results:H1



# Results:H1

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- *To evaluate the effect of leadership on learning results (LR:  $\alpha=0.65$ ), students from schools with a high IL ( $\mu: 26.03$   $n: 110$ ) were compared with others studying in schools with a low IL ( $\mu: 24.05$ ;  $n: 107$ ), and a statistically significant tendency was found favoring the IL ( $IL > TL : t=-2.940$  with 371 gl and  $p: 0.003 < 0.05$ ).*
- *No statistically significant differences were found in the results of the same test ( $t=0.567$  with 371 gl and  $p: 0.571 < 0.05$ ) for students from schools with a high TL ( $\mu: 24.92$   $n: 210$ ) with respect to those from schools with a low TL ( $\mu:25.31$   $n: 163$ ).*

# Results H1: IL and TL

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- *Schools with higher TL scores ( $\mu z$ : 0.21) have the highest pedagogical innovation implementation indexes (63% and 77%), a tendency which supports the connection between TL and pedagogical innovation.*
- *When comparing the schools with the highest IL with those boasting the highest TL, it was observed that the IL displayed a higher percentage of technological innovation implementation, which was unexpected and not included in the original hypotheses.*

# Effect of IL, TL, and integrated ILTL on Learning Results: H2

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- *A significant correlation is observed between iL and tL ( $r: 0.310$   $p < 0.05$ ).*
- *A statistically significant effect of instructional leadership on language test results was found ( $p=0.001$ ), with an effect size of 0.03%. Regarding to transformational leadership, it is not statistically significant ( $p=0.133$ ); however, the intersection of both is significant and accounts for 15.6% of the differences observed.*

# Relevance

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- *Our results indicate that the integration between directing and supporting is a key in order to get the success of leadership in educational contexts.*
- *New antecedents about the relationship between the work of principals, educational improvement, and achievement levels, seen in a national context, may guide the transference of knowledge with the purpose of contributing to the optimization of school management and educational improvement.*

Thank you  
For more information

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