Abstract

The Role of Transformational Leadership in improving the Administrative Performance of Basic Education Schools’ Principals in Arab Republic of Egypt

Introduction:

Today, we live in an era characterized by many of the rapid developments and successive changes, which reflected significantly on the education system, this necessitated the need to reform and develop this system. This reforming and renewal require a preparation of cadres who are capable of the renewal and the developing; some of these cadres are the school principals.

Nowadays, The role of the school principals is no longer managing the school building, but he has become an educational leader and agent for change in the school and a responsible for improving the educational process at school, hence he had to use one of the leading contemporary methods that helps to make the change, among these methods, the transformational leadership which is a modern and independent style of future leadership.

Considering the administrative performance of school principals in the first stage of basic education, it was found to be suffering from many problems and shortcomings; the most important is the absence of organizational culture for change, renewal and development. The school administration does not have the skills of transformative leadership, does not use the modern techniques of management in schools, which summoned the need to develop and improve it through the use of transformational leadership style.
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The study problem:
The study problem could be stated in the following main question:

“What is the role of transformational leadership in improving the administrative performance of the school principals in the first stage of basic education in the Arab Republic of Egypt?

A number of sub-questions could be derived as follows:

- What is the conceptual framework of the transformational leadership?

- What is the nature of the administrative performance of the school principals at the basic education in Egypt?

- What is the reality of the school principals' practice of transformational leadership style in the first cycle of basic education in Egypt?

- What is the perception proposed to improve the administrative performance of the school principals of the first cycle of basic education in the light of the transformational leadership style in the Arab Republic of Egypt?

The study Aims:
The recent study aimed at:

- Defining the concept of transformational leadership and its educational elements.

- Recognizing the nature of the administrative performance of the school principals at the first cycle of basic education.

- Explaining the reality of school principals' practice of transformational leadership style.

- Making a suggested perception to improve the administrative performance of school principals at the first cycle of basic education in the Arab Republic of Egypt in the light of the transformational leadership style.
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**The study importance:**

The study is considered important as:

It deals with a subject concerned with developing and improving the capacity of educational leaders in the school, emphasizing the importance of leadership skills and the abilities required for the educational leader in the educational institution, in addition to the importance of the basic education stage itself as it is considered the main pillar of the educational process and upon which the level of educational outcomes depends.

**The study limitations:**

The current study was restricted to the following limits.

**Subjective limit:** The current study is limited to the Theoretical framework on the administrative performance of the school principals at the basic education in Egypt, and in the field study is limited to the first cycle of basic education.

**Human limit:** The study is limited to a sample of the school principals and teachers at the first cycle of basic education in Egypt.

**Spatial limit:** The current study is to be applied in (Fayoum - Giza - Alexandria) governorates.

**Time limit:** The study was applied on the study sample individuals in the period from June to September 2013.

**The study Method and tools:**

The current study used the descriptive analytical method to achieve the objectives of the study; which depended in its field study on a questionnaire addressed to school principals and teachers at the first cycle of basic education in Egypt.

**The study Procedure:**

The study followed the following procedure:
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The first chapter: the general framework of the study includes: Introduction, the problem of the study, its objectives and importance, previous studies, the study terminology and methodology and steps.

The second chapter: The conceptual framework of transformational leadership and identifying the elements of school transformational leadership.

The third chapter: Recognizing the nature of the administrative performance of the school principals of basic education in the Arab Republic of Egypt.

The forth chapter: Deriving the field study results through the analysis of the tools' results.

The fifth chapter: The suggested perception to improve the administrative performance of the school principals at the first cycle of basic education using the method of transformational leadership.

The Study Results:

In light of discussing the field study results, the most important findings of this study could be presented:

1 – The school principals think that they practice the transformational leadership significantly from their point of view, while teachers believe that the principals practice the transformational leadership moderately.

2 – There are statistically significant differences between the responses of the principals and the teachers in favor of the principals concerning the axes of practicing the transformational leadership which represented in identifying trends, developing the school members, restructuring the organizational culture of the school and managing the educational program in it. This may indicate that the principal is biased for his/her performance at work and tries to appear perfect transformational leader. The existence of a difference between the principal’s and the teachers' opinions refers
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that the principal faces a problem in applying these practices. Teachers see the principal as non-transformational who does not look forward to the future or change.

3 – There are obstacles that hinder the school principals from practice the transformational leadership style as follows:

- The upper levels exert some pressure on school principals.
- Rigidity of regulations, laws and decisions that organize work.
- The school principal does not save a climate that encourages creativity and innovation.
- Repetition of responsibilities and duties, which leads to a kind of conflict in the roles and functions between the school principal and the agent.
- The weakness of training programs for principals on the use of modern management techniques in the performance of work.

Consequently, a suggested proposal was set to improve the administrative performance of basic education school principals using the transformational leadership style, including a set of principles, objectives, perspectives, requirements, dimensions and mechanisms of implementation, obstacles and proposals to overcome them.

The main suggestions addressed in the proposal to enable the principals to use the transformational leadership style are:

- Developing the awareness of the higher administrative leaders of the ministry of education, educational directorates and administrations with their need to change and use of modern leadership styles in managing schools, this can happen by holding conferences, seminars and meetings to promote the culture of change, defining those modern styles to benefit from them in improving the educational process.
Establishing centers for training the leaders, these centers belong to the educational directorates in collaboration with colleges of education to care, train and evaluate the performance of principals.

Relying on professional and technical competencies when appointing school leaders, and not relying only on the criterion of seniority.

Holding training courses, conferences and seminars for the elementary school principals for:

- Identifying the transformational leadership style and the extent of its importance in improving the educational process.
- Acquiring different skills to evaluate and assess the performance of employees objectively.
- Mastering the skills of composing the team work, and accept the participation of employees in making and taking decisions. Supporting the relationship with the local community through repeated calls to the parents and community members to visit the school so that the school can take advantage of their views to solve problems, and to provide the necessary assistance for the needs of the school.