

The Levels of Transformational Leadership (TL) Practice and its Impact on the Organizational Health (OH) of School Teachers in Selangor and Perak: A Systematic Review

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ABSTRACT

The main purpose of this review is to explore the relationship between transformational leadership and organizational health in the context of leadership practices in schools. This review also aims to look at the characteristics of transformational leadership and how transformational leadership is created from various basic leadership theories. The methodology used is a systematic review in which $n = 34$ articles were selected for review after the filtering process based on a number of pre-determined criteria. This systematic review found that there was a correlation between the transformational leadership aspects introduced by Bass and the organizational health elements introduced by Hoy and Miskel. This is very important because it forms the basis of this research. The four aspects of transformational leadership, namely ideal influence, inspirational motivation, intellectual stimulation and individual consideration are related to organizational health elements, namely, integrity in institutions, collegial leadership, relationships between teachers and academic emphasis.

1. Introduction

The main purpose of this review is to explore various aspects in TL and OH. According to Boberg, Bourgeois and Bryant (2016), although some scholars challenge the idea that leadership plays a strong role in organizational performance, and that there are false assumptions about the importance of leadership factors to organizational functioning, early researchers such as Avolio, Bass and Jung (1999) have reached the conclusion that leadership is truly important in organizations and that leaders play an important role in the achievement of organizational goals by creating a climate that will influence employee attitudes, motivations, and behaviors (Bass & Avolio, 1994).

In the context of OH as well, TL has played a very important role in creating an effective educational organization by integrating various important aspects such as communication, integrity and accountability. Hameiri and Nir (2016) have pointed out that school OH is one of the clearest predictors of school educational success. Thus, although there is disagreement about leadership field research as a strong strength in organizations, the general understanding is more in favor of the active role of leadership toward organizations. School organizations need to be more flexible in responding to the needs of customers or students and responding to competitors' efforts to undermine their market position.

The main purpose of this review is to look at the TL elements inherent from the various basic leadership theories. In the meantime, the review will look at the various surveys made on OH theory and how OH and TL are interrelated. Basically, the need for this study is to explore in more depth the impact of leadership methods or theories on the health of educational organizations in Selangor and Perak. To date, the meta-analyses conducted show positive causes of transformational leadership on employee attitudes and performance (Antonakis, Banks, Bastardoz, Cole, Day, Eagly & Hogg, 2019) which are an indicator in the context of organizational health (OH). The relationship of OH with TL was also demonstrated through surveys that confirmed a positive relationship with employee health (Seltzer, Numerof & Bass, 1989).

TL has a significant impact on job satisfaction that leads to the consolidation of the level of administration at the organizational level (Bass, 1999). Although there is a large amount of research that has examined the concept of job satisfaction (Hooper, & Bernhardt, 2016) and the role of leaders, studies on the impact of leadership on OH and its challenges are still lacking. Recent studies show that the TL process, influences leaders to exhibit TL behaviors that can influence aspects of OH (Werang, Loupatty & Tambajong, 2016). However, there is a research gap in terms of research that identifies the challenges of practicing TL and its impact on OH.

2. Method

This study has used a systematic survey method. Several key keywords and criteria have been set for the resources used for this survey. Researchers have determined that the keywords for resource search are 'transformational leadership', 'organizational health', 'schools', 'teachers' and 'leadership'. The setting of these keywords is in line with the title of the study where the need for this systematic review is to explore aspects of TL that lead towards OH in the school context. Criteria were also set to ensure that the sources reviewed were in line with the direction of the research.

Therefore, the sources referenced should be from the latest publications within the year 2016 and above. In addition, each selected article must be in the form of a literature review related to a predefined keyword. The next criterion is that in terms of publication, each article selected must be from an authentic journal. Figure 1 shows the process of conducting this systematic review. After a repeated screening process, the researchers found a total of 34 articles that met all the selection criteria.

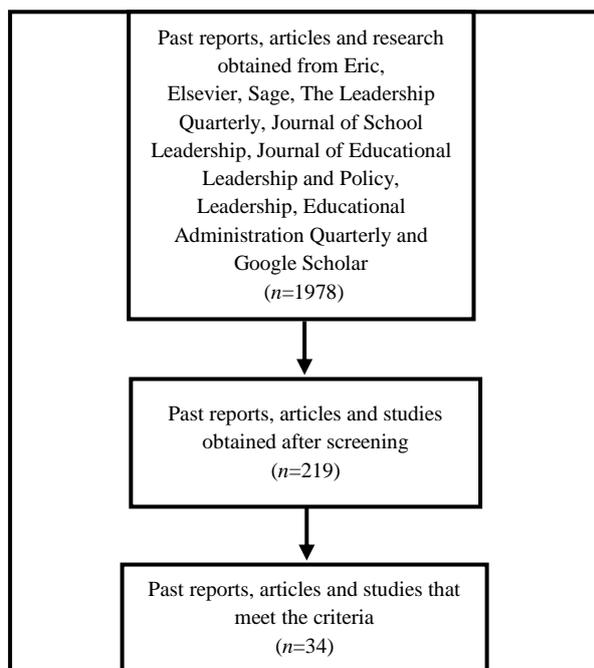


Figure 1. The Process of Conducting Systematic Reviews of the study.

3. Research Findings

3.1 Leadership

The main part of this review is related to previous studies related to the concept of leadership in general. An understanding of TL should reflect an exploration of the fundamental theories in leadership that trigger the concept of transformational leadership. TL in this study is based on the theory introduced by Bass (in Anderson, 2017) which is based on four main elements namely ideal influence, inspiring motivation, intellectual stimulation and individual judgment.

According to Ali (2017) research in the field of leadership has started as early as the 20th century because the aspect of leadership is seen as part of human psychology that builds the intellect. Nawaz and Khan, (2016) in their survey review found that there is various preliminary research has been published and reinforce the statement and fact that leadership element is a distinctive feature for each individual and there should be certain actions to highlight such leadership characteristics. A survey by Ali (2017) found that every major change in society is subject to actions taken based on the nature of individual leadership traits that are capable of shaping changes in the behavior of others. Early writings such as Sir Francis Galton in 1869 (quoted from Nawaz & Khan, 2016) have shown that only certain individuals are capable of adopting leadership traits that can change the perceptions as well as the behavior of others. A review by Uzohue, Yaya and Akintayo (2016) showed that transformational leadership is an aspect based on the vision and mission of the organization where leaders adhere to certain principles and lead the organization towards achieving those principles. In general, the leadership aspect becomes a part of daily life when every decision taken has an impact on oneself as well as others.

In a review by Uslu (2019), various highly significant leadership theories in the field of leadership research were surveyed where there are similarities with TL. The main purpose of the survey was to provide an in -depth review of the concept of leadership that opened up a discussion of human behavior in organizations and management. leadership is still a very popular theme among researchers as there is a development in terms of a very active field of research especially in the context of education. A major problem found in the survey is that barriers still exist in terms of leadership theory integration because Although there are various researches, there are still no studies that can summarize the characteristics of each leadership theory to produce a perfect leadership model. Thus, a more specific review is needed to explore some of the basic theories in leadership theory to see the similarities between the theories. Among the theories that have been reviewed in the writing include the theory of "Great Man", the theory of nature, the theory of behavior and the theory of contingency.

Throughout the review there are past studies that divide these theories into general leadership theories as well as theories that are more specific to the situations faced in a particular organization. In addition, the results show that the theory of "" Great Man "" has characteristics that are very different from the theory of nature because it is an early leadership theory and has very universal characteristics. The "Great Man" theory has also been criticized for having a tendency towards men and marginalizing the role of women as leaders. One of the very significant results of the study is the findings of a study that shows that there are most of the theories of leadership that originate in North America.

This also sparked a critique as it showed that there were elements of North American culture that might influence the concept of leadership brought about through such leadership theories. In the meantime, research results also show that there are too many leadership styles and leadership models produced for various organizations around the world but most of them contradict or just repeat the same thing because no one leadership theory can combine all the characteristics of leadership.

A review by Uzohue et al. (2016) also showed that the exploration of TL leadership theory requires an overview of the triggering of such theories through various early theories in the context of leadership. The basis for the leadership theories that exist today can be drawn from various original definitions of the concept of leadership in prehistoric societies (Shafique & Beh, 2017). A review by Shafique and Beh (2017) also reported that, in the context of prehistoric societies, leadership was seen as a heroic trait capable of making a particular group or group of people a great group compared to other groups. This original theory is known as the "Great Man" leadership theory. This is an important indication for the current study as there are features about the concept of leadership derived from the various surveys of this study. One point of similarity with TL is in terms of the aspect of ideal influence that should exist naturally in the individual who leads.

Yahaya and Ebrahim (2016) found that preliminary studies show that leadership is a natural trait that must be present in every leader and cannot be applied through education. This is because original theories such as the "Great Man" theory were founded by researchers who studied leaders such as Napoleon, Genghis Khan and various warriors involved in the formation of world history today. It is believed that leadership is a trait that exists naturally in individuals who have the ability to lead and led to the emergence of leadership theories based on nature. The theoretical perspective of TL looks at organizational change from the aspect of leadership traits that exist in leaders that can change the behavior and perceptions of the individual being led. TL theory sees leadership as a team effort in which a leader can invite a sense of cooperation among his followers by showing positive behaviors as well as increasing their motivation to jointly achieve set objectives. Leaders demonstrate transformational leadership when leaders inspire followers to share a vision, empower them to achieve a vision, and provide the resources needed to enhance their personal potential. These leaders serve as icons, positive advocates and focus on increasing employee motivation and efforts to connect employees' sense of self with structural values. Transformational leadership meets basic needs and meets higher needs while inspiring and motivating followers to provide newer solutions and create appropriate workplaces (Bass & Avolio, 1993). This theory is a theory derived from the

"Great Man" theory which offers a more specific framework for research purposes related to aspects of leadership. In trait theory, many early pioneers did research and managed to list some important traits that make an individual a perfect leader. In a simple sense, this theory is one of the earliest definitions that offers a list of qualities that a leader should possess. The characteristics listed in this theory are directed at the ability of individuals to demonstrate a high workforce, high integrity, exceptional skills in their field of specialization, wisdom that goes beyond the wisdom of ordinary society and the ability to instill trust among individuals.

The results of Xie's (2019) survey also see trait theory as a theory that has a specific relationship to personality or specific characteristics that make each individual unique and complex. An understanding of the concept of individual personality through nature theory makes research in the field of transformational leadership more in-depth to understand the emotional factors, certain behaviors and certain situational aspects that can influence each individual's leadership attitudes. Uzohue et al. (2016) also support this finding because they found that more in-depth research through trait theory has led to a general understanding of some general traits in the context of leadership. First, the qualities inherent in a person that make him a leader are stable and dominant qualities as well as qualities that will last for a long time. Next, those natural traits are different traits for each individual. Finally, such natural traits can influence individual behavior that makes a person a person who is capable of leading others. Trait theory is one of the basic theories to the understanding of the theoretical framework in leadership research.

The review by Xie (2019), Yahaya and Ebrahim (2016) and Uslu (2019) also reported that trait research has been reviewed repeatedly by different scholars, for example such as, Lord, De Vader and Alliger and Stogdill. According to Harrison (2018) two reviews by Stogdill are widely compared to find out how the conception of the importance of the nature of a leader evolved over a quarter of a century. In his first survey, Stogdill (in Harrison, 2018) examined the results of a study of one hundred and twenty-four traits from 1904 and 1948. A number of traits were found that distinguished repeatedly between leaders and non-leaders in some studies. The results show that a leader is someone who acquires status through active participation and demonstration of the ability to facilitate the group's efforts in achieving its goals. Characteristics relevant to a leader's role include intelligence, alertness to the needs of others, understanding of tasks, initiative and perseverance in dealing with problems, self-confidence as well as a desire to accept responsibility and occupy positions of dominance and control. Furthermore, according to Harrison (2018) and Xie (2019), in the case of certain traits, such as dominance and intelligence, there are

some negative correlations, which may indicate a curved relationship. Although there is evidence that leaders tend to differ from non-leaders with respect to certain traits, Stogdill found that outcomes vary greatly from situation to situation (Nawaz & Khan, 2016). In some studies that measure conditional factors, there is evidence that the relative importance of each trait depends on the condition. Thus, Stogdill (in Harrison, 2018) concludes that a person does not become a leader because he possesses some combined trait but the personal trait pattern of the leader must have a relevant relationship with the characteristics, activities and goals of the follower.

A survey by Dan (2019) found that successful leaders are those who want to take over the task. However, they do not have to handle all aspects of the task, nor do they use styles that intimidate subordinates. If a person does not want to be a leader, he or she will not be an effective manager, because the nature of dominance affects leadership as well as the role of management. According to Bass (in Dan 2019), high-energy leaders have passion and work hard to achieve goals. High-energy leaders also tend to have stamina and good tolerance. High-energy leaders are usually enthusiastic and do not easily give up hope. However, they are not viewed as coercive and annoying. They tend to have a high tolerance for disappointment, as they strive to overcome obstacles through preparation.

One of the important characteristics in leadership is that self-confidence indicates whether a leader has confidence in his or her evaluation, decision-making, ideas and abilities (Dan, 2019). Asrar-ul-Haq and Anwar (2018) according to their literature review, stated that leaders who have confidence in their abilities tend to cultivate confidence among followers. By earning the respect of their followers, leaders with high levels of self-confidence influence their followers. Their survey found that the locus of control indicates the extent to which leaders believe that he or she has control over their behavior and what happens to them. Leaders who have external control locations believe that they have no control over their destiny and their behavior has little to do with their performance. Leaders with internal loci of control believe that they control their destiny and that their behavior directly affects their performance. Leaders who have internal control are responsible for who they are, for their behavior and performance and for the performance of their organizational units. The employees working under the transformational leaders see their leaders as caring about them, their health and safety is in safe hands that will allow them to work in a safer and healthier way. This understanding helps them remain satisfied and motivate them to work by choosing the ways they feel more safe and effective (Fulwiler, 2011). Moreover, transformation leaders actively convey safety goals, which in turn positively affect employees' perceptions of safety priorities, and employees' perceptions of safety environment and employee

safety behavior (Clarke, 2013; J. Mullen, Kelloway, & Teed, 2017). Rotter, (1966) agreed that internally controlled people achieve more, are more motivated, and are more resistant to manipulation than externally controlled people. Scholars have long regarded intrinsic motivation as a proximal predictor of creativity and innovative behavior (G. Chen, Farh, Campbell-Bush, Wu, & Wu, 2013). Individuals with a high sense of TL attitudes have an important and beneficial influence on healthy workplace cultures (Weng et al., 2015)

Meanwhile, a survey by Asrar-ul-Haq and Anwar (2018) found that leaders who show a high level of emotional stability will be able to control themselves peacefully, and positively. Leaders with high levels of self-awareness and a desire to improve, achieve more than those who do not. Effective leaders tend to have a good understanding of their own strengths and weaknesses, and they are oriented towards self-improvement rather than being defensive. According to Asrar-ul-Haq and Anwar (2018) integrity refers to honest and ethical behavior which is a characteristic of a trustworthy person. Reliability is an important factor in business success. Trusting relationships are the lifeblood of profitability and sustainability in a global knowledge-based economy. According to Asrar-ul-Haq and Anwar (2018), good leaders generally have a moderately intelligent intelligence. Intelligence refers to the cognitive ability to think critically, solve problems, and make decisions. However, intuition, also referred to as hidden intelligence, is equally important for leadership success (Beverborg, Slegers, Endedijk & van Veen, 2017). According to Beverborg (2017), flexibility refers to the ability to adapt to different situations. Leaders must be able to adapt to rapid changes in the business world. Without flexibility, leaders will only succeed in situations that suit their leadership style. Effective leaders tend to be flexible and able to adapt to different situations. According to Damanik and Aldridge (2017), sensitivity to others refers to understanding group members as individuals, what their views are and how best to communicate with them as well as how to influence them. To be sensitive to others, leaders need a sense of empathy, the ability to put themselves in the position of others - to see things from the point of view of others. In today's global economy, companies need people-centered leaders who are committed to treating people as valuable assets.

Usle (2019) in his review, classifies attitudes or belief systems, which he refers to as assumptions, as Theory X and Theory Y. Theory X and Theory Y explain and predict leadership behaviors and performance based on leaders' attitudes toward followers. Those with a Theory X attitude believe that employees do not like jobs and must be closely supervised to carry out tasks. Attitude Theory Y believes that employees love to work and do not need to be closely supervised to perform tasks. According to

Daneshfard and Rad (2020) managers with Theory Y attitude tend to have a positive outlook, are optimistic about employees, and show a more engaging leadership style, based on internal motivation and appreciation. In 1966, when McGregor (in Daneshfard & Rad, 2020) published Theory X and Theory Y, most managers had Theory X attitude. Recently, the focus has shifted from management to leadership, leading to a change from Theory X attitude to Theory Y attitude. , as more managers begin to adopt more participatory leadership styles. A study of over 12,000 managers explored the relationship between management achievement and attitudes toward subordinate employees. Managers with Theory Y attitude are better at achieving organizational objectives and better at harnessing the potential of subordinates. Managers with a strong Theory X attitude are far more likely to be in the low -performing group.

A survey by Al-Malki and Juan (2018) found that autocratic leaders make decisions, tell employees what to do and monitor employees closely. Democratic leaders such as transformational leaders encourage participation in decisions, work with employees to determine what to do and do not monitor employees closely. According to Burns (in Al-Malki, & Juan, 2018), the first study of leadership behavior conducted at Iowa State University by Kurt Lewin and colleagues included a group of children, each with a self-directed adult leader to act in an autocratic or democratic style. The results of these experiments yielded some interesting findings. Groups with autocratic leaders performed well as long as the leader was present to supervise them. However, group members are unhappy with the autocratic leadership style and feelings of hostility often arise. The performance of the group assigned as democratic leaders was almost as good and this group was characterized by positive feelings rather than hostility. In addition, under the democratic leadership style, group members perform well even when the leader is not present. Participating and decision -making techniques with majority methods such as those used by democratic leaders serve to train and engage group members, so that they perform well with or without the leader present. These characteristics of democratic leadership may partly explain why employee empowerment is becoming a popular trend in many organizations.

A survey by Harms, Wood, Landay, Lester and Lester (2018) showed that leader -centered leadership style refers to the extent to which leaders take over tasks to complete work. Leaders instruct subordinates by communicating clear roles and goals, while managers tell them what to do and how to do it as they work toward achieving goals. Employee -centered leadership styles such as transformational leadership refer to the extent to which leaders focus on meeting the human needs of the employee while building relationships. Leaders are sensitive to subordinate employees and communicate to develop trust, support,

and respect, while seeking their welfare. According to Harms et al. (2018), the extent to which leaders should be centralized as leaders or dependent on subordinate employees in an organization. Leaders must adjust their behavior to suit the situation. For example, if there is time pressure on the leader or if it takes too long for subordinates to learn to make decisions, the leader will tend to use an autocratic style. When subordinates can easily learn decision -making skills, an adventurous style can be used. Also, the greater the skill difference, the leader's approach will be more autocratic, as it is difficult to bring subordinate employees to the leader's level of expertise. Followers may not be so free when their leaders are autocratic. Moreover, A critical review by Andriani, Kesumawati and Kristiawan (2018) on transformational leadership theory refers to the leadership skills in principals that are able to pioneer the school to a new level behind school development. A school does not always innovate smoothly. Different circumstances and factors make the process look different as sometimes there is progress, sometimes it becomes a dead end which is even worse otherwise. Bass, Avolio and Goodheim (in Andriani et al. 2018) argue that everyone would rather be advanced than know nothing. By placing an emphasis on transformational leadership, members of the organization hope principals can create conditions that can inspire all school people with their higher levels of leadership (Andriani et al., 2018) for school improvement at the same time, ultimately making the school out of chaos and realizing a shift in difficulty. Thus, transformational leadership is a key quality of principals. However, principals who want to have transformational leadership can face challenges from practical problems. Banks, McCauley, Gardner and Guler (2016) argue that members working with transformational principals will directly experience and summarize transformational leadership improvement practices while personally supervising and discussing schools.

Al-Syaidh (2016) through his review found that, in this conflict where the classical leadership approach does not work well, the survival of a large part of the organization depends a lot on the effectiveness and efficiency of its leaders. Leadership is to make people work together for a specific goal, and refers to the amount of knowledge and skills to achieve this intended goal (Banks et al., 2016). Another component is interactive feedback, which provides customized and timely individual feedback in an effort to enhance the student's specific learning. The goal of this feedback is to provide ongoing monitoring of the child's progress. Principals have a key role in preparing and developing the learning environment. Banks et al. (2016) concluded finally there are two types of schools: learning -enriched schools and learning -deficient schools. According to Al-Syaidh (2016), most of the educational literature indicates that transformational leadership is the most relevant type of leadership in dealing with change.

3.2 Organizational Health (OH)

A survey by Velarde, Ghani, Adams and Cheah (2020) stated that school OH refers to the interpersonal relationships of students, teachers and administrators in a school. In addition, it is used to study the school climate. The term OH has been used in literary management primarily as an abstract idea of what constitutes a “good organizational structure”. Velarde et al. (2020) asserted that a healthy environment is not only an organization that survives its environment but also a structure that always uses its capabilities to overcome difficulties and survive in the long run. Hoy, Tarter and Bliss (1990) perfected the concept of OH as the ability of an organization to successfully adapt to its environment, create unity among its members and achieve its objectives. School leaders can play an important role in penetrating the double demands of these rural schools, serving as agents of cultural change or cultural bridges, where they bridge the gap between local cultural values and expectations and national educational goals. However, the contemporary school context in the United States is also shaped by global political and economic forces that drive industrial mobility, prioritize low -wage workers and support the replacement of public goods and services with private or semi -private providers. Further, Scheerens (2016) commented in depth on important aspects in the context of OH and set out the aspects of manpower, students and financial resources as aspects that contribute towards the level of OH at the school level. Moreover, Charisma of a leader can be achieved if the leader has great self-confidence and good communication skills, especially in one-to-one discussions with employees (Khuong & Hoang, 2015)

However, the writing by Alqarni (2016) adds to the knowledge content about OH in the context of school management with some more relevant aspects such as human resources, materials, curriculum content, motivation level of students and teachers, leadership style of teachers and administrators, teaching quality, vision and educational mission, study time and teacher education. This provides a clear view of the role of leaders in creating effective schools through healthy organizations that improve the quality of teachers work. The school effectiveness model according to Scheerens (2016) refers to several key dimensions such as effective leadership, effective facilitation, learning considerations, triggering positive school culture, high expectations consideration, student work, monitoring progress at all levels, staff skills improvement and inter-school networking. Parlar and Cansoy (2017) agree that one of the key aspects in a healthy organization is the ability of the school organization to trigger effective facilitation that needs to be influenced by appropriate leadership such as instructional leadership. However, instructional leadership is not sufficient to cover a broader range of aspects of OH as it involves all elements inside and outside the classroom.

A review by Thomsen, Karsten and Oort (2016) has presented several indicators linking the concept of OH with the concept of school culture as an element of the dominant beliefs shared by teachers and principals about student control. Waller (in Thomsen et al. 2016), in one of the first systematic studies of the school as a social system, reminded of the importance of student mastery in relation to the structural and normative aspects of school culture. In fact, most studies that focus on the school as a social system have described antagonistic and conflicting student subcultures as well as student problems. Student behavior and student control are key aspects of school life. Given its advantages, the concept can be used to measure school OH. The model for a culture of care is the traditional school, which provides a rigorous and highly controlled environment where the preservation of order is paramount. Students typically have traditional characteristics in terms of their parents' appearance, behavior, and social status. According to Khan (2019), in the OH perspective, teachers with a caregiving orientation regard schools as autocratic organizations with a rigid student-teacher status hierarchy. The flow of power and communication is only adjacent and descending i.e. students must accept their teacher's decision without question. Teachers do not seek to understand student behavior but instead regard bad behavior as personal abuse. They regard students as irresponsible and undisciplined people who must be controlled through punitive sanctions.

Singh and Jha (2018) conducted a survey to obtain a perfect OH construct for a school and found that the OH inventory introduced by Hoy and Miskel (1987) is an important inventory that combines various OH elements under one perfect theory. According to the theory, the first element is integrity in the institution. According to Singh and Jha (2018) integrity in institutions is an element of value that reflects the accountability of teachers for the tasks assigned to them to achieve educational goals holistically. Velarde et al. (2020) agree also with this statement because integrity to schools creates an organization that has goals that are aligned and in line with educational needs. This will lead to more precise directions such as management and control of pupils in schools to achieve effective and quality facilitation. Veeriah, Piaw, Li and Hoque (2017) found that there is a very clear relationship between transformational leadership style with OH aspect of institutional integrity because TL emphasizes ideal influence showing examples of right responsibility values to nurture teachers to also show similar responsibility. Veeriah et al. (2017) argue that the integrity aspect plays a very significant role in explaining OH theory because it provides a more abstract view of an organization's need to have a direction or goal that coincides with the organization's purpose. For example, leaders need to demonstrate how every work in the school should not be influenced by personal goals or individual opinions and this creates an OH that leads to effective school

management. Furthermore, OH theory also has a core that defines a leadership style known as collegial leadership as in the recommendations put forward by Hoy and Miskel (1987). Collegiate leadership refers to the ability and skills of school leaders to build positive networks and relationships among teachers in a school. In a literature review by Mitchell (2019) there is a correlation between KT with the skills of providing a positively communicating school climate to ensure all teachers and staff are able to give higher commitment to the achievement of organizational direction and goals. According to his survey, a leader who practices aspects of college leadership is an individual who has the ability to coordinate relationships between all teachers and staff to further increase the level of organizational effectiveness by avoiding various internal conflicts. Doganay and Dagli, (2020) also put forward the suggestion that collegiate leadership in OH refers to the skills of leaders to find and gather resources that are important for the implementation of each program in the school so that teachers' work can be done more effectively. According to their survey, this refers to the strong communication that needs to be established with various parties including the community and parents to always ensure that support in terms of resources and finance can be obtained to improve the quality of education in schools.

The aspect of relationship between teachers is also one of the important aspects in the context of OH theory which plays a role in creating an effective and positive organization. According to a survey study by Abdulrab, Zumrah, Almaamari and Al-Tahitah (2017) there is a need to create positive and effective group dynamics by emphasizing positive communication among individuals in schools. This includes communication between teachers, between teachers and administrators and teachers with staff or members of the implementation team. This element is closely related to the aspect of collegial leadership because it also emphasizes the element of communication. However, Yaghoubi and Rahimi (2016) state that this element is more closely related to the aspect of positive communication created jointly by all individuals in the organization. According to Yaghoubi and Rahimi (2016) OH in terms of communication needs to be created by integrating the elements of spirituality and organizational climate as its unification leads to stronger relationships among teachers and staff. From the perspective of TL, this can be realized with the influence of ideals, inspiring motivation and individual consideration. Leaders who can motivate the staff of the organization by creating communication that takes into account each individual is able to bring a more positive leadership influence.

OH in this context also encompasses aspects of academic emphasis that determine the achievement of a school organization in particular. A study by Arokiasamy (2016) extensively explored the OH element towards student academic achievement and

found that the TL element greatly influences OH and academic achievement. In the context of OH, Arokiasamy (2016) agrees that academic emphasis is in line with the goals of the educational organization and guides leaders and teachers to continue working towards more relevant goals. Doganay and Dagli (2020) also found that the element of student academic achievement is very important for OH because it reflects the level of confidence of teachers that ensures the quality of education in the long run. Singh and Jha (2018) criticize academic emphasis as an element of OH because it creates a work situation that is too examination result-oriented so that teachers and leaders neglect more abstract educational tasks and roles. However, this depends on the definition of academic emphasis set by the organization as it covers a very wide scope. Getachew and Zhou (2018) emphasize how a transformational leader should be able to look ahead to set long-term goals so that the academic emphasis is not only examination results centered but holistic in nature.

4. Conclusions

This review finds that there is a correlation between the TL aspect introduced by Bass and the OH element introduced by Hoy and Miskel. This is very important as it forms the basis of this research. The four aspects of TL namely ideal influence, inspiring motivation, intellectual stimulation and individual judgment are related to the OH elements i.e., institutional integrity, collegiate leadership, teacher interpersonal relationships and academic emphasis. A review of various past studies and articles found that leadership is an overly abstract field of research and there needs to be a more precise setting of scope so that each research does not deviate from its goals. OH, on the other hand, is more relevant to commercial organizations and there needs to be a more specific search for the concept of OH in the context of education.

In detail, this review will have an impact on three parties, namely school leaders, teachers and also the administration in the Malaysian education sector. The importance of this review is in adding input to the various courses implemented throughout the program by offering issues and challenges faced by headmasters. Prospective leaders need to be prepared to face various challenges and obstacles that exist in school administration and organization especially in schools and this study offers a more detailed platform to provide an overview of the challenges that exist in the realities of management and administration of schools.

At present this review will provide an opportunity for teachers in the schools involved to be more sensitive and aware of the challenges and obstacles faced by their headmasters especially in ensuring that every teacher can work in a more comfortable environment as well as a more positive environment. This review is important to educate teachers who serve

in school so that they can achieve self-awareness of the concept of TL and how it can lead to a more robust OH. By understanding the needs of TL and OH aspects, teachers are expected to provide more effective collaboration to their headmasters to achieve organizational goals for the common good.

This review is among the earliest studies in pioneering issues in TL practice in schools. Therefore, this review is expected to be a major guidance for the officers in charge of leading and guiding the headmasters and teachers in the schools in particularly. This is to create a stronger relationship between the administration and educators who face challenges in the reality of education. In this study, a relationship between the challenges faced by headmasters in schools in practicing TL and its impact on OH levels in each of these schools are reviewed in detail. The relationship between the two elements will offer more recommendations to administrators at the district level as well as the state level, to create skills improvement programs that are more specific to the problems faced by headmasters as well as teachers in schools.

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