Transformational Leadership: Efforts of Culture Creation in the K-8 School Setting

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Abstract

The goal of this review is to present a theoretical model based on transformational leadership that identifies the relationship between administrative leadership and other leadership roles within school settings. More specifically, this study looks at aspects and behaviors of transformational leadership as related to the creation of a culture/community of leaders.

This study analyzes transformational leadership qualities and tendencies as related to culture creation. Specific transformational actions, goals, and behaviors of administration are analyzed to assess which, if any, are likely to cultivate a culture of leaders. Transformational management theory is examined based on workplace management including climate, morale, motivation, and effectiveness.

Mixed method research is utilized in a majority of transformative, school culture, and leadership studies using mainly questionnaires and scale based measurements to obtain results. Results suggest that when a school community is guided by transformative behaviors that an opportunity arises for group to become a culture of leaders, which may contribute to school achievements. Implications have the ability to guide current and future administrative theory and behavior.
Educational Leadership: Introduction

Leadership is part of human nature. Throughout history, leaders have possessed an ability to command, connect, and shape. Dating back to eras of hunting and gathering, leadership is evident. In cases where leadership roles are unclear, humans still have a desire for leaderships to make decisions, give direction, and coordinate (Nicholson, 2013). Perhaps the most effective leadership hierarchies are not hierarchies at all, but rather they are based on best fit where a culture of leaders make decisions depending upon group strengths and needs. In asking people which qualities make successful leaders a recurring list tends to form: Integrity based on follow through of promises; a leader who has a vision of past, present, and future; someone who understands challenges of the group; and competency in making decisions under varied circumstances (Nicholson, 2013).

The story of education is not simply about students or teacher or leaders, but rather, is about entire social systems. Cultural context is defined by our relationships as humans. Context of culture is apt to change according to any number of variables, however, culture is an inherent part of human ecology. An integral part of culture, of our human culture, is the association between leadership and cultural creation.

The landscape upon which a culture exists is forever changing. Together, a successful culture of leaders might be viewed as a learning community as strengths and weaknesses of each member are utilized to benefit the group. Participation within such a culture creates a successful partnership where power and responsibility does not belong to any one person or subgroup, but rather is in constant flux among group members (Katz & Miller, 1996). Continually learning to develop and exploit personal strengths, which are lent to the group when appropriate, causes shifts in power and creates a partnership, or culture of leaders.
Background

Educators work to motivate and influence children. Similarly, as teachers influence students, administration influences school culture. Leadership management can be a predictor of culture (Eyal & Roth, 2010). In an effort to transform school climate to create a desired culture administrators must acknowledge subsections of climate including management of morale, motivation, and effectiveness.

Educational systems are constantly undergoing changes and transitions in policy with pushes toward improved standards and accountability. Changes in school function require staff coherence and cooperation, implying a team of leaders is needed to work both independently and cooperatively. When leadership fails to provide necessary coordination it impacts teachers’ working lives and is identified as a key factor when assessing morale, job satisfaction, and motivation (Evans, 2001).

Acknowledgement of relationships between teacher perception of climate and leadership also calls for consideration of school effectiveness based on leadership. Relationships between school climate and student achievement are strong, indicating leadership not only effects teacher perception, but teacher perception effects student achievement (Johnson & Stevens 2006). Leadership has an ability to empower teachers to be leaders in and of their own sense while at the same time enhancing morale and enthusiasm. Reasonably assumed, a community of leaders has the potential to enhance school and student success (Sheppard, Hurley, & Dibbon, 2010). Intricacy of direct and indirect relationships stemming from leadership in schools is evident. Therefore, implementation of successful leadership programs can create a culture of leaders while providing a pathway to a more effective and efficient school systems.
Leadership goals in schools are supportive of teaching and learning through management of practice. Working to meet the challenges of today’s society, task management and employee perception are essential to administrative practice. While employee ideals and needs are diverse, perception of compatibility between expectations and task management are often based on leadership. Perceptions arise from individual interpretations, which are often constructed from experience with school organizational policy, practice, management, and procedure, all of which are guided through administrative and leadership efforts (Wang, Rode, Shi, Luo, & Chen, 2013).

If reconfigured through administrative efforts, an educational hierarchy has the ability to become more democratic allowing for conducive and positive staff perception of school culture. A culture of leaders can be an encompassing and collaborative management style, utilizing the expertise of classroom teachers and administration alike. Similarly, teachers and administrators lead and manage, however, in most schools such efforts are conducted separately. Teachers manage day-to-day curriculum and instruction while administrators manage organization and change. When combined, schools have the ability to manage, organize, and change though day-to-day activities and curriculum (Beachum & Dentith, 2004). Combining leadership and management of both groups has the capability to transform schools into a culture of leaders, uniting teachers and administration into one group or culture. As the tasks of teachers and administers are combined and performed as one function responsibility is shared helping to solidify a communal vision.

**Statement of the Problem**

Created as separate professions, administrators and teachers often function as separate cultures yet tend to exist under one roof. Overlapping at times, the distinct cultures tend to be bound to the institution versus being bound to each other as a unit. Like the air we breathe and
water we drink, culture is the life force of school. As problematic as contaminated air and tainted water school culture, or lack thereof, is an educational pollutant. In an effort to renew, revive, and create a school environment, the relationship between leadership structure and culture must be considered.

The merging of separate school cultures might create tension, but tension has the power to move thinking forward as teachers and administrators are united through leadership, interaction, practice and cultural reorganization. Nevertheless, understanding the essentials of school culture does not guarantee culture creation or sustainability. Creation and sustainability require a continual driving force through participation and reflection. However, when implemented schools can use sustainability as an advantage for innovation and improvement. Administrators looking to redefine school culture through community creation must first collect buy-in from stakeholders and supporters. Without a group which to lead, a leader will make very little progress. However, once united, a group of leaders working to lead each other though shared vision, common interests, and group strengths may create the revitalized environment needed to construct a strong and sustainable school culture. Multivariate analysis of data collected from 357 business managers and executives found that culture creation has the ability to initiate and sustain changes within the workplace (Biswas, 2009).

Major problems to be examined in this study are relationships between educational leadership and climate including morale, motivation, and effectiveness of schools through transformative practice as related to culture creation. Each school has a unique climate depending on a combination of variables including values, experiences, expectations, goals, organizational structure, and administrative leadership (Johnson, Stevens, & Zvoch, 2007). As a reflection of community, school climate exists and varies per community.
Goals of this review are to present a theoretical model of transformation to further identify relationships between administrative leadership and school culture. Specific transformative actions and goals leading to successful climate changes are discussed. Subsections of climate including effects and management of morale, motivation, effectiveness, and cohesion of staff as a culture will provide support for a transformative management theory. Effects and perceptions of culture through the eyes of students, community, and staff will also be discussed.

Theoretical Framework

This study examines the impact of leadership roles and behaviors, specifically behaviors related to leadership and culture creation through transformational process. Reorganization of relationships or structure by a leader or culture of leaders in an effort to improve school effectiveness is known as transformational leadership (Cohen, 2009). Transformational theories can provide a framework from which to investigate impacts of administrative leadership on culture creation through three categories of “I’s”; Inspirational motivation, intellectual stimulation, and individualized consideration. Behaviors and actions related to the “I’s” contribute to formation of school culture.

Behaviors lending themselves to formation of common vision and goals are characteristic of inspirational motivation. Associated with inspirational motivation is a notion of pride, morale, confidence and a community that goes beyond self-interest, which may be achieved by creating a culture of leaders. Intellectual stimulation utilizes behaviors such as perspective seeking and rethinking of ideas to promote intelligence, problem solving, and innovation. Leadership behaviors associated with individualized consideration include treating staff members as individuals who are relevant and integral to school community. As educational practices shift
and change, a commitment to listening to individual concerns of staff must become a priority. Administrative support and compassion can help to ensure teachers do not mentally remove themselves from work by allowing for emotional capacity and commitment (Sabre, 2012).

Transformational leadership and the three categories of “I” extend beyond inspiration, intellect, and individualized consideration by allowing for culture development through communication, conflict management skills, teamwork, and cohesion (Dionne, Yammarino, Atwater, & Spangler, 2004). A transformational leader can create a culture by blending I behaviors with activities through opportunity and inspiration. Keeping the I’s in mind, delegation of opportunities for growth and leadership places an emphasis on staff empowerment.

United by common goals, shared leadership, and confidence, a culture can be guided by a transformational leadership roadmap. A common sense of purpose and meaning across a culture can lead to social group-confidence. Meaning and purpose encourage high expectations, risk taking, and growth, which in turn creates a stronger and more supportive culture. Additionally, the roadmap to culture creation allows teachers to approach problems in new and untraditional ways, allowing for innovation. Transformational theories suggest a close association between leadership, culture, climate, and school effectiveness, which poses the following research question.

**Research Question**

What transformational leadership efforts, if any, are most successful in creating a culture of leaders in the K-8 school setting?

**Definition of Terms**

The following terms pertain to topics of administrative behaviors, strategies, and school environment. Definitions are taken from various research essays and provide further
understanding of significant topics discussed throughout this review.

**School Culture.** School culture might also be called school environment or school climate. School culture can be described as personality of a school or quality and character of a school based on trends, patterns, goals, or values. Perceptions of culture are based on individual perceptions reflecting group trends. Safety, teaching, learning, effectiveness, relationships, morale, motivation, and environmental elements are contributors for school culture (Cohen, 2009).

**Transformation.** A transformation or transformative process is one leading to changes or reorganization of relationships or structures within a working environment in an effort to improve effectiveness or usefulness (Cohen, 2009).

**Leadership.** Leadership is the capability to motivate others through application of ability and resources. Leadership can be viewed as a way in which influence and support is managed to promote strengths and efforts of oneself or others (Eyal & Roth, 2010).

**Inspirational Motivation.** Inspirational motivation is a notion of pride, morale and confidence among a community of leaders. Behaviors associated with inspirational motivation go beyond self-interest, are visionary, and passionate (Loon, Lim, Lee & Tam, 2012).

**Intellectual Stimulation.** Intellectual stimulation is associated with innovation and creative problem solving among a community of leaders. Behaviors associated with intellectual stimulation include perspective seeking and rethinking of ideas to promote intelligence, problem solving, and innovation (Loon, Lim, Lee & Tam, 2012).

**Individualized Consideration.** Individualized consideration is treatment of individual staff members as relevant and essential to culture creation. Behaviors associated with individualized consideration include recognizing and meeting the needs of individuals through personal
development and guidance (Loon, Lim, Lee & Tam, 2012).

**Summary**

Transformation is an inclusive and proactive perspective seeking to ask all stakeholders to become members of school culture and to serve the school community as leaders. When successfully implemented, the approach engages stakeholders in such a way that staff members raise one another to higher levels of contribution and leadership. As stakeholders become leaders, they sustain and inspire for the benefit of the group and a culture of leaders is formed.

Although every school has a unique climate, several direct and indirect relationships stem from leadership. A transformative leadership model addresses school management through a framework emphasizing the three categories of “I’s”, including subsections of climate. When paved by transformation theories, pathways to a positive school climate can lead to a more effective school climate. Therefore, administrative practice based on transformative behavioral research has an ability to create a thriving environment where a community of leaders can reside.
Literature Review: Leadership and a Culture of Leaders

Formation and sustainability of school culture is strongly dictated by school administration (Sahin, 2011). Often silent and invisible, principals have an ability to use transformative theory as a means of culture creation by guiding and strengthening the multifaceted dimensions that makeup school culture. When instilled in all stakeholders, leadership becomes an underlying essence shaping and defining the nature of school.

Pushing school culture into a continual and sustainable pattern of growth, implementation of transformational leadership theories suggests a more inclusive relationship where personal and common interests motivate stakeholders. A relationship between instructional leadership and all the dimensions of school culture exists (Sahin, 2011) to include roles of staff members, morale, motivation, and overall school effectiveness.

Leadership and Leaders

Administrative leaders lead schools, teachers teach skills, and students attend school to learn. Together, this combination is a tool that can be utilized for a trickledown effect where administrative leaders have an ability to pass on strong leadership skills to the entire school culture. Assessment by means of mixed methods for 100 middle school students and 41 middle school teachers indicates collaborative involvement of administration, staff, and students throughout the process of climate change can help when creating an overall positive school environment (Conderman, Walker, Neto & Kackar-Cam, 2013). Classroom observations and a six point Likert scale survey further show teacher perception of culture is closely associated with classroom interaction while student perception is associated more by school-wide factors. Administrative goals typically encompass the idea of a strong community with shared purpose and value. Teacher goals often reflect a similar idea, but are usually contained to a classroom.
community and are comprised of a student community. Interestingly, these distinct communities and perceptions of culture exist under one roof, but are often considered separate by administration, staff, and students. Each community, however, is based upon similar concepts and skills, including all aspects of the I’s; motivation, intellectual stimulation, and individualized consideration.

As part of any culture, individuals have an ability to influence and impact through ethical aspirations of leadership. Within any level of school culture, an individual has an ability to operate with influential capacity to help achieve common goals (Dean, 2004). When united by transformative theory, teacher-leaders are effective because diverse sources of information and networks become available. As individuals, leaders within a culture are able to bring forth personal interests and knowledge while simultaneously being motivated to push for improvements and growth. Related research depicting teachers as leaders (Bowman, 2004) can similarly be aligned to the three I’s, suggesting teachers as leaders demonstrate four common abilities including management of student attention (motivation), management of meaning (intellectual stimulation), management of trust (individualized consideration), and management of self (motivation). Such techniques, when applied across any level of transformative leadership, have the capability to become a sustainable movement toward progress and growth.

**Leadership and the I’s of Transformation**

Empowerment of staff and students enables confidence and new thinking. Allowing for a lasting change on school culture, transformational models have an ability to maximize human potential while creating a climate based on communal values. Examined at the 12th International Congress for School Effectiveness and Improvement, a quasi-experimental study based on results from a climate assessment questionnaire, revealed a relationship between preferred
leadership and transformational leadership (Chirichello, 1999). Data based on six participating principals revealed each had a tendency to be transformational in management style, which was accredited for staff empowerment and tendencies to work together as a community of leaders.

Administrative leadership when associated with individual consideration is strong, but is most successful when recognized and promoted amongst staff members belonging to a larger culture. Use of the Principal Leadership Questionnaire yielded both quantitative and qualitative support indicating that when teachers are leaders within a culture, each member holds an important role in providing individualized support to one another (Lucas, 2001). Conducted across 12 schools with 475 faculty members, data analysis further supports indications of a strong correlation between shared-decision making, which is often characteristic of transformational organizations and individual teacher development.

A true transformational culture recognizes individuals as participatory leaders of self and group. United by a culture that supports and recognizes individuals as leaders in and of themselves, personal leadership is developed though intellectual stimulation. When extended into schools transformational leadership can have a stimulating influence upon the culture creation (Bowers, Marks & Printy, 2009). Relationships built upon transformative actions are groomed to improve the quality, conditions, and effectiveness of the school, staff, and students. In education, a sense of stimulation through development and progress warrants a culture to feel inspired. Four hundred voluntary participants from various organizations, including the field of education, were assessed through a five-point Likert scale questionnaire. Working for an average of 4.2 years at their current place of employment, results concluded transformational organizations instill confidence and stimulation among employees, resulting in inspired and elevated emotions
Learning and acquirement of knowledge boosts employee moral and is an important tool for meeting organizational and developmental goals.

Schools focusing on transformational leadership models are purposeful and collaborative, with a great number of staff operating in empowered and leadership roles (Tajasom & Ahmad, 2011). Empowering teachers builds high levels of commitment and boosts morale. Successful leadership behaviors back teacher decisions, provide feedback, and offer genuine individualized consideration for support and growth. Multiple regression analysis of data identifies a positive relationship between transformational leadership and subcategories of climate including morale and enthusiasm (Tajasom & Ahmad, 2011). A culture of leaders does not spontaneously appear but instead must be encouraged by those who have power within the school organization. A qualitative study conducted among 22 school departments sought to find why leaders who already hold power should encourage the sharing of power. Semi-structured interviews revealed that when run by a group or culture of leaders, that school culture became more value-driven (Jarvis, 2012). Noted in outcomes, transformational leadership appears to be linked to social engagement leading to increased levels of motivation.

Thus, transformational practice through inspirational motivation behaviors allows for stronger staff and administrative relationships and in turn, may result in stronger levels of intellectual stimulation including innovation and improvement efforts. Research indicates teachers are more likely to develop and implement new classroom practice when guided by transformational theories (Moolenaar, Daly, & Sleegers, 2013). As part of a large-scale reform effort, 51 principals and 702 teachers participated in a quasi-experimental study. Participants, selected as a sample of convenience, included all teachers within a single district. In schools where social interaction and individualized consideration between administration and staff was
higher, teachers felt supported by administration when partaking in innovative practices and risk taking. In an era where teachers are asked to seek new ideas and improve teaching practice, support for risk taking provides opportunities for innovative climate and increased school effectiveness.

**Leadership and School Effectiveness**

Principals work to manage thoughts and feelings of staff while encouraging collaborative culture and interactions among employees. Such leadership tends to facilitate an overall collective and effective school design (Chirichello, 1999). Every school has a unique climate design depending on a combination of variables which include students, parents, staff values, experiences, expectations, goals, and organizational structure. Within each climate achievement varies. As a primary focus, (Johnson & Stevens, 2006) sought to find correlations between teacher perception of school climate and effects of climate on student achievement. Voluntary teacher participants were given a School-Level Environment Questionnaire. Quasi-experimental methods of analysis concluded a positive relationship between teachers’ perceptions of school climate and student achievement exists, indicating school climate effects school achievement. Schools in which teachers perceived a positive school climate had higher rates of student achievement (Johnson & Stevens, 2006).

Conflicts are sure to arise when working and functioning as a group. As schools and organizations are able to establish strong transformational identities, conflict management becomes a group concern vs. an individual concern. A study among 108 business teams was conducted as each organization moved from a monopoly to a market-driven corporation by means of transformational leadership. When united by shared goals and visions, conflict management was found by seeking solutions that benefit the group rather than competitive
individualized solutions. It was found that transformational leadership fosters and develops effectiveness as teams grew to have the capacity to cooperatively manage conflict (Zhang, Cao & Tjosvold, 2011). Furthermore, this suggests that culture creation and transformative groups are united by communal values, which eventually lead to higher levels of group effectiveness and motivation.

Interestingly, a causal-comparative research design was employed by use of a multifactor leadership questionnaire and a teacher’s sense of efficacy scale to further test relationships between transformational climate and effectiveness (Turker, Ibrahim, & Temel, 2012). Data analysis tested hypothesized relationships through correlational and path analysis of 813 teacher surveys. Confirming a relationship between community climate and effectiveness, research indicates communal effectiveness was the strongest predictor of individual teacher effectiveness. Schools with close-knit climates often seek professional and personal advice from administration. Intellectual stimulation invites teachers to invest in change, risk taking, and new knowledge, thus leading to indirect achievements on student effectiveness (Moolenaar, Daly, & Sleegers, 2013).

By understanding leadership directly affects climate and climate indirectly influences effectiveness, ineffectiveness within schools can be addressed. When schools do not focus on creating a strong sense of community through climate, employees often feel disengaged and inclined to seek alternative employment opportunities. As mentioned previously, schools with strong climates increase employee morale, thus schools lacking relationships and morale often have high turnover rates (Ronfeldt, Loeb, & Wyckoff, 2013). For example, leading to even higher rates of turnover might be turnover itself. Turnover can be attributed to a lack of personal relationships and bonds, which are often characteristic of strong climates and motivation.
While teacher turnover rates can be attributed to several variables, a group of researchers sought to address a relationship between teacher turnover and student achievement (Ronfeldt, Loeb, & Wyckoff, 2013). While no perfect way of measuring teacher effectiveness on student effectiveness exists, regression based and value-added measures were used. Analyses of approximately 850,000 observations of fourth- and fifth-grade students across New York City elementary schools over eight academic years concludes student test scores are linked to means by which teacher turnover can have negative impacts on student achievement. This highlights an importance of administrative responsibility to provide high-level educational experiences through transformative models and behaviors.

Summary

Transformational leadership efforts guide and strengthen leadership roles and relationships. Relationships, both professional and personal become the basis, or nourishment, that feeds and strengthens culture creation in schools. Every school has a unique climate where needs of leaders and culture must be addressed on both an individual and group basis. Through transformational leadership and associated administrative behaviors, followers become leaders of self and group, allowing for a unique culture where influence, power, motivation, stimulation, and consideration fluidly shift among members as cultural dynamics determine necessary.

Transformational leadership associated with the I’s directly and indirectly effect culture creation. Direct influences include fostering of relationships, instilment of pride, and enhancement of morale among a group. Made with individual teacher-leader interests in mind, promotion of intellectual stimulation, motivation, knowledge attainment, growth though professional development, and risk taking allows teachers to become strongly vested in school culture. Direct investment from stakeholders, including staff members, can indirectly increase
student and school effectiveness.
Results & Analysis: The Creation of a Culture of Leaders

Schools are complex organizations, requiring administrators to multitask and work towards continuous improvement. Throughout this review, evidence has supported the notion that leaders have the ability to directly and indirectly effect school climate. Leaders must not be blind to information about their school when utilizing transformative theory as a path for culture creation. Administrators must create an effective school climate by understanding staff needs while also enabling an effective culture of leaders.

Results & Analysis

Research suggests lack of feedback may impact administrative behaviors (Kelley, Thornton, & Daugherty, 2005). Using a staff development and school climate assessment questionnaire, scores from 155 teachers and 31 principals were reported. Built to examine relationships between teacher perception of leadership style and climate vs. administrative perception, a Likert-type scale measured results. Analysis of data indicated principals often demonstrate blindness, meaning administrative behaviors were noticeable to teachers, but principals themselves were often unaware of their own behavior.

When united by a common plan, specifically transformative theories and the I’s, schools can strive for improvement and awareness of stakeholder needs. Schools functioning as communities, when united by common goals for improvement, are often successful (Williams & Matthews, 2005). Furthermore, research suggests plan development is equally as important as development of dialogue with staff about plans (Davies, 2003). A qualitative cross case comparison of 21 case studies further supports the notion of communication and collaboration among educational professions. When collaboration and engagement for change efforts become goals of an entire institution, a significant change is more likely to take place (Holley, 2009).
In successful cases, collaboration and communication assumed a primary role throughout the process. Behaviors associated with inspirational motivation, intellectual stimulation and individualized consideration are predictors of a positive school climate (Cohen, 2009). Behaviors associated with transformative leadership are contextual and may not be relevant in all situations. Importance and ability to identify which behaviors are most conducive to current school culture is relevant for effective leadership (Yukl, 1999). Therefore, administrative and leadership behaviors associated with a positive school climate include appropriate support of visions and goals, perspective seeking, rethinking of ideas, treatment of staff as relevant individuals, and collaborative communications between all stakeholders.

School experience as created by leadership functions as a nexus of climate. Creation of a positive culture is a burden, falling not among individuals, but among all staff members. Although administration has an ability to influence a broader school environment, responsibility and action to create a climate conducive to success falls upon all individuals (Conderman, Walker, Neto & Kackar-Cam, 2013; Dean, 2004; Moolenaar, Daly, & Sleegers, 2013). In cultivating a culture of leaders, administration can help others become leaders by seeing, doing, and being part of a culture that strives for success through transformational behaviors.

Mixed method research is utilized in a majority of transformative, school culture, and leadership studies using mainly questionnaires and scale based measurements to obtain results. As a preferred method of management (Chirichello, 1999), transformative leadership provides a purposeful model (Tajasom & Ahmad, 2011) from which to build a culture of leaders (Nicholson, 2013). Guided by transformative theories, teachers are more apt for risk taking (Moolenaar, Daly, & Sleegers, 2013), which may lead to key innovations and advancements in educational practice. Motivated by individual and group values associated with transformative
leadership (Cohen, 2009; Jarvis, 2012; Loon, Lim, Lee & Tam, 2012; Lucas, 2001), teachers form stronger communal bonds (Ronfeldt, Loeb, & Wyckoff, 2013) and thus are more likely to contribute to culture that fosters school achievement (Johnson & Stevens, 2006) and effectiveness (Turker, Ibrahim, & Temel, 2012; Zhang, Cao & Tjosvold, 2011).

Leadership efforts most successful in creating a positive climate are those whose frameworks align with behaviors associated with inspirational motivation, intellectual stimulation, and individualized consideration (Bowman, 2004; Sahin, 2011). However, transformative leadership behaviors are contextual (Yukl, 1999) and responsibility lies upon leadership to identify which behaviors are most conducive and relevant per school climate and contextual makeup. Transformative theories can act as a catalyst for culture creation (Bowers, Marks & Printy, 2009) and if properly utilized and structured by administration has the ability to sustain and maintain effective culture behaviors (Biswas, 2009).

**Summary**

Transformative theory, when applied by administration can aid in culture creation. Proper utilization and maximum potential of the framework is most successful in cases where application is tweaked to meet individual school, student, and staff needs. Functions of transformation vary per context and have the ability to directly and indirectly affect school culture. The capability to work both independently and as a cohesive unit or culture may dictate transformative success. Behaviors associated with the I’s require influence and leadership from all stakeholders. Once communal bonds within a culture are strong and closely aligned to behaviors associated with the I’s, positive interactions including risk taking, motivation, morale, effectiveness, and achievement are likely to be elevated. When correctly implemented and
maintained within a culture, such behaviors have the potential for sustainability, meaning that the behaviors have the potential to become long-term habits.
Creation of a Culture of Leaders: Recommendations and Conclusion

In an effort to create the most successful culture of leaders, administration must first understand and explore which route will best fit the school culture for its journey into transformation. With this knowledge, leaders are able to lead and direct without having a blind eye to any part of the process. Embarkment to revive the life force of school culture calls for several leadership recommendations and future research. A visual depiction and instructional model for culture creation though transformational leadership is inserted below in Figure 1.
Figure 1. Model for Creation of an Effective Culture of Leaders through Transformation
Recommendations for Leaders

School culture can be thought of as an assemblage of several concurrent communities functioning both inside and outside of itself. Thus, communities constructed by various variables and led by many leaders exist independently within the school culture yet revolve around a broad school context and when coupled with other independent communities, forms school culture. Understanding cultural dynamics of a community is relevant for effective leadership (Yukl, 1999). In an effort to unite employees in a culture of leadership, administrators must recognize and address the needs of individuals as well as the needs of the cultural whole. Working blindly can lead to misconceptions and differences of perception among staff and administration. Successful leaders support teachers, accept feedback, and strive for betterment through continued and structured success of transformative behavior.

Figure 1 further illustrates transformational leadership and its ability to transform a group into an effective culture of leaders. Physical construction of a school is similar to culture creation in that both are built from the outside in. First the foundation is laid and then the walls that will support the building are put into place. In the case of transformation and culture creation, all stakeholders become the foundation as they support and move the theory forward. Without openness for change, the idea would crumble, as would a schoolhouse built upon unstable walls.

Inspirational motivation, intellectual stimulation, and individualized consideration are the guts of the model. These parts and pieces allow the building and theory to run smoothly. For example, a modern day school without classrooms, a gymnasium or office might find itself looking back at the construction blue prints, wondering where the design went awry. Similarly, the design of culture creation though transformation cannot effectively evolve without working from the outside in. Continual consideration and inclusion of the elements that make up the
triangular shape of the model upon which the effective culture of leaders exists is essential. In addition, as within any school, regular maintenance checks are scheduled. For administration, regular maintenance checks of the building blocks of culture creation are essential to ensure openness of change, and that pride, morale, and innovation among individuals remains constant.

Upon the structural building blocks, culture creation is formed as administration, students, and staff choose to become an effective culture of leaders. As previously mentioned, various communities and cultures exist within school settings yet have the ability to function as a whole when necessary. Figure 1 depicts subcultures of administration, staff, and students as individual functioning groups that can be united as an effective culture when all building blocks of transformative theory are maintained and nurtured. The outer circle of the transformative culture overlaps both in and outside of the school, representing the idea that an effective group can function both inside and outside of itself. Nevertheless, understanding the essentials of school culture does not guarantee culture creation or sustainability. Creation and sustainability require a continual driving force though participation, motivation, stimulation, individual consideration and regular maintenance through reflection.

**Recommendations for Further Research**

Based on this review, implementation of transformation calls for numerous concurrent strategies and behaviors. When isolated, further research of the three “I’s” might create a better understanding of specific behaviors as related to climate creation and context. For example, when isolated, which “I” behaviors are best suited for a climate with low/high morale? Research within a culture of leaders might also be conducted to assess climate variability over time. Additionally, longitudinal studies might suggest sustainability of transformational leadership of culture creation over time.
Furthermore, it is recommended that future transformative studies of culture and leadership creation address relationships between stakeholders. Specifically, a gap seems to exist in describing relationships between administration and students.

**Conclusion**

Leadership created by administration functions as a nexus of school culture. Creation of a leadership-based culture is a burden, falling not among individuals, but among all staff members. Although administration has an ability to influence a broader school environment, responsibility and action to create a climate conducive to success falls upon all individuals (Moolenaar, Daly, & Sleegers, 2013). In cultivating a culture of leaders, administration can help others become leaders by seeing, doing, and being part of a culture that strives for success through transformational behaviors.

Mixed method research is utilized in a majority of transformative, school culture, and leadership studies using mainly questionnaires and scale based measurements to obtain results. As a preferred method of management (Chirichello, 1999), transformative leadership provides a purposeful model (Tajasom & Ahmad, 2011) from which to build a culture of leaders (Nicholson, 2013). Guided by transformative theories, teachers are more apt for risk taking (Moolenaar, Daly, & Sleegers, 2013), which may lead to key innovations and advancements in educational practice. Motivated by behaviors associated with transformative leadership (Cohen, 2009), teachers form stronger communal bonds (Ronfeldt, Loeb, & Wyckoff, 2013) and thus are more likely to contribute to a culture that fosters school achievement (Johnson & Stevens, 2006) and effectiveness (Turker, Ibrahim, & Temel, 2012).

Leadership efforts that have been most successful in creating a positive climate are those whose frameworks align with behaviors associated with inspirational motivation, intellectual
stimulation, and individualized consideration. However, transformative leadership behaviors are contextual (Yukl, 1999) and responsibility lies upon leadership to identify which behaviors are most conducive and relevant per school climate and contextual makeup.

School climates are dependent on a combination of variables, however, individuals or groups can commit to educational and professional improvements by practicing behaviors associated with the “I’s” of transformation. Constructed from data included within this review, teachers can become leaders in and of their educational community. Administrative leadership can eventually allow for supportive innovation through risk taking and communication. By consciously practicing behaviors associated with transformational leadership, a culture of innovative leaders can forge a path for a more effective and leader-based school climate.
References


