Chapter 2
Transformational Leadership and Teacher Engagement in an International Context

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ABSTRACT
Leadership and teacher engagement are important and meaningful themes for teacher development. Culture has also been considered an important variable in cross-cultural research for a long time. This chapter proposes that the behavior of transformational leaders in schools will positively influence teachers’ engagement in their jobs and schools. This chapter also suggests three propositions with relation to Korean culture values as moderators. Specifically, the relationship between transformational leadership and teacher engagement will be stronger when followers more strongly perceive power distance, harmony, and informal social ties. The review and integration of this comprehensive literature review provides significant implications for researchers studying teacher engagement and school improvement.

INTRODUCTION
A recent review of the literature indicates that transformational leadership is one of the key factors that critically influences teachers’ motivation and teaching performance (Bass, 1985; Kark, Shamir, & Chen, 2003). Several researchers have identified the fact that a leader’s behavior affects the followers’ thoughts, attitudes, and behaviors through time spent interacting within school settings, and thus successfully leads to achieving educational and school goals (Bass, 1985, 1990; Podsakoff, MacKensie, Moorman, & Fetter, 1990). Due to the importance of transformational leadership, most organizations - including private companies, public organizations, and schools - invest considerable resources in leadership development (Ardichivili & Manderscheid, 2008), so research on leadership has become one of the most popular areas of teacher education and development.

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Engaged teachers give their schools competitive advantages (Rich, Lepine, & Crawford, 2010). Therefore, school principals expect all teachers to become fully engaged in teaching activities and student services. However, contrary to these expectations, many teachers globally are not engaged. For example, according to Aon Hewitt’s 2013 survey (Hewitt, 2014) of more than 7 million employees in 155 countries around the world, only 22% of employees worldwide were highly engaged and 39% of employees worldwide were not engaged. This high number of “not engaged” employees is good evidence that researchers must examine not only workplace employee issues but also teacher engagement issues. Because of this growing concern about employee engagement, school leaders’ interest in teacher engagement has gained considerable popularity since Kahn’s first study on engagement in 1990 (Harter, Schmidt, & Hayes, 2002; Rich et al., 2010).

Along with engagement, school administrators’ leadership is another key factor which has critically influenced teacher performance (e.g., Bass, 1985; Burn, 1978; Kark et al., 2003). Specifically, the leaders play a critical role in influencing followers’ thoughts, attitudes, and behaviors by spending time with the followers in school settings, and thus successfully achieving the ultimate educational goals (Bass, 1985, 1990; Podsakoff et al., 1990). Due to the importance of leadership, most schools invest the largest percentage of their budgeted training and development allocation in leadership development (Rivera & Paradise, 2006; Rossmiller, 1988), and research on leadership has become one of the most popular areas in the field of teacher education and development (Meister, 2010).

Taken together, both transformational leadership and teacher engagement have become an important and meaningful research theme for educational researchers. However, despite the importance of transformational leadership and engagement in school settings, little research has examined this issue within an international context such as Korea where social values are culturally different from those of the US. Typically, Korean national culture is characterized by power distance orientation, harmony, and informal social ties (Hofstede, 2001). Thus, the purpose of this chapter is to review related literature about transformational leadership and teacher engagement and integrate major themes to lay out best practices for teacher training and development in an international setting. More specifically, we explain how cultural variables are factored in to explain the influential process between transformational leadership and teacher engagement within an international context.

To present our research theme, we first review the definitions and psychological conditions of teacher engagement. For the literature review, we utilized the integrated literature review method by Torraco (2005) to synthesize diverse streams of literature. We comprehensively searched and reviewed various outlets of publications, including journal articles, books, book chapters, and even government documents to examine the definitions, core concepts, and specific features in terms of transformational leadership, teacher engagement, and Korean cultural values. The second section of this chapter focuses on the foundations of transformational leadership including the definitions and core components of transformational leadership. The third section explores the Korean cultural values that are expected to play a moderating role between a leader and follower including power distance orientation, harmony, and informal social ties. The last section presents implications found from the integrative literature review.

**ENGAGEMENT**

**What Is the Engagement?**

Kahn (1990), who first used the term engagement in academia, proposed that engagement is the concurrent expression of one’s preferred self and
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