Chapter 13

Teacher Perception of Head of School Transformational Leadership, Transparency, and Accountability of School Financial Management

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ABSTRACT

This study investigates the effect of teachers’ perception of head of school transformational leadership, transparency, and school’s financial management accountability. Using 120 samples from high school teachers’ perception in Madiun Central Java region, this study found that teachers’ perception of head of school transformational leadership has a positive impact on the transparency and accountability of the school’s financial management. This implies that transformational leadership style of the head of school is an important factor of the school’s financial management to increase its transparency and accountability.

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INTRODUCTION

The effectiveness of Indonesia Act. No. 32 year 2004 about District Administration dictates the foundation changes in the education area which is from the centralistic management system to the decentralization management system. This transformation demands the adjustment and changes in the school organization management that in some issue should be managed similar to private organization (Onorato, 2013). This reformation of course have been impacted the head of school leadership. Ling and Ibrahim (2013) said that school leadership have been become a priority on the international education policy agenda, play the important role to increasing school performance by impacting motivation, teacher ability, and school environment.

Leadership is one of the crucial factor that functioning any organizational effectively (Gemeda and Lee, 2020; Syafi, et.al, (2019); Iscan, Estari and Naktiyok, 2014; Antonakis and House, 2014). Leadership is an important organization moving factor trough management and handling changes on the organization (Komariah and Triatna, 2006; Hall, Johnson, Wysocki, & Kepner, 2008). Thus, the existence of leadership is not only a matter of a symbol of an organization but it is more to the positive influence on the organization. Based on those statement, in the case of a school, it can be argue that the successful of a school to achieve its goal depends on the school leadership, whether the leadership able to manage all of the school resources effectively and efficiently.

There has been a great interest in term of leadership styles and its effects on organization. Among those styles, transformational leadership style has received extensive popularity as compared with other style (Khalili, 2016; Mittal & Dhar, 2015; Schaubroeck et al., 2012). According Gupta, Singh, Kumar, & Bhattacharya (2012), the popularity of transformational leadership is due to the different methods in motivating creativity of employees as compared with other leadership style. Transformational leadership has been found effected many organizational outcome both directly or indirectly (Gemeda and Lee, 2020; Eliyana, Ma’arif, and Muzakki, 2019; Syafi, et.al, (2019)). However, the results are still not conclusive.

Indonesia Act. No. 17 year 2003 about governance financial management stated that principally governance financial management should be conducted in accordance with the regulation, efficient, economist, effective, transparent, and accountable based on fairness and properness. Such that on the Education Ministry Regulation No. 19 year 2007 about education management standard which stated that the direction of management of investment and operational cost of a school should be socialized to the whole school members to guarantee the transparency and the accountability of the fund management. With the transparency and accountability of the fund management, the school stakeholders will get the information about the consumption of the fund.
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Research on transparency and accountability in education sector has been done by many researchers (see for example: Eric and Margaret (2006); Lee and McWilliam (2007); Boy and Siringoringo (2009); and Anggraini (2013)). Those prior researches suggest that transparency and accountability have relationship with economy, performance, reducing gap (Eric and Margaret, 2006); learning process management (Lee and McWilliam, 2007); fulfilling the demand from the stakeholders (Boy and Siringoringo, 2009); and the school member participation (Anggraini, 2013). Therefore, it can be concluded that transparency and accountability have a positive impact on school management.

However, the issues of transparency and accountability are still become an interesting topic. There are still many problems and cases regarding transparency and accountability occurred in the education area. Jawa Pos (2014) releases news that many high schools in Madiun Central Java region have stopped their teaching learning process as the school members carry out a demonstration to protest their head of schools and his/her teams. The demonstration forces the head of schools to resign from their position as they do not put their trust to the head of schools anymore in their school management. Furthermore, the media release news about the cases of ex-head of school of SMAN 1 Madiun and SMAN 5 Madiun who have been sued five year jail and repay governance loss and fine by Surabaya corruption court. From all of the above cases, it can be notion that the head of school has not manage the school financial according to the standard of transparency and accountability as mandated by regulation and expected by stakeholders. Therefore, the aim of this research is to explore the relationship between teacher’s perception of the head of school transformational leadership, transparency and accountability of school financial management.

The rest of this paper organized as follow. Brief literature review is discussed as follows with hypothesis development. Research method is then presented, including the sample and hypothesis testing method. In the next section, data, empirical findings and discussion are presented. The final section concludes the paper along with limitations and future research.

LITERATURE REVIEW AND HYPOTHESES DEVELOPMENT

Leadership is the most commonly discussed topic in many area of research. Leadership is one of the important aspects of management. Topic of leadership has been investigated since many decades ago. The theory of leadership has been developed from many of view. Trait, behavioral, inspirational, and characteristic of leadership is among those views (Gemeda and Lee, 2020; Robbins et al., 2009; Carasco-Saul et al., 2015). As stated before, among many styles of leadership, transformational
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leadership style has received extensive popularity as compared with other style (Khalili, 2016; Mittal & Dhar, 2015; Schaubroeck et al., 2012).

Theory transformational leadership is a theory of leadership that has been recently become a popular topic (Givens, 2008). Vincent-Hoper et al., (2012) conducts literature review on this theory concludes that leaders with transformational characteristics manage organizations by anticipating and communicating organization visions, common goal, and share values. To achieve the organization goal, transformational leaders set an illustration of the requested behavior of their employees.

A range of literatures found that transformational leadership impacted organization performance, both directly and indirectly trough many organization outcomes or factors. Prior studies find that transformational leadership directly positively related to innovative work behavior (Gemeda and Lee, 2020; Iscan, Estari and Naktiyok, 2014) and work engagement, while indirectly positively related to work outcomes (task performance and innovative work behavior via work engagement) (Gemeda and Lee, 2020). Shafi, et.al, (2019) also find that transformational leadership positively effect organizational innovation. Eliyana, Ma’arif, and Muzakki, (2019) find that transformational leadership has positive effect on job satisfaction and organizational commitment. However, they fail to prove that transformational leadership directly effect work performance, rather than through job satisfaction. This finding is in contrary with Iscan, Estari and Naktiyok, (2014) who concludes that transformational leadership affects organizational performance. In sum, those prior studies find that transformational leadership has relationship with organizational outcomes that finally impacted performance. However, the effect of transformational leadership on transparency and accountability, which are important factors of organizational performance, seems to be ignored, especially in education organization. Therefore, this study contributes to filling the gap.

Burns (1978) develops the idea of transformational leadership model and implemented it in a politic context; and continues it into school management context. The head of school have to be able to enlighten the national education visions and bring transparency and accountability in the school financial management. Managerial tasks in a school include personal management, budget control, developing strategic goals, networking with external parties, and applying accountability in education sector (Odomery and Ogbonna, 2013). The school needs strong leadership in the school financial management.

Transformational leader is a leader who is skillful in leading, champion change, transforming organization into a better or the best one (Warrick, 2011). Keller (1992) stated that transformational leadership is a leadership who focusing on the fulfillment of the highest level of Maslow’s hierarchy which are the need for self-esteem and self-actualization. The fulfillment of the highest level of Maslow’s hierarchy in line with Simic (1998) witch stated that transformational leadership has attributes witch are
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creativity, team orientation, appreciation, influence, responsibility, and recognition. Transformational leadership has ability to inspire and motivate the employer to achieve higher than its plan. There are four factors that characterized leadership transformational known as four ‘I’ which are: idealized influence, inspirational motivation, intellectual stimulation, and individual consideration (Simic, 1998; Amstrong, 2002; Given, 2008; Hall et al., 2012; Odumeru and Ogbonna, 2013; Shafi, et al., 2019). Sarros and Butchatsky (1996) argue that transformational leadership model is the best leadership concept to characterize a leader.

Transformational leadership is an ideal leadership in a school (Hallinger, 2003) as it is a key success for an organization transformation (Simic, 1998). Furthermore, Fullan (2005) stated that with the transformational leadership in a school, it will occur the changing process on the leadership that are refer to school accountability, unacceptable status quo, new strategy adoption, and strive for transparency system. Onorato (2013) on his research argue that the transformational leadership in a school able to change status quo with leadership framework similar to leadership in business company how manage private industry, which include human resource management, budget control, determining strategic goals, collaborate with the external strength, and accountability in education sector.

From the discussion above, it can be concluded that transformational leadership is a leadership that able to force the increasing of individual behavior of the organizational member into a better changes. According to Hall, Johnson, Wysocki, and Kepner (2012) and Shafi, et al. (2019), there are four factors that characterized transformational leadership, known as “four I”, which are idealized influence, inspirational motivation, intellectual stimulation and individual consideration. Therefore, in the case of school financial management, the head of school with the “four I” characteristics should be increased the transparency and the accountability of the school financial report.

Indonesian Act. No. 20 year 2003 section 48 indicates that management education fund should fulfill a few principles such as fairness principal, efficiency, transparency and accountability for public. The transparency and accountability for public are crucial as one of responsibility report for public (Nuraini, Suhartati and Rahman, 2012; Boy and Siringoringo, 2009; and Salama, Catheart, Andrews, and Hall, 2006). Nuraini, Suhartati and Rahman (2012) stated that management financial government is an activity that will influence the public prosperity, while Boy and Siringoringo (2009) said that financial fund for school is not only from government but its from students parent through the school committee, therefore it should be manage transparently and accountably. Salama et al. (2006) argues that transparency and accountability are important factors to achieve education institution reformation. The demand of transparency is increasingly considered as a fundamental part of the accountability of the higher education institution (Saraite-Sariene, Rodriguez and Rosario, 2018).
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Transparency is an openness or disclosure of all action or policy taken by government or institution (Hamid, 2007; Saraite-Sariene, Rodriguez and Rosario, 2018). Transparency principal create trust between institution and public via the availability of information that guarantee easiness to get reliable information. In school context, transparency means full disclosure of what school has been done (Hamid, 2007). Ricci (2013) stated that transparency increasing legitimacy as professional entities that provide public service; avoiding bad management practices; and facilitate public debate and participation regarding the school/university strategic decision. Transparency also can prevent corruption (de Mingo and Cerrillo-i-Marinez (2018). In this case, information is important for public in order to participate on the school management. Thus, the school should actively provide information about policies and services for public for example through brochure, leaflet, website, newspaper, radio, or television (Dharma, 2007). School’s financial transparency is crucial in order to increase student parents’ support, society, and government on the implementation of all education programs in the school (Dharma, 2007).

Accountability can be seen as the ability to provide accountable report (Suharto, 2005). Budiardjo (1998) and Mardiasmo (2002) defines accountability as responsibility from agent to principal. In more detail, Hamid (2007) states that accountability is the agent (in this case the school management or the head of school) obligation to provide any information about all of the school activities and its performance to the stakeholders. Furthermore, Zamroni (2000) indicates that accountability is associated with participation, meaning that accountability is only exist when there is participation from all school stakeholders. Therefore, the goal of accountability is to create public trust on the school in order to increase the stakeholder’s participation on school management.

According to Jalal and Supriadi (2001) there are three aspects that will guarantee an education institution quality, which are competence, accreditation, and accountability. Dharma (2007) states that there are three main pillars as prerequisite to develop accountability, which are: (1) transparency of school management by accepting feedback and participation from all stakeholders in school management; (2) measurable key performance indicators; (3) participation to always create comfortable environment to provide community services with easy procedures, low cost, and quick.

From the discussion above, it can be argued that transparency and accountability are two important factors to manage a school in order to achieve education institution reformation as mandate by Indonesian Act. Transformational leadership is the best leadership type that requires in achieving the institution reformation. It is expected that the transformational leadership from the head of school can increase the stakeholder participation including all teachers in school financial management. Therefore, the hypotheses developed in this paper are as follows.
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H₁: Teacher’s perception of the transformational leadership of the Head of School positively influence on the transparency in school financial management.

H₂: Teacher’s perception of the transformational leadership of the Head of School positively influence on the accountability in school financial management.

The arguments can be seen in the illustration below.

**Figure 1.**
Whereas:
TL: Teacher’s perception of the transformational leadership of the Head of School
TRANS: Transparency in school financial management
ACCT: Accountability in school financial management

**RESEARCH METHOD**

**Population, Sample and Sampling**

We use primary data to test the hypothesis. The population in this study is all high school teachers in Madiun Central Java regency. We employ purposive sampling method to choose the sample with criteria as follows: (1) Teachers who have been acting as head of school before, as this teacher assumed have done leadership process in the school. (2) Teachers who ever did candidate examination for head of school and pass the test, as this teacher assumed have ever did on job training in one of the schools. (3) Teachers with position as vice head of school. (4) Teachers who have ever been as vice head of school. (5) Teachers with position as school treasury. (6) Teachers who have ever been as school treasury. To gather the data, this study using
survey technique with close ended questionnaire with five point Likert scale from (1) very disagree to (5) very agree.

**Variables and the Measurement**

There are two dependent variables in this study, which are transparency in school financial management and accountancy in school financial management. Transparency in school financial management is defined as the provision of financial information with full disclosure and honest from school management to society based on the consideration that society have right to know honestly on the school responsibility about financial management entrusted to the school (Hamid, 2007). We use twelve indicators from Hamid (2007) to measure variable transparency in school financial management.

Accountability in school financial management is defined as the obligation to provide responsibility or to answer and to explain the performance and activities in the school management to parties who have right to get information in order to reach goals or objectives set periodically (Hamid, 2007). We use ten indicators from Hamid (2007) to measure variable accountability in school financial management.

The independent variable in this study is teacher’s perception of transformational leadership of head of school. Transformational leadership is a type of leadership which proactive in management human resource, budget control, determination of strategic goals, collaboration with external parties, and accountability in education sectors (Warrick, 2011). We use three components of transformational leadership which are leading, championing change, and transforming organizations from Warrick (2011) indicators to measure this independent variable.

**Data Analysis Method**

We develop two simple regression models to test the hypothesis in this study as we have two dependent variables, which are transparency and accountability. We use *Statistical Product and Service Solutions* (SPSS) with level of significance 0.05 ($\alpha = 5\%$). The simple regression models in this study are as follow.

\[ H_1: \text{TRANS} = \alpha + \beta \text{TL} + e \]

\[ H_2: \text{ACCT} = \alpha + \beta \text{TL} + e \]

Whereas:

TL: Teacher’s perception of transformational leadership of the Head of School
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TRANS: Transparency in school financial management  
ACCT: Accountability in school financial management  
e: error term

**RESULTS AND DISCUSSION**

Based on the purposive sampling characteristic, the number of samples of this study is 120 high school teachers in Madiun Central Java regency with the total response rate 83.33%. The detail information of the sample is presented in Table 1, while Table 2 shows the results of demographic respondents and Table 3 the results of descriptive statistics test.

**Table 1. Sample**

<table>
<thead>
<tr>
<th>No.</th>
<th>Explanation</th>
<th>Unit (Exemplar)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Questionnaires distributed</td>
<td>144</td>
</tr>
<tr>
<td>2</td>
<td>Questionnaires collected</td>
<td>133</td>
</tr>
<tr>
<td>3</td>
<td>Uncompleted questionnaires</td>
<td>(13)</td>
</tr>
<tr>
<td>4</td>
<td>Questionnaires analyzed</td>
<td>120</td>
</tr>
<tr>
<td>5</td>
<td>Total response rate</td>
<td>83.33%</td>
</tr>
</tbody>
</table>

From the Table 2, it can be seen in Panel A that the respondents’ gender are equally almost the same. From this result we can confidence conclude that there are no gender bias in this study. Panel B indicates that the respondents mostly have age between 31 – 50 years old. It can be implied that most of the teachers are in the productive age. Panel C shows that all of the teachers have higher education with bachelor degree are 70%, while master degree are 30%. This result is in accordance with regulation in Indonesia that dictates all of teachers must have an education degree minimal bachelor degree. Panel D indicates that most of the teachers have teaching experience between 11 – 30 years. It means that the respondents have sufficient knowledge to express their perception about teaching and the school financial management.

This study aims to test the hypothesis that the perception of teachers about transformational leadership of the head of school has positive impact on the transparency and accountability of school financial management. Therefore, before we test the hypothesis, we conducted all tests that should be done in regression analysis as well as doing reliability and validity test of all items to measure latent
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Table 2. Demographic Respondent

<table>
<thead>
<tr>
<th>Panel A</th>
<th>Explanation</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>58</td>
<td>48.3</td>
</tr>
<tr>
<td>Female</td>
<td>62</td>
<td>51.7</td>
</tr>
<tr>
<td></td>
<td>120</td>
<td>100</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Panel B</th>
<th>Age (year)</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 – 30</td>
<td>14</td>
<td>12</td>
</tr>
<tr>
<td>31 – 40</td>
<td>42</td>
<td>35</td>
</tr>
<tr>
<td>41 – 50</td>
<td>48</td>
<td>40</td>
</tr>
<tr>
<td>51 - 60</td>
<td>16</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>120</td>
<td>100</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Panel C</th>
<th>Education</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor</td>
<td>84</td>
<td>70</td>
</tr>
<tr>
<td>Master</td>
<td>36</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>120</td>
<td>100</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Panel D</th>
<th>Tenure (year)</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 – 10</td>
<td>10</td>
<td>8.3</td>
</tr>
<tr>
<td>11 – 20</td>
<td>57</td>
<td>47.5</td>
</tr>
<tr>
<td>21 – 30</td>
<td>45</td>
<td>37.5</td>
</tr>
<tr>
<td>31 – 40</td>
<td>8</td>
<td>6.7</td>
</tr>
<tr>
<td></td>
<td>120</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 3. Descriptive Statistics

<table>
<thead>
<tr>
<th>Variable</th>
<th>N</th>
<th>Range</th>
<th>Min</th>
<th>Max</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>TL</td>
<td>120</td>
<td>36</td>
<td>39</td>
<td>75</td>
<td>53.63</td>
<td>6.44</td>
</tr>
<tr>
<td>TRANS</td>
<td>120</td>
<td>32</td>
<td>24</td>
<td>56</td>
<td>36.62</td>
<td>5.37</td>
</tr>
<tr>
<td>ACCT</td>
<td>120</td>
<td>37</td>
<td>28</td>
<td>65</td>
<td>42</td>
<td>6.33</td>
</tr>
<tr>
<td>Valid N</td>
<td>120</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

variable. All of the test requirements have been fulfill. The results of the hypothesis test are presented in Table 4 and 5.
The value of adjusted $R^2$ is 0.287 and 0.138 as indicated in Table 4 and 5 respectively. It means that 28.7% of the variable of transparency of school financial management can be explained by the variable perception of teachers about transformational leadership of the head of school, while the remaining 71.3% is influenced by other factors beyond this study. Furthermore, the accountability of school financial management is influenced by the variable perception of teachers about transformational leadership of the head of school only 13.8%, while the remaining 86.2% is influenced by other factors beyond this study. The significance value of the model (F test) in both regression model of this study is less than 0.05, therefore it can be concluded that both of the model is feasible to predict the impact of independent variable on dependent variable as it can be seen in Table 4 and 5 respectively.

Table 4 and 5 indicates that both hypotheses ($H_1$ and $H_2$) are supported by data, as significance values of the t-test are 0.000, which is less than 0.05 of significant level. Thus, it can be concluded that the perception of teachers about transformational leadership of the head of school has positive impact on the transparency and accountability of school financial management, as shown in Table 4 and 5, respectively.

**Table 4. Regression Model-1**

<table>
<thead>
<tr>
<th>Variable</th>
<th>Coefficient</th>
<th>Std. Error</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Constant)</td>
<td>12.373</td>
<td>3.49</td>
<td>3.545</td>
<td>.001</td>
</tr>
<tr>
<td>TL</td>
<td>0.452</td>
<td>.065</td>
<td>6.995</td>
<td>.000</td>
</tr>
<tr>
<td>Adjusted $R^2$</td>
<td>0.287</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F-Statistic</td>
<td>48.937</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prob. (F-Statistic)</td>
<td>0.000</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Dependent Variable: TRANS

**Table 5. Regression Model-2**

<table>
<thead>
<tr>
<th>Variable</th>
<th>Coefficient</th>
<th>Std. Error</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Constant)</td>
<td>21.92</td>
<td>4.519</td>
<td>4.851</td>
<td>.000</td>
</tr>
<tr>
<td>TL</td>
<td>0.374</td>
<td>0.084</td>
<td>4.475</td>
<td>.000</td>
</tr>
<tr>
<td>Adjusted $R^2$</td>
<td>0.138</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F-Statistic</td>
<td>20.03</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prob. (F-Statistic)</td>
<td>0.000</td>
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</table>

Dependent Variable: ACCT
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The results of this study provide evidence that head of school leadership has a positive impact on transparency and accountability of school financial management. It can be inferred that head of school has a very strategic role to manage and regulate policies in a school. The leadership characteristic that suitable to fulfill an education reformation is transformational leadership (Bass and Avolio, 1992). The existence of good head of school leadership, especially transformational leadership, will be able to influence every activity in the school environment. In this case, the activity includes transparency and accountability in school financial management.

According to Logos (2003); and Saraite-Sariene, Rodriguez and Rosario, 2018), transparency and accountability are two concepts that correlated, as without transparency it will be impossible to be accountable and vice versa. Transparency of school’s financial management means provide financial information openly and honestly to community. School financial management that is transparent has characteristics such as: the existence of school responsibility; the existence of accessibility on financial report by community; the existence of school financial report publication; the existence of community right to access audit report of the school financial report; and the existence of school performance information. Transparency of financial management in school closely related with the character and policy implements by the head of school. Thus, the character of the head of school influences the policy of financial management the school he/she leads. Financial transparency is crucial in order to increase support from parents, community and government to implement all education programs in the school (Dharma, 2007). It will increase the legitimacy of the school as a public institution (Saraite-Sariene, Rodriguez and Rosario, 2018).

Furthermore, the results of this study provide evidence that head of school leadership has a positive impact on accountability of school financial management. This result is in accordance with previous studies that found transformational leadership of the head of school has positive impact on the accountability of school’s financial management (Boy dan Siringoringo, 2009; and Anggraini, 2013). Similar with other organization, the implementation of accountability concept conducted with the existence of regular audit of financial report published by government auditor. The head of school transformational leadership increasing the honest and full disclosure of financial report, thus the possibility of finding nonconformity on the audit process will decrease.

CONCLUSION

Based on the analysis and discussion, it can be concluded that the perception of teachers of transformational leadership of the head of school has positive impact
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on the transparency and accountability of school financial management. This study has implication that to fulfill the transparency and accountability in school financial management as mandate by regulation, a school should be led by a head of school with transformational leadership characteristic. Head of school who managed school financial transparently and accountably is expected to gain trust from all stakeholders (e.g. government and school committee) and it will easier to get funding. However, the results should be used with cautiously to generalize it into other context, as this study has many limitations. The limitations of this study are (1) the respondents of this study are only limited on high schools teachers in Madiun Central Java Regency, (2) the limitation attached in survey studies, (3) the ability of independent variable to explain the dependent variables is still relatively low.

Topic of leadership characteristic and the impact on financial management in education is still a rapidly evolving area, and new research is clearly needed to understand the key factors important in this issue. Therefore, this study suggests further research in a way; such as (1) expand the sample into different regency as different regency perhaps has different culture, (2) differentiate between public and private school, as some regulation in financial management will not prevail to private school, (3) employ interview method to collect data in order to gather depth understanding in this topic.

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