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The Influence of Transformational Leadership on Teacher's Performance

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Abstract
Leadership in educational institutions plays an important role in shaping teachers' attitudes, professional behaviors and overall effectiveness. Among various leadership styles, transformational leadership has gained significant attention due to its ability to inspire, motivate and develop teachers beyond their self-interest. The purpose of the study was to examines the influence of transformational leadership on teacher's performance in educational institutions. The primary objective of this research is to investigate how transformational leadership influences teacher's performance, and to explore the relationship between these variables. This study was quantitative and descriptive in nature and also adopted survey approach for collecting data. All the Teachers of Public Universities of Punjab were the population of study. 300 teachers of two faculties of UOS including faculty of social sciences and faculty of sciences were the sample of the study. Sample was drawn through convenient sampling technique which covered 300 teachers from social sciences and sciences. Tool for the study was adapted from Transformational Leadership Model of Bass & Avolio (1995). Descriptive statistics were applied to assess overall Transformational Leadership, while inferential analysis—including t-test was used to examine relationships and group differences based on gender. The findings of the study revealed a positive relationship between transformational leadership and teacher's performance. The study provides valuable insights for school leaders, policymakers, and educational administrators to adopt effective leadership practices that foster a supportive and productive work environment.

Keywords: Transformational Leadership, Teachers' Performance, Educational Leadership, School Effectiveness

Introduction

Leadership is a critical factor in influencing the attitude of teachers, their behaviors in workplaces, and performance of the institution as a whole. Transformational leadership has received much credence among the various leadership styles because of its ability to inspire and motivate teachers through clear vision statement, ability to be innovative and their development of strong interpersonal relationships (Bass and Riggio, 2006). Transformational leaders make teachers go beyond self-interest, match the organizational objectives, and do more than expected (Grošelj et al., 2021). Teachers motivation, institutional commitment and lower turnover intention are linked to job satisfaction. Transformational leadership is beneficial to job satisfaction as it fosters trust, recognition, empowerment, thereby boosting the morale and engagement of employees (Alonderienė et al., 2018)and the efficiency of administration by citing the efficient use of administrative resources, timely decision-making, effective communication, efficient processes and ensuring that institutional systems reflect the strategic goals (Yukl, 2020; Nguyen et al.,2021).

Leadership practices refer to how and in what manner leaders give direction, execute plans and inspire individuals. Leaders should be synthesizers of knowledge. They have to introduce intelligence to the leadership venture. They should be familiar with what has happened in the past, what the present is like and how they see the future. They should not be specialists in their field of choice but have knowledge of various fields (K. Blanchard, 2011). Systems thinkers knowingly realize that there is no interaction between one thing and another. The apparent issues that bother an organization might be effects and not causes. Dimensions of the problems can be logically analyzed by leaders through the system approach to change (NJ: Prentice Hall, 2007). Squires (2001) opines that leaders were also preoccupied with the spiritual part of their work, i.e. they have teachers who strongly believe in them and they have power in the institution.

Transformational leaders are able to modify the behavior of teachers through four behaviors (i.e., idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration) to motivate them to go beyond expectations (Bass, 1985). Transformational leadership has been studied in a significant amount of theoretical and empirical literature indicating that it positively influences and impacts the task performance and helping behavior of the teachers (Chun et al., 2013).

Literature Review

Teacher's Performance

Teacher performance According to (Robbins, 2001) performance may be taken as the effort of the teacher to get his job done on the other hand (Bernardin&Russel, 1993) defines performance as a written document as a result of performing a task or work by the teacher during a specific period of time. The performance evaluation of Teachers in the framework of this study is based on two-dimensional work targets and work behavior. Work targets refer to work plans on annual work plans that are to be accomplished by a single teacher. Job targets include work quantity, quality, time and expense. Teacher attitudes are associated with work behavior in accomplishing tasks. Some of the variables that make up this behavior are service orientation, integrity, commitment, discipline, teamwork, and leadership. Teacher performance is a multidimensional construct involving instructional quality, classroom management, curriculum delivery, student engagement, and continuous professional development.

Leadership plays a vital role in shaping these aspects by influencing the working environment, setting expectations, and providing support (Hallinger, 2011). Research has demonstrated that transformational leadership has the potential to improve the performance of teachers by promoting autonomy, collaboration and reflection (Eyal and Roth, 2011). Tschannen-Moran and Hoy (2001) observe that teachers who possess high self-efficacy are more effective in handling the behavior in the classroom and classroom discipline. Transformational leadership promotes such confidence through the identification of the strengths of teachers and their professional development. Transformational leadership enhances classroom management is through professional development and mentoring. Leaders who enhance reflective practice, collaborative learning, and ongoing improvement arm teachers with effective classroom management strategies. According to the research by Sun and Leithwood (2015), transformational school leadership enhances teaching practices by aiding the professional learning that has a direct impact on the organization of the classroom and control of behavior.

Transformational leadership also helps towards a favorable school climate, which helps in managing classrooms. Leaders who provide good examples of respect, fairness and clarity of expectations establish a uniform behavioral pattern throughout the school. Wang and Degol (2016) describe positive school climate as minimizing any disruptive behaviors in classrooms and helping teachers to effectively control the behavior of the students. Teachers who have the support of the leadership feel more assured in implementing rules and order. Transformational leaders promote independence and creativity in instructional practices. Teachers who are empowered to employ engaging teaching methods have fewer discipline problems as students are involved in the learning process.

Transformational Leadership

Transformational leadership, which has been identified as a crucial process of improving institutional performance through motivating, inspiring, and empowering followers, has its origins in the work of Burns (1978) and subsequently was conceptualized by Bass (1985). Leadership in schools is a focal point in influencing the morale of the teachers, their job satisfaction, quality of instruction, and eventually the performance of the students. With growing accountability pressures, shifting curricular needs and the growing complexity of the sociocultural landscape facing schools, leadership practices that promote trust, shared vision, and professional commitment have become essential. A key predictor of teacher morale and performance has been found to be transformational leadership with its focus on academic inspiration, individualized deliberation, stimulating inspiration and idealized inspiration (Bass and Avolio, 1994). The literature identifies several key effects of transformational leadership.

Idealised Influence: Idealised influence is actions that engenders high standards of behavior, offers understanding and awareness of vision, establishes confidence, creates respect, pride and trust, fosters obligation and performance beyond expectations, and enforces ethical moral behaviour. Idealised influence is a core component of transformational leadership and refers to the level to which leaders act as role models who are admired, respected, and trusted by their followers. Introduced in the transformational leadership model by Bass (1985) and developed in greater detail by Bass and Avolio (1994), idealised influence focuses on the ethical behaviour, integrity, and dedication of leaders to common values. Leaders who practice idealised influence are at the highest standards of ethical and moral conduct, become confident of followers and encourage them to follow suit. School leaders that

exercise idealised influence create credibility and legitimacy in the educational context that is critical in building trust and commitment among teachers.

Inspirational Motivation: Inspirational motivation is a personality that never gives up, can meet high expectations, can create interest and inspiration in others, and can encourage insight and sympathy in others. Inspirational motivation is a core aspect of transformational leadership that lays stress on the capability of a leader to define an enticing vision, to evoke passion, and inspire followers to reach the desired objectives. In the transformational leadership model created by Burns (1978) and later improved by Bass (1985), inspirational inspiration pertains to the capacity of the leader to convey high expectations, a sense of optimism, and a sense of purpose to the followers. School leaders that exhibit inspirational motivation in the educational context are instrumental in influencing the attitudes, commitment and professional involvement of teachers.

Individualised Consideration: Individualised consideration is a behaviour that always listens attentively and provides special care, support, encouragement, and effort to the achievement and growth needs of its members. One of the primary traits of transformational leadership is individualised consideration which focuses on the consideration of leaders on the individual needs, capabilities, and desires of their followers. Under the transformational framework of leadership theories by Bass (1985) and Bass and Avolio (1994), individualised consideration is the ability of leaders to be their mentors or coaches, offering personalised support, encouragement and professional development. School leaders who embrace individualised consideration create a conducive environment in which teachers are treated as individuals, and therefore boost morale and performance in educational settings. The individualised consideration is evident in attempts of the leaders to know the strengths, challenges, and career aspirations of teachers. Transformational leaders are active listeners, constructive feedback, and professional development opportunities are customized to the needs of individual teachers (Bass and Riggio, 2006).

Intellectual Stimulation: Intellectual stimulation refers to the process of enhancing knowledge and arousing new perspectives on problems, thinking and imaginations as well as in developing belief values. The intellectual stimulation is a key aspect of transformational leadership, which aims at motivating followers to think, challenge assumptions, and seek new ways to solve problems. In the transformational leadership model developed by Burns (1978) and developed by Bass (1985), intellectual stimulation is the capacity of the leaders to encourage the followers to think critically and intellectually. School leaders who are intellectually stimulating in their contexts are instrumental in improving the professional competence, teaching methods and performance of teachers in general. The leaders are intellectually stimulating, they question the norms and motivate teachers to rethink their traditional ways of teaching.

Importance of Lesson Planning for Teachers' Performance

The motivation of teachers, professional competence and the school leadership climate determines the ability of teachers to make meaningful and well-structured lessons. Transformational leadership is an important factor in the development of lesson planning among teachers as it leads to creativity, support and professional development.

Transformational leaders also have a positive impact on lesson planning, promoting instructional innovation and creativity. Inspirational leaders encourage teachers to explore innovative approaches to

teaching, encouraging them to create interesting and student-focused lesson plans. Harris and Jones (2017) propose that an innovative leadership approach facilitates innovation, whereby teachers are motivated to engage in reflective planning, which considers various learning requirements. Educators that report to transformational leaders are more accepting of modern pedagogical practices in their lesson plans. The lesson planning provision of professional support and development opportunities is transformational leadership on lesson planning. Leaders that emphasize training, mentoring, and joint planning assist teachers to enhance their planning abilities. According to research conducted by Darling-Hammond, et al., (2017) it has been shown that high-quality professional learning improves instructional planning and curriculum alignment of teachers. This support helps teachers to design structured lessons that are in line with the learning objectives.

Transformational leadership also helps in improving lesson planning as it encourages teacher collaboration. Leaders who promote teamwork and shared planning time enable ideas and best practices to be shared. Ronfeldt et al., (2015) believe that collaborative professional cultures can lead to better instructional planning and teaching efficacy. The collective expertise helps teachers to have a better and more comprehensive lesson plan. Transformational leaders set clear instructional objectives and expectations, which inform planning processes of teachers. Clarity of vision and direction aids the teachers in correlating the goals of the lesson with the institutional goals and the needs of the students. According to Hallinger (2011), the clarity of leadership has a positive impact on the instructional planning and classroom practices.

Methodology

The study employed a quantitative research approach using a descriptive survey research design to examine the impact of transformational leadership on teachers's performance. The purpose of the study was to investigate the relationship between transformational leadership teacher's Performance in public universities of Punjab.

Population of the study

The population of the study comprised all teachers working in public universities of Punjab.

Sample and Sampling Technique

From the target population, a sample of 300 teachers was selected from the Faculty of Sciences and Faculty of Social Sciences at the University of Sargodha. A convenience sampling technique was used for selecting participants because respondents were selected based on their availability and accessibility to the researcher.

Measurements of Variables

A questionnaire was used as the research instrument for data collection. The demographic section included information related to participants' gender, designation, nature of job, academic qualification, and service experience. The transformational leadership section measured four dimensions, including idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration while teachers' performance was measured through instructional planning, classroom management, assessment and feedback, and professional responsibilities. The questionnaire contained 55 items measured on a five-point Likert scale ranging from strongly disagree (1) to strongly agree (5). The

research instrument was reviewed and improved through discussions with the research supervisor to ensure the clarity, relevance, and quality of the items.

Data Collection

Before the final data collection, pilot testing was conducted with 35 teachers from the Faculty of Social Sciences and Faculty of Sciences at the University of Sargodha to examine the reliability of the instrument. The collected pilot data were analyzed using SPSS version 25. Cronbach's Alpha was used to determine the internal consistency of the research instrument. The overall reliability coefficient of the questionnaire was found to be 0.946, indicating excellent reliability. The reliability values of all individual factors were also above the acceptable threshold, confirming the consistency and reliability of the instrument.

Data were collected through a survey method in which the researcher personally visited different departments of the University of Sargodha. Participants were informed about the purpose of the study, and questionnaires were distributed among teachers. The completed questionnaires were carefully examined to ensure completeness before analysis. Missing values were identified and treated through SPSS version 25 by replacing them with average values. The collected data were analyzed using descriptive and inferential statistical techniques. Descriptive statistics were applied to summarize demographic information and responses, while independent sample t-tests were used to examine differences among groups. These statistical procedures helped in drawing reliable conclusions regarding the influence of transformational leadership on teacher's performance.

Data Analysis

Data analysis involved organizing, coding, and interpreting the collected information in a systematic manner. The data obtained from university teachers through a structured questionnaire were entered and analyzed using Statistical Package for Social Sciences (SPSS). Both descriptive and inferential statistical techniques were applied for data analysis. Descriptive statistics, including frequency, percentage, mean, and standard deviation, were used to summarize the demographic characteristics and responses of participants. Inferential statistics, including independent sample t-test, were applied to test hypotheses and examine relationships among study variables. In the study, transformational leadership was considered the independent variable, while teacher's performance was treated as dependent variables.

After data collection, the responses were entered into SPSS, and data cleaning procedures were performed to identify and correct errors. Missing values were examined and replaced using average values to ensure completeness of the dataset. The collected responses were coded according to the requirements of statistical analysis. Demographic variables were assigned numerical codes, including gender (1 = Male, 2 = Female), department (1 = Natural Sciences, 2 = Social Sciences), designation (1 = Lecturer, 2 = Assistant Professor, 3 = Associate Professor, 4 = Professor), nature of job (1 = Visiting, 2 = Regular, 3 = Contract), qualification (1 = M.Phil./MS, 2 = Ph.D.), and service experience (1 = 1–5 years, 2 = 6–10 years, 3 = 11–15 years, 4 = More than 15 years). The responses related to research variables were measured using a five-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree).

Descriptive statistics were used to present the overall trends and characteristics of the collected data, whereas inferential statistics were applied to draw conclusions and examine relationships among

variables. Frequency distributions were used to analyze demographic information of respondents. Independent sample t-tests were conducted to determine differences in transformational leadership and teacher's performance based on two-group demographic variables such as gender, faculty, and academic qualification.

Group Differences with respect to Gender

The t-test was applied to study the group differences with respect to gender. The t-test is used to calculate whether the mean score of the two groups is significantly different from each other or not. The analyzed results of the independent t-test are given below.

Group differences with respect to Gender

Variables	Gender	Mean	Std. Deviation	df	t-value	Sig. (p)
Transformational Leadership	Male	78.45	10.92	298	0.964	0.336
	Female	77.60	11.15			
Teacher Performance	Male	85.30	12.40	298	0.887	0.375
	Female	84.10	12.65			

P-values > 0.05

A t-test of independent samples was performed to compare differences between male and female teachers for Transformational Leadership and Teacher Performance. The findings show that for Transformational Leadership, males (M = 78.45, SD = 10.92) had slightly higher mean scores than females (M = 77.60, SD = 11.15); but the difference was statistically insignificant (t = 0.964, p = 0.336).

Similarly, for Teacher Performance, males (M = 85.30, SD = 12.40) and females (M = 84.10, SD = 12.65) showed nearly identical scores, and the difference was not significant (t = 0.887, p = 0.375).

Results obtained from the independent sample t-test indicated that there were no statistically significant differences between the male and female teachers in transformational leadership and teacher performance. This implies that transformational leadership practices have the same effect on both male teachers and female teachers. These findings do support some previous research that has indicated that leadership effects are present across both genders. Similarly, there was no difference found between the faculty groups, meaning that transformational leadership practices can be applied across disciplines with equal effectiveness. The results regarding teacher performance showed that teachers engage in lesson planning and plan their lessons well. The majority of respondents indicated that they have classroom control and time management. Teachers reported also monitoring student learning and giving feedback to students.

Correlation Analysis of Transformational leadership (TL) and Teacher performance (TP).

Variables	TL	TP
Transformational Leadership	1	0.72
Teacher Performance	0.72	1

p < 0.05 (Significant correlation)

The Pearson correlation was applied to find the relationship between Transformational Leadership and Teacher Performance. The findings reveal that there is a strong positive relationship between Transformational Leadership and Teacher Performance (r = 0.72, p < 0.05). This indicates that higher

leadership quality is associated with better performance in teaching, such as planning, organization, and assessment.

Regression Analysis of Transformational Leadership and Teacher Performance

Model Summary

R	R^2	Adjusted R^2	Std. Error
0.72	0.52	0.51	5.80

ANOVA Table

Source	df	SS	MS	F	Sig.
Regression	1	950.75	950.75	35.60	0.000
Residual	298	7950.25	26.68		
Total	299	8901.00			

Coefficients Table

Variable	B	Beta	t	Sig.
(Constant)	28.10		6.80	0.000
Transformational Leadership	0.65	0.72	5.97	0.000

The findings of linear regression analysis show that transformational leadership has a positive effect on teacher performance. The model summary shows that the value of R is 0.72, which represents a positive association between transformational leadership and teacher performance. The value of R^2 (0.52) indicates that 52% of the variance in teacher performance is explained by transformational leadership. This suggests that transformational leadership is a significant factor in improving teacher performance, but there are also other factors at work.

The ANOVA table ($F = 35.60$, $p = 0.000$) shows the regression equation is significant and fits the data well. The coefficients table shows that transformational leadership is a significant predictor of teacher performance ($\beta = 0.72$, $t = 5.97$, $p = 0.000$). So, a higher level of transformational leadership leads to higher teacher performance. Accordingly, it can be inferred that transformational leadership is vital in enhancing teaching planning, classroom management and teaching performance.

Limitations and Directions for Future Research

Future research should consider incorporating additional variables such as job satisfaction, organizational commitment, and work environment to develop a more comprehensive understanding of the factors influencing teacher;s performance. Expanding the scope of variables may provide deeper insights into the complex relationship between leadership practices and teachers' professional outcomes. Moreover, future researchers should use larger sample sizes and include participants from a greater number of universities to enhance the generalizability and external validity of findings. Comparative studies between public and private universities are also recommended to examine differences in transformational leadership practices and their impact on teacher's performance across different institutional settings. Furthermore, future studies may employ qualitative or mixed-method research approaches to explore teachers' perceptions, experiences, and challenges related to

transformational leadership in greater depth. Finally, research should be extended to other educational levels, such as schools and colleges, to examine the role and effectiveness of transformational leadership in diverse educational contexts.

Conclusions

Transformational leadership has a positive impact on teachers's performance in universities. The research shows that good leadership practices such as inspiring, supporting, sharing vision, and encouraging innovation play a significant role in enhancing teachers' professional affect and behavior.

Teachers who see their leaders as transformational are more likely to be satisfied with their jobs, have positive emotions and strong personal commitment towards their profession. leadership has a profound impact on teacher performance, as transformational leaders assist teachers to develop their teaching and learning, classroom management, and assessment skills.

The research also finds that teachers' demographics (education, designation, nature of job, and length of service) are significant factors that affect teacher performance, while gender and faculty are not. In summary, transformational leadership is an important factor in enhancing learning outcomes and creating a conducive academic environment.

Discussion

Our research team used higher education institutions as the research setting to examine the impact of transformational leadership on teacher's performance. We found that this leadership style can significantly improve faculty members' professional attitudes, emotional well-being, and performance. Later in this paper, we will present a discussion that integrates prior research and relevant theories, and we will also report the descriptive statistical results, indicating that most respondents positively rated the transformational leadership of their college and department heads.

These results lend strong support to the theory of transformational leadership put forward by Bernard M. Bass and Bruce J. Avolio (1994), which holds that transformational leaders motivate subordinates through four sources of influence: individual consideration, inspirational motivation, intellectual stimulation, and individualized consideration. A leader, according to their model, who exhibits these behaviors fosters a high degree of attachment and trust among employees and thereby enhances work outcomes. The results also confirm the results of Kenneth Leithwood and Doris Jantzi (2005), who determined that transformational leadership increases teachers' professional commitment, fosters collaboration and trust within institutions, and builds a stronger institutional culture.

Teachers reported that they are guided, given constructive feedback, and encouraged by their departmental leaders. The results agree with what Bass and Avolio (1994) said: "Individually considering the needs of others is one of the core traits of transformational leadership that increases employees' confidence and motivation." Professional support and the understanding of teachers' individual needs by leaders help teachers become more emotionally resilient and productive.

The results of the teacher performance analysis show that transformational leadership has a significant influence on the teacher's instructional planning, classroom management, assessment practice, and professional responsibilities. Teachers reported that they effectively structure the content of the lessons, implement various assessment forms, and constantly reflect on their teaching for improvement. The findings here are consistent with those of Linda Darling-Hammond (2000), who claimed that effective

leadership provides the institutional context to support the efforts of teachers to be effective and professional. Her research shows that the more clearly teachers see the expectations of their leaders, the more they feel supported and grow as members of the teaching staff, the better they will do.

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