

Impact of Transformational Leadership on Educational Institutions

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Abstract

Transformational leadership is becoming more well-known and influential in educational institutions. This study examines the effects of transformational leadership on institutional culture, teacher attitudes, and student achievement in Pakistani educational institutions. We conducted the study in the province of Punjab, Pakistan, home to approximately 0.54 million teachers. The study included 304 respondents, of whom 119 were female and 185 were male. Respondents belonged to different educational institutes: higher education (24.0%), secondary schools (29.6%), and 46.4% were from primary educational institutions. We employed random sampling using the Likert scale and closed-ended items in conjunction with open-ended questionnaires. We analyzed the data using SPSS 23 and descriptive statistics. The results show that transformational leadership fosters cooperation and continuous development by positively influencing institutional culture. Teachers working under positive transformational leadership have greater job satisfaction, motivation, and dedication to the achievement of their students. Although there is a clear level of student engagement, improving academic performance and problem-solving abilities calls for tailored leadership strategies.

Keywords: Transformational leadership, educational institutions, academic institutes, institutional culture, educational leadership

Introduction

The world of educational institutions has seen a rise in the popularity and influence of transformational leadership. Scholars have generated

significant enthusiasm regarding the impact of transformational leadership on organizational climate, educator perceptions, and student achievement within the learning context (Kareem et al., 2023). It is essential to comprehend the effects of transforming leadership in learning institutions to improve leadership techniques, academic results, and learning surroundings (Podsakoff et al., 1990).

As initially described by Bass and Avolio (1994), the idea of transformational leadership emphasizes the abilities of leaders to motivate and guide the people around them toward greater levels of efficiency and personal development. Transformational leaders move beyond transactional relationships by establishing a vision, defining specific objectives, and enabling people to realize their maximum potential (Longshore, 1987; Bass, 1990). Senior leaders' charismatic traits influence the mindsets and behaviors of individuals across the organization, fostering intellectual stimulation, personal concern, and role modeling (Bass, 1995). Educational institutions, especially those at the school level, are crucial in determining how people and communities will develop in future generations (Yang et al., 2011). There has been a lot of discussion on leadership inside these institutions, particularly transformational leadership, which appears to be a notable and significant strategy. There is, however, a shortage of research that particularly examines the effects of transformational leadership in the surroundings of Pakistan's educational institutions. This study, which focuses on institutions in Pakistan, attempts to close this gap by examining the effects of transformational leadership in educational institutions.

The importance of undertaking this research, in particular, regarding the setting of educational institutions in Pakistan, stems from the distinctive possibilities and challenges that occur in the educational system of the country. The educational environment in Pakistan is varied, with many socioeconomic, geographic, and cultural elements impacting how educational institutions operate (Tipu et al., 2012). It is essential to comprehend how transformational management affects this particular setting to improve educational leadership practices, academic outcomes, and learning environments that are suited to the requirements of Pakistani teachers and students. The objective of the study is to investigate and

analyze the effects of transformational leadership in Pakistani educational institutions.

Research Questions

The following are some of the questions driving this research:

1. What effect does transformational leadership have on the corporate culture of educational institutions?
2. How do educator perspectives and job satisfaction in educational institutions relate to transformational leadership?
3. What impact does transformational leadership have on students' academic performance?

Research Contribution

This study intends to add to the body of knowledge by offering empirical data and analysis on the effects of revolutionary leadership in educational institutions, with a focus on Pakistani institutions. The present research aims to highlight the challenges in educational institutes in Pakistan by examining the connection between transformational leadership, teacher attitudes, student achievements, and organizational culture. The results of this study will not only advance scholarly understanding but also assist policy-makers, practitioners, and educational professionals in their initiatives to improve leadership styles and academic results in the Pakistani environment.

Literature Review

The effects of transformative leadership in educational settings have been the subject of numerous studies, especially from Pakistan's perspective by Mokhber et al. (2011). According to them, their exploration of the relationship between transformative leadership and organizational culture yielded corroborating findings regarding academic-oriented environmental streams. Furthermore, the performance of an academic organization, which relies on its effective transformational leadership, ultimately determines its success (Faisal et al., 2012).

Abbas et al. (2012) also reached similar conclusions through their exploration of the relationship between transformational leadership and creative work styles in educational environments. Consequently, their study findings revealed various innovative approaches vital for the success of an institution, based on the positive impact of transformative leadership behaviors on creative work styles among the staff. In addition, Sharifirad

(2013) concluded that transformational leadership plays a vital and significant role within educational institutions, influencing creative work styles and employees' health, ultimately leading to improved staff health and job satisfaction.

The literature has also revealed an association between transformational leadership and institutional performance, which becomes stronger when organizational culture plays a vital role in moderation, as revealed in the study of Rahmatullah et al. (2022). Research has shown that educators' adoption of transformational leadership styles significantly impacts students' academic achievements (Rashid et al., 2020; Ullah et al., 2018). Additionally, literature also revealed the vital role of transformational leadership styles in making and shaping the culture within such educational institutions. Likewise, Kiran (2020) inspected and found a positive impact of the conflict resolution that played an intervening role in the association between transformational leadership and the culture of the institution (Wilson Heenan et al., 2023).

For an in-depth understanding and know-how of the organizational culture prevailing within educational institutions, Asad et al. (2022) provided detailed explanations about transformation-oriented leadership styles, with an emphasis on the secondary level schools in Pakistan. By exposing the organization's culture from the perspective of instructors, this study also contributes to the field of educational leadership. The results of the present research may be useful to the Department of Education and Literacy, legislators, educational leaders, and instructors for improved comprehension of institutional culture. The findings of the study can help encourage a change regarding transformational leadership in educational settings. Stakeholders like the Department of Education, politicians, educational leaders, and teachers can work together to establish an empowering and enriched learning atmosphere that encourages the prospective of students as well as teachers by emphasizing the positive effects of leadership on school culture. This research has also laid the groundwork for potential investigations into leadership practices in Pakistan and abroad (Asad et al., 2022).

In educational institutes, the mindsets of educators and satisfaction with work are important elements (Hyseni & Hoxha, 2021). The study by Qayyum et al. (2021) investigates the association between private school

educators' opinions on the transformational leadership style and their creative behavior, as well as the mediating role that perceptions of organizational culture play in this association (Qayyum et al., 2021). It was discovered that instructors were more imaginative in their work when they believed that their administrators were transformational leaders, as well as that their institutions' cultures were stronger, employee-oriented, fair, reliable, and collaborative (Amin et al., 2013; Kareem et al., 2023; Kim et al., 2017; Rehman & Siddiqua, 2023). Researchers also found that perceptions of organizational culture mediated the relationship between evaluations of transformational leadership style and creative employment behavior (Andrews & Lewis, 2002; Goddard et al., 2007; Levine & Marcus, 2010; Lomos et al., 2011; Longshore, 1987).

The in-depth literature analysis shows how transformational leadership has a big influence on educational institutes. Studies carried out in many settings, involving Pakistan and other nations, repeatedly point out the beneficial effects of transformational leadership on a range of consequences, including organizational culture, staff inspiration, creative practices, and performance as a whole (Braun et al., 2013; Muriuki et al., 2022; Nemanich & Keller, 2007; Walumbwa et al., 2004).

Research Methods

Materials and methods include the research layout, research instruments, samples, data collection procedure, and data evaluation techniques. These methodological specifics guarantee openness and lay the groundwork for comprehending how the study was carried out to look into the effect of transformative leadership in educational settings.

Research Design

The study used a questionnaire survey to obtain data from respondents about their opinions about transformational leadership and its influence on educational organizations. We created the questionnaire based on the research objectives and the findings from the literature review for this study.

Population of the Study

Pakistan has a wide variety of educational institutes, ranging from primary schools to higher education. Approximately 1.8 million educators are serving in these institutes. For convenience, we limit our research to the

province of Punjab. Almost 0.54 million educators are serving in different educational sectors of Punjab (CEIC, n.d.). The study included 304 participants, of which 119 were female and 185 were male.

Sample and Sampling Technique

The research focused on schools and colleges in Pakistan and involved teaching staff from a variety of educational organizations. We collected the data using a random sampling technique. We created a questionnaire to collect the data. We selected the respondents who were willing to participate in the research study.

Research Instrument

The questionnaire's design included a mix of Likert-scale and closed-ended items. We used Likert scale questionnaires to evaluate respondents' impressions of transformational leadership, organizational culture, school culture, teacher attitudes, and student performance. The reviewed literature provided the basis for the creation of the questionnaire materials, drawing from earlier studies. We adapted the questionnaire materials from previous studies (Abbas et al., 2012; Faisal et al., 2012; Mokhber et al., 2011; Sharifirad, 2013) and other pertinent studies to meet the objectives of this research. To check the veracity and clarity of the questionnaire's materials, subject-matter experts examined them

Data Collection

According to the proximity and ease of the participants, data gathering included providing the questionnaire surveys to them both in person and online. We provided participants with specific instructions on how to fill out the questionnaire, allowing them a specific amount of time to complete it.

Data Analysis

Descriptive statistics assisted in the analysis of the collected data. We employed SPSS 23, a popular statistical software program, to analyze the data for this study. The primary aim of the data assessment was to explore the relationship between transformational leadership, institutional culture, educator perceptions, and student achievement in Pakistani academic institutions. We used various statistical tests, including mean, standard deviation, and frequency percentage, to address the research objectives.

We compiled and presented the details of the participants and their responses to the survey items using descriptive statistics. For this,

calculations of percentages, frequencies, means, and standard deviations were necessary. Descriptive statistics have provided a summary of the participants' demographic makeup, which includes gender, age, and type of academic institution.

Before proceeding to the major analyses, we performed a reliability evaluation to assess the internal coherence of the questionnaire items related to transformational leadership, organizational culture, views of educators, and student performance. We assessed the validity of the indicators using Cronbach's alpha coefficient. It was clear that the items inside the framework were dependable and might be employed in further research when Cronbach's alpha score was high (usually above 0.70).

We assessed the effectiveness of transformative leadership in predicting educator perspectives and student performance using regression analysis. We utilized a multiple linear regression model to determine if transformational leadership positively impacted teacher attitudes such as work satisfaction, motivation, dedication, and conviction in their influence on student learning. Similarly, we used a multiple linear regression model to investigate the impact of transformational leadership on aspects of student performance such as academic success, commitment, and problem-solving abilities.

Results

The findings of the study that looked at the effects of transformational leadership in institutions of learning are discussed with the help of statistics. A survey-based research instrument was adopted for the collection of the desired data from respondents regarding their views on transformational leadership, organizational culture, teachers' attitudes toward teachers, and the performance of the students. The responses were graded on a Likert scale of 1 to 5, with 1 being "strongly disagree" and 5 being "strongly agree."

Demographic Information

The proportion of respondents by gender

Of the 304 overall participants, 119 (39.1%) reported being female and 185 (60.9%) as male (table 1). This suggests that there was a fairly equal representation of female and male respondents in the poll.

Table 1
Gender distribution of the respondents

Gender	Frequency	Percent
1	119	39
2	185	60.9
Total	304	100.0

1= female, 2= male

Age of the Participants

Based on their chronological age, we divided the participants into five groups: "Under 25," "25-34," "35-44," "45-54," and "54 and above" (table 2). The age group between 35 and 44 had the highest number of respondents, followed by 44, and the age group with 54 and above had the lowest number. The breakdown is as follows:

- There were 46 respondents (16.1%) under the age of 25.
- The age range of 89 respondents (29.3%) was 25 to 34.
- The age range of 91 respondents (29.9%) was 35 to 44.
- The age range of 52 respondents (17.1%) was 45 to 54.
- The respondents with an age of 54 or older were 26 (8.6%)

Table 2
Age distribution of the respondents

Age	Frequency	Percentage
1	46	15.1
2	89	29.3
3	91	29.9
4	52	17.1
5	26	8.6
Total	304	100.0

1=Under 25, 2=25-34, 3=35-44, 4=45-54, 5=54 and above

Type of Educational Institution

Respondents in the poll came from a variety of academic institutions (Table 3). More respondents were from primary educational institutions, while there were almost equal respondents from higher education and secondary schools. The summary is as follows:

- Respondents from institutes of higher education were 73 (24.0%).
- There were 90 respondents, or 29.6%, from secondary schools.
- There were 141 respondents (46.4%) from primary educational institutions.

Table 3

Educational Institution of the respondents

Educational Institute type	Frequency	Percent
1	73	24.0
2	90	29.6
3	141	46.4
Total	304	100.0

1= higher education, 2= secondary schools, 3= primary educational institutions.

Researchers can better comprehend the traits of the study respondents with the help of descriptive data. An appropriate number of males and females from diverse demographics and educational backgrounds make up our participant pool. Understanding the demographic information of the participants is crucial as it allows us to analyze the survey's outcomes, taking into account their diverse viewpoints and perspectives. When examining responses on transformational leadership, organizational culture, perceptions of teachers, and student achievement in Pakistani educational institutes, this offers a helpful background.

Descriptive statistics of the Questionnaire survey

Transformational Leadership (TL)

The study's first section focused on transformational leadership (TL), examining how educational leaders inspire and motivate their staff by cultivating a sense of purpose, encouraging creativity, offering personalized support, and setting challenging objectives. The respondents generally believed that their institution's leaders were exhibiting transformational leadership skills, as seen by the mean values for every transformational leadership question ranging from 3.80 to 3.93 (Table 4 A). Yet, there were differences in the participants' perceptions. The TLQ2 ("My school leader encourages creativity and innovation among teachers") yielded the highest mean value (3.93), indicating a high perception of this aspect of transformational leadership.

The TLQ3 ("My school leader provides individualized support and guidance to help me develop professionally") and TLQ4 ("My school leader communicates high expectations and sets challenging goals for teachers"), on the other hand, both got lower mean results (3.80 and 3.84, respectively), indicating a less positive view of these elements.

Institutional Culture (IC)

The second part of this research examined organizational culture, examining the importance of teamwork and collaboration and how to promote them, as well as how to give instructors autonomy, acknowledge their efforts, and promote a culture of continuous growth and development. Each organizational culture question received a mean score between 3.62 and 3.98. The maximum mean value (3.98) was given to ICQ1 ("Collaboration and teamwork are valued and encouraged in our institution"), demonstrating a high perception of a culture of collaboration. The minimal mean value (3.62) was obtained for ICQ3 ("Teachers are given autonomy and decision-making authority in our institution"), indicating that instructors do not view themselves as having much autonomy (Table 4 B).

Teacher Attitudes (TA)

The third component of the survey focused on teachers' attitudes, looking at their motivation, job satisfaction, conviction in their influence on students' learning, and dedication to the institution's achievement. The average scores for each question about teachers' attitudes varied from 4.02 to 4.24. All four items yielded significant mean ratings, indicating that teachers typically exhibit a positive mindset. The maximum mean responses (4.24 and 4.21, respectively) for TAQ3 ("I believe that my efforts as a teacher make a positive impact on student learning") and TAQ4 ("I am committed to the success and goals of our educational institution") indicated an intense belief in the impact on student academic achievement and an intense dedication to the institution's objectives (Table 4 C).

Student Performance (SP)

The research's fourth segment evaluated student performance, paying particular attention to academic success, active participation in the learning process, optimistic learning behavior, efficient approaches to solving problems, and passion for academic endeavours. Every student evaluation

question had a mean score that varied between 3.75 and 3.91. With a mean grade of 3.91, SPQ2 ("Students in our institution actively engage in the learning process") had the maximum perception of student involvement. On the other hand, SPQ1 ("Students in our institution demonstrate a high level of academic achievement") and SPQ4 ("Students in our institution demonstrate effective problem-solving skills") both achieved minimum mean results (3.78 and 3.75, respectively), indicating a lower perception of educational achievement and problem-solving abilities among students (Table 4 D).

The survey's weighted average decision result across all parts was 3.90, which shows that respondents generally believed transformational leadership had a beneficial impact on organizational culture, educator perspectives, and student achievement.

Table 4 A

Descriptive statistical results from Questionnaire survey for Transformational Leadership (TL)

Questions	SD (%)	D (%)	N (%)	A (%)	SA (%)	Mean	σ	Decision
TLQ1	12 (3.9)	20 (6.6)	34 (11.2)	186 (61.2)	52 (17.1)	3.80	0.93	Low perception
TLQ2	13 (4.3)	13 (4.3)	29 (9.5)	176 (57.9)	73 (24.0)	3.93	0.98	High Perception
TLQ3	13 (4.3)	25 (8.2)	34 (11.2)	169 (55.6)	63 (20.7)	3.80	0.99	Low perception
TLQ4	13 (4.3)	19 (6.3)	35 (11.5)	171 (56.3)	66 (21.7)	3.84	0.97	Low perception

Answer Scale: SD=Strongly Disagree, D=Disagree, N=Neutral, A=Agree, SA=Strongly Agree, Decision-weighted average= $66.32 \div 17 = 3.90$

Table 4 B

Descriptive statistical results from Questionnaire survey for Institutional Culture (IC)

Questions	SD (%)	D (%)	N (%)	A (%)	SA (%)	Mean	σ	Decision
ICQ1	8 (2.6)	16 (5.3)	25 (8.2)	180 (59.2)	75 (24.7)	3.98	0.8	High Perception

ICQ2	7 (2.3)	21 (6.9)	38 (12.5)	178 (58.6)	60 (19.7)	3.87	0.88	Low perception
ICQ3	13 (4.3)	38 (12.5)	54 (17.8)	145 (47.7)	54 (17.8)	3.62	1.04	Low perception
ICQ4	5 (1.6)	16 (5.3)	98 (12.5)	185 (60.9)	60 (19.7)	3.91	0.82	High Perception

Answer Scale: SD=Strongly Disagree, D=Disagree, N=Neutral, A=Agree, SA=Strongly Agree, Decision-weighted average= $66.32 \div 17 = 3.90$

Table 4 C

Descriptive statistical results from Questionnaire survey for Teacher Attitudes (TA)

Questions	SD (%)	D (%)	N (%)	A (%)	SA (%)	Mean	σ	Decision
TAQ1	7 (2.3)	9 (3.0)	28 (9.2)	175 (57.6)	85 (28.0)	4.05	0.83	High Perception
TAQ2	8 (2.6)	16 (5.3)	29 (9.5)	157 (51.6)	94 (30.9)	4.02	0.92	High Perception
TAQ3	3 (1.0)	6 (2.0)	14 (4.6)	172 (56.6)	109 (35.9)	4.24	0.71	High Perception
TAQ4	2 (0.7)	3 (1.0)	21 (6.9)	179 (58.9)	99 (32.6)	4.21	0.66	High Perception

Answer Scale: SD=Strongly Disagree, D=Disagree, N=Neutral, A=Agree, SA=Strongly Agree, Decision-weighted average= $66.32 \div 17 = 3.90$

Table 4 D

Descriptive statistical results from Questionnaire survey for Student Performance (SP)

Question	SD (%)	D (%)	N (%)	A (%)	SA (%)	Mean	σ	Decision
SPQ1	4 (1.3)	24 (7.9)	57 (18.8)	167 (54.9)	52 (17.1)	3.78	0.86	Low perception
SPQ2	6 (2.0)	17 (5.6)	38 (12.5)	180 (59.2)	63 (20.7)	3.91	0.85	High Perception
SPQ3	6 (2.0)	19 (6.3)	42 (13.8)	189 (62.2)	48 (15.8)	3.83	0.83	Low perception
SPQ4	6 (2.0)	20 (6.6)	58 (19.1)	177 (58.2)	43 (14.1)	3.75	0.84	Low perception
SPQ5	9 (3.0)	19 (6.3)	49 (16.1)	178 (58.6)	49 (16.1)	3.78	0.89	Low perception

Answer Scale: SD=Strongly Disagree, D=Disagree, N=Neutral, A=Agree, SA=Strongly Agree, Decision-weighted average= $66.32 \div 17 = 3.90$

Discussion

The main focus of this study was to investigate and analyze the impact of transformational leadership styles within educational setups from Pakistan's perspective, from the angle of its culture, teaching staff perceptions, and pupils' academic attainment. Accordingly, the relevant results have been demonstrated below.

Institutional culture and transformational leadership

Wilson Heenan et al. (2023) found that transformative leaders foster a meaningful interactive culture within their organization, encouraging teaching instructors to think creatively within a shared strategic vision. Zhang et al. (2022) conducted a study examining the transformational leaders of Chinese schools, revealing similar results.

In alignment with the above factual scenarios, current research has highlighted personalized-based individual support under desired objectives, as revealed in the studies of Goddard et al. (2007) as well as Levine and Marcus (2010). They assert that transformational leadership successfully achieves its goal when a leader offers personal assistance to the teaching staff by setting challenging yet motivation-based, realistic objectives. Therefore, the educational leaders of Pakistan must focus on and ensure the implementation of similar strategies to professionally develop their instructors and strengthen the culture of their educational setup.

Attitudes of the Teachers and Student Performance

According to studies conducted in the US (Li & Lu, 2020) as well as in China (Zhang et al., 2022), the role of transformational leadership has been witnessed in creating more job satisfaction among teaching personalities. This can be narrated as transformative leadership playing a vital and significant role in creating a conducive environment for the teaching staff in a productive way.

From Pakistan's perspective, the current research work has demonstrated some conflicting views prevailing within the educational setups. Irrespective of the policy-oriented focus drawn towards student engagement during the learning experience, the graph of academic-related attainments and problem-solving abilities is still low. To cater for this, Muriuki et al. (2022) conducted a study and found that students' academic-related achievements can be best experienced through effective transformational leadership. Hence, the current study findings can be

helpful to the academic leaders of Pakistan in introducing innovative means of teaching and learning environments where problem-solving skills and abilities can be developed in a better way.

Cross-Cultural Viewpoint

An in-depth review of the literature has provided some evidence of considering cross-cultural viewpoints while studying and examining transformational leadership styles (Goddard et al., 2007). According to them, culture-related variables like individuality and power distance can play a better role in affecting the effectiveness of leaders. In developing countries like Pakistan, institutional connectivity is well appreciated, despite the significant role of power distance. As per Amin et al. (2013), various factors falling under cultural characteristics are mainly considered when concepts like transformational leadership are viewed and experienced. Contrary to Pakistan, countries with strong competitive cultures like the US and Australia experience more linkage between transformational leadership and organizational successes (Andrews & Lewis, 2002; Longshore, 1987).

Conclusion

The present research work revolves around the concept of transformational leadership styles and their impact on educational institutions within Pakistan. However, this has been under-investigated from various angles and contexts in the past, but inspecting it from the angles of teacher attitude, student academic performance, and organizational culture is a novelty-based approach to the existing body of literature. The findings of the current study have shown a significant positive impact of transformational leadership styles on the understudied constructs. This means that all the proposed hypotheses as per the given model are accepted, and the desired outcome of the constructs is in line with the earlier established research objectives of this study. Some additional outcomes of the study were also revealed as developmental opportunities like personalized-based individual assisting patterns and modes for the teaching staff as well as students to enhance their academic performance, along with considering cross-cultural factors while executing. Similarly, promoting a culture of competence in the teaching-learning environment can further boost the attainment of desired results by both educational institutions and their

teachers as well as students. Researchers of the current study believe that this study will help both academia from a knowledge contribution perspective as well as industry to consider the various means of transformational leadership styles supported by other under-examined factors to attain the desired performance level outcomes.

Ethical Consideration and Recommendations

The researchers made and ensured all the best possible efforts to carefully address the ethical issues raised during the entire research process at the time of conducting this study. All the relevant respondents were ethically and professionally approached through the proper channel. Initially, the respondents were requested to voluntarily participate through an informed agreement, wherein the researchers also ensured the confidentiality of the feedback and kept their identities anonymous. The study complied with ethical standards and received the required authorizations.

Further study is required to examine the unique dynamics and difficulties of the Pakistani academic institution and to look into other outcomes including student achievement, dissemination of knowledge, and job satisfaction. Learning institutions can work to create a productive environment that's advantageous to teachers and students by recognizing the function of innovative leadership and filling in research gaps.

Convenient sampling may be involved, potentially limiting the general population's ability to apply the results. Furthermore, the survey's self-report component could lead to bias in responses, and the cross-sectional nature of the research could restrict the use of causal findings. The respondents are 304, which is not sufficient. We require a substantial sample size to conclude. We recommend further studies with a large group of respondents.

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