

## EFFECTS OF TRANSFORMATIONAL LEADERSHIP STYLE ON THE WORKING ENVIRONMENT OF SCHOOLS

Muhammad Mukhtyar<sup>\*1</sup>, Nisar Ahmad<sup>2</sup>, Dr. Khatiba bibi<sup>3</sup>

Corresponding Author: \*

Received: July 20, 2024

Revised: August 20, 2024

Accepted: September 06, 2024

Published: September 19, 2024

### ABSTRACT

A transformational leadership style has gained significant attention from leaders. The major aim of the study was to explore the key aspects of the transformational leadership style and their effect on the working environment of schools. The study is quantitative. Primary data from 401 teachers was collected using a convenient sampling technique through web surveys. SPSS version 26 was applied to analyze data, and regression analysis was conducted to find the effect of transformational leadership style on the working environment. A highly significant positive effect of the transformational leadership style on the working environment of schools was found. It is recommended that heads of schools should consider transformational leadership style during their decision-making to improve the school outcome.

### 1. INTRODUCTION

Transformational leadership is essential to examine its development over time, to comprehend its roots. Transformational leadership may be traced back to the work of James V. Downton, who popularized the phrase in the 1970s. However, it was James MacGregor Burns, a renowned political scientist, who expanded upon Downton's ideas and popularized the concept in the field of leadership studies.

In his seminal work "Leadership" published in 1978, Burns defined transformational leadership as an intricate method in which leaders effectively inspire and drive their followers to overcome personal issues, driving them to higher summits of performance. He contrasted transformational leadership with transactional leadership, which focuses on contingent rewards and punishments to motivate followers.

Bernard M. Bass, building on Burns' study, made substantial contributions to the notion of transformational leadership throughout the 1980s. Bass emphasized the leader's ability to excite followers via vision, charm, and cognitive stimulation. He identified four key components of transformational leadership: idealized representation, inspirational motivation, intellectual provocation, and personalized deliberation. These components together form the

basis for creating a positive and empowering work environment.

The application of transformational leadership in the working environment of schools gained significant attention during the 1990s. Researchers recognized that effective leadership in educational settings goes beyond administrative tasks and requires the ability to motivate and engage both teachers and students. Transformational leaders in schools foster a shared vision, promote collaborative decision-making, and empower their staff, ultimately leading to improved student outcomes and organizational success (Bass, 1985). Numerous studies have been conducted throughout the years to investigate the relationship between transformative leadership and the operational landscape inside educational institutions. These investigations have particularly highlighted the positive influence of transformative leadership on teacher happiness, organizational commitment, and student accomplishment. Transformational leaders create a climate of trust, open communication, and professional growth, which enhances the overall effectiveness of the school as an educational institution (Bass and Avolio, 1995). The historical background of transformational leadership provides a foundation for investigating its effect on the working environment of schools. This thesis seeks to add to the body of knowledge

by investigating the effect of transformational leadership in creating a healthy and thriving school environment. By exploring the key components of transformational leadership and their application in educational settings, we can gain valuable insights into how leaders can effectively shape the educational landscape and promote organizational success.

The working environment of schools plays a crucial role in shaping the educational landscape and influencing student outcomes. As educational institutions strive to adapt to an ever-changing world, effective leadership becomes paramount in driving positive change and fostering growth. Among the various leadership styles, transformational leadership has emerged as a prominent approach in educational settings (Creemers and Reezigt, 1999). This thesis aims to delve into the historical background of transformational leadership within the framework of the working environment of schools, highlighting its significance and effect on organizational success.

There is a substantial favorable association between transformational leadership and the working environment of schools (Cohen, 2006). When transformational leadership is implemented effectively, it creates a supportive and empowering work environment that enhances the overall performance and outcomes of schools. Here are some key effects of transformational leadership on the working environment of schools. Teachers are inspired and motivated by transformational leaders who provide a compelling vision and promote a sense of purpose. They create a positive and supportive climate where teachers feel valued, recognized, and empowered. This leads to increased job satisfaction among teachers, as they are more engaged, motivated, and committed to their work (Gamage, 2006).

**Increased Organizational Commitment:** Transformational leaders cultivate a sense of shared vision and collective goals within the school. They encourage collaboration, open communication, and participation in decision-making processes. This inclusive approach enhances teachers' commitment to the organization and creates a strong sense of belonging. Teachers are more likely to be loyal to the school and its mission, leading to increased organizational commitment (Hukpati, 2009).

**Enhanced Teacher Development and Growth:** Transformational leaders prioritize the professional development of their staff. They provide intellectual stimulation by encouraging innovative thinking, challenging assumptions, and promoting continuous learning. Through mentoring, coaching, and providing constructive feedback, transformational leaders help teachers develop their skills, knowledge, and expertise. This emphasis on growth and development fosters a culture of continuous improvement within the school.

**Increased Collaboration and Teamwork:** Transformational leaders promote a collaborative and cooperative work environment. They encourage teamwork, build strong relationships, and facilitate effective communication among staff members. This collaborative culture enhances cooperation, coordination, and synergy among teachers, leading to improved instructional practices, sharing of resources, and collective problem-solving (Kipkemboi and Simra, 2014).

**Positive Effect on Student Achievement:** The working environment created by transformational leaders has a direct effect on student achievement. When teachers are satisfied, committed, and engaged, they are more likely to provide high-quality instruction and develop positive relationships with students. Transformational leaders inspire and motivate teachers to go above and beyond, resulting in improved student outcomes, higher academic performance, and increased student engagement (Johnson and Johnson, 1993).

Transformational leadership and the work environment affect teacher performance. The work environment has a considerable effect on instructors' ability to perform productive job tasks. Nawawi (2014: 90) defines the work environment as "various elements that surround employees and affect their task execution." These components include cleanliness, ambient music, lighting, and other factors. Similarly, Sedarmayanti (2017: 63) divides the workplace into two categories: physical and non-physical. Both of these factors have a substantial effect on instructors' performance. A poor work environment can degrade performance, whilst a positive work environment has the potential to boost it.

In summary, transformational leadership positively influences the working environment of schools and

has several effects, including improved teacher job satisfaction, increased organizational commitment, enhanced teacher development and growth, increased collaboration and teamwork, positive effect on student achievement, and the cultivation of a positive school culture. By understanding and implementing transformational leadership principles, educational leaders can create an environment that nurtures the growth and success of both teachers and students.

### **1.1 Statement of the Problem**

Transformational leadership by the principal is critical in building a pleasant and conducive working atmosphere inside the school. This climate is critical not just for student growth but also for keeping and inspiring instructors. Furthermore, it makes a considerable contribution to the school's overall performance. The study was conducted to explore “the effects of transformational leadership style on the working environment of schools.”

### **1.2 The Rationale of the Study**

According to research, transformational leadership helps to build a positive working environment in schools. This positive school atmosphere has a significant effect on instructors' motivation, longevity, and well-being, which in turn influences students' academic achievements. There is a scarcity of thorough insights in the academic literature that systematically classify, analyze, and prioritize specific abilities or qualities displayed by transformational leaders. These characteristics are critical in building a positive work environment that benefits the entire educational community.

### **1.3 Objectives of the Study**

The objectives of the study were to;

1. Explore the transformational leadership styles of school heads.
2. Explore the working environment of schools.
3. To explore the effect of transformational leadership on the working environment of schools.
4. To investigate the effect of transformational leadership style on the working environment of schools based on demographics.

### **1.4 Delimitations of the Study**

The study was delimited to the teachers working under the leadership of high schools.

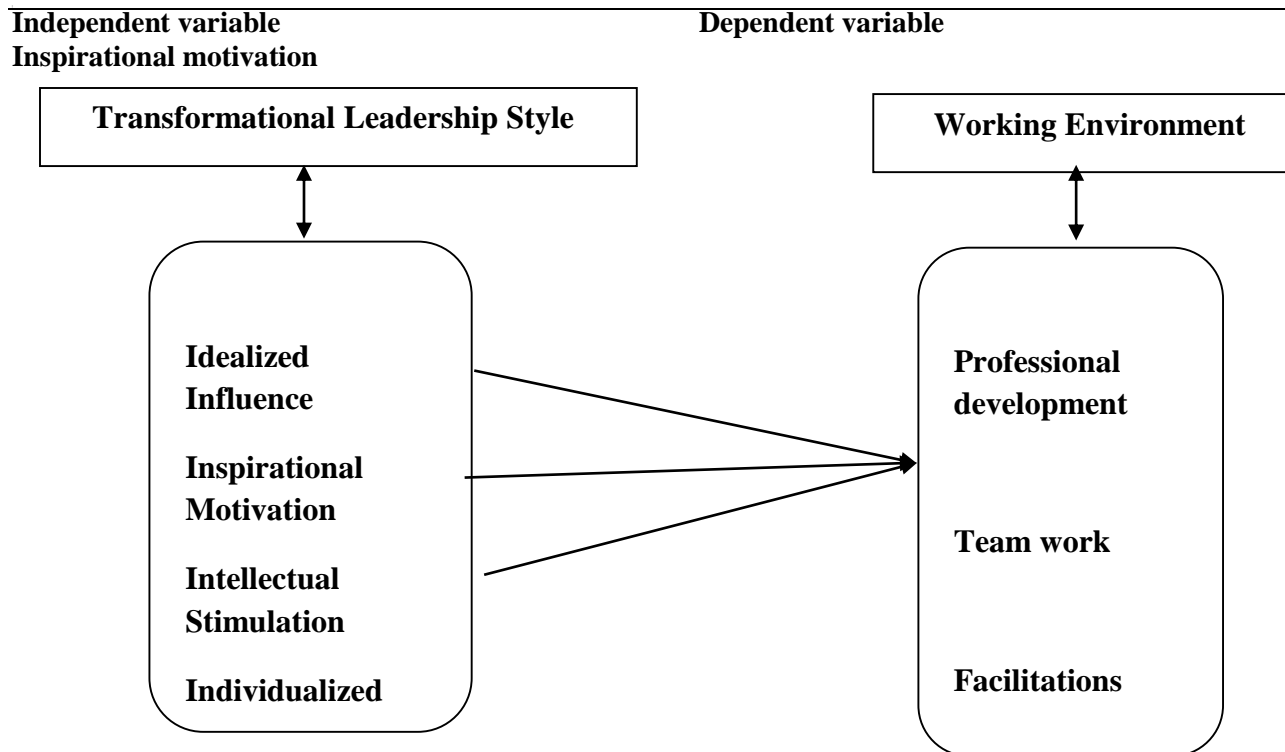
### **1.5 Significance of the Study**

This research is significant in a variety of ways. Scholars emphasize that transformational leadership increases subordinates' devotion, commitment, and happiness. Improving a teacher's instructional efficacy may be maximized by cultivating the teacher's skills, often known as capacity building. The positive characteristics of transformational leadership promote positive psychological circumstances by increasing intrinsic motivation among employees. Increased intrinsic motivation leads to increased effectiveness and efficiency in work performance. The four essential characteristics of transformational leadership are as follows: Idealized influence refers to a boss who acts as a role model by setting high standards of behavior. This manager successfully conveys the organizational vision, fostering followers' trust. The second aspect, inspirational motivation, entails a leader's skilled communication of a compelling vision using language, symbols, and images, pushing followers to act. The third factor, intellectual stimulation, refers to a leader's proclivity to solicit feedback from employees and evaluate a wide range of perspectives in decision-making. Finally, transformational leaders who demonstrate individualized concern, the fourth dimension, address the specific needs of their people by giving direction and mentorship to help them reach their maximum potential. The study will provide a comprehensive picture of transformational leadership style, working environment, and teacher performance.

The teacher will benefit from this research in terms of maintaining and improving the current body of knowledge.

### **2 Conceptual Framework**

This study is aimed to explore the transformational leadership style in the working environment of schools. In the present research transformational leadership style has been included as an independent variable while working environment was a dependent variable. After the literature review, the researcher has made the following conceptual framework:



## Methodology

### 3.1 Research Design

Given that the major goal of this study was to explicate the relationship between Transformational leadership styles and teacher working conditions, the correlation research design from quantitative methods of educational research was adopted.

### 3.2 Population of the Study

The major goal of this research was to investigate the link between transformational leadership and the work environment in the setting of secondary school teachers in Punjab. As a result, the population of this research comprised all secondary school teachers in Okara. The research participants were drawn from government high schools in Okara, which included both male and female teachers.

### 3.3 Sample and Sampling Techniques

A sample is a representation of a subset of a population. Convenience sampling was used to choose the most representative sample from the population. This method entails selecting samples depending on their accessibility to the researcher.

Subjects are chosen mostly based on their ease of recruiting. Among high school teachers from the Okara division of the research sample i.e., SSTs. And from all school teachers were also taken as samples hence sample of teachers become 401.

**Table 1. Demographics of sample**

Gender	Rural	Urban	Total
Male	126	99	225
Female	91	85	176
Total	217	184	401

### 3.4 Research Instrument

The researcher investigated transformational leadership components such as Inspirational Motivation, Intellectual Stimulation, Idealized Influence, and Individualized Consideration. A research instrument was used to collect data from the selected sample and achieve the study's objectives. Given the descriptive nature of the study, questionnaires containing both closed and open-ended items were used. The questionnaire was divided into three parts. Section I included demographic information on high school educators, whereas Section II included closed-ended statements. Participants answered the

closed-ended questions on a five-point Likert scale, ranging from "strongly agree" to "strongly disagree." The questionnaire was translated into Urdu to improve its understandability and reliability. The research included twenty-one measures to assess transformational leadership style and fifteen items to analyze the working environment.

### 3.5.2 Reliability of Research Instruments

The degree to which an instrument gives consistent results over repeated iterations is referred to as its reliability.

**Table 2. Cronbach’ Alpha for Transformational leadership style**

Factors	Mean	Variance	N of Items	Cronbach's Alpha
Idealized Influence	4.122	0.014	5	.874
Inspirational Motivation	4.058	0.014	5	.875
Individual Consideration	3.924	.020	6	0.908
Intellectual Stimulation	3.784	.029	5	.891

**Table 3. Cronbach’s Alpha Working environment**

Factors	Mean	Variance	N of Items	Cronbach's Alpha
Professional development	3.837	.025	4	.819
Teamwork	4.078	0.013	6	.840
Facilitations	3.896	.008	5	0.882

The questionnaires were given to the research's authorized participants. Following that, the completed questionnaires went through a coding procedure. Cronbach's alpha coefficient was used to examine the internal consistency reliability of the questionnaire, with a determined value of =.961 including all questionnaire questions. Tables 3.2 and 3.3 show the particular internal consistency reliability ratings for each component. This degree of dependability was regarded as sufficient by psychometric principles to ensure the development of trustworthy data (Liebert & Wicks, 1981).

### 3.5.3 Validity of Research Instruments

The ability of a research instrument to precisely assess the desired parameters is critical to ensuring its legitimacy. An instrument's authenticity is verified by iterative examination by skilled assessors and practical trials. In this respect, I enlisted the assistance of my academic mentors and

## 3.5 Validity and Reliability of Research Instruments

### 3.5.1 Piloting Research Instruments

Preliminary research was conducted with 40 high school teachers from three different universities. The purpose of this first phase was to determine the suitability of the survey tools. Individuals who took part in the pilot phase were later excluded from the final study.

other recognized authorities at Okara University to thoroughly check the research instruments' substance and configuration validity. Their rigorous evaluation of the early instruments, together with their insightful ideas, greatly aided in the improvement of the final tools used in this inquiry.

### 3.8 Analysis of the Data

The 20th generation of the Statistical Package for Social Sciences (SPSS), was used to analyze statistical data. A total of 401 filled questionnaires were collected from educators working in Sahiwal division high schools. The collected dataset was appropriately weighted before analysis. The interpretation of the acquired data was carried out following the study goals. The analytical techniques included many bivariate statistical approaches, such as regression analysis, correlation analysis, and t-test testing.

**4 Results**

**4.1 Descriptive statistics**

**Table 4.** Descriptive statistics showing the transformational leadership style of school heads

	N	Minimum	Maximum	Mean	Std. Deviation
Transformational Leadership	401	1.00	5.00	3.9694	.75984

**Table 5.** Descriptive statistics showing the working environment of schools

Variable	N	Minimum	Maximum	Mean	Std. Deviation
Working Environment	401	1.00	5.00	3.8958	.85218

**4.2 Correlation Analysis**

**Table 6.** Correlations Between Transformational Leadership Style and Working Environment

Variables	N	Mean	Std. Deviation	Pearson Correlation	Sig. (2-tailed)
Working Environment	401	3.8958	.85218		
Transformational Leadership	401	3.9694	.75984	0.733	.000

Table 6 shows that the mean score of the Working Environment is 3.8958 and .85218 is the standard deviation. It means most of the respondents were agree with the statements. Also, the mean score of

Transformational Leadership is 3.9694 and .75984 as the standard deviation. So, the H3 is accepted. It means most of the respondents were agree with the statements.

**Table 7.** Correlations Between Idealized Influence and Working Environment

Variables	N	Mean	Std. Deviation	Pearson r	Sig. (2-tailed)
Working Environment	401	3.8958	.85218		
Idealized Influence	401	4.1217	.77327	.629**	.000

Table 7 shows that the Working Environment and Transformational Leadership are highly correlated with  $r = 0.733$  and  $p\text{-value} = <0.0001$ . In other

words, the variables are significantly correlated at a 1% level of significance.

**Table 8.** Correlations Between Inspirational Motivation and Working Environment

Variable	N	Mean	Std. Deviation	Pearson Correlation	Sig. (2-tailed)
Working Environment	401	3.8958	.85218		
Inspirational Motivation	401	4.0579	.79098	.689	.000

Table 8 shows that the hypothesis showing a correlation between Working Environment and

Inspirational Motivation is accepted at a 1% level of significance ( $r = 0.689$ ,  $p\text{-value} <0.0001$ )

**Table 9.** Correlations Between Working Individual Consideration and Environment

Variable	N	Mean	Std. Deviation	Pearson Correlation	Sig. (2-tailed)
Working Environment	401	3.8958	.85218		
Individual Consideration	401	3.9235	.83231	0.706	.000

It is evident from Table 9 that there is a strong relationship between Working Environment and Individual Consideration ( $r = 0.706$ ). the p-value

$<0.0001$ , that the correlation is significant. In other words, the hypothesis of correlation is accepted at a 0.01 level of significance.

**Table 10.** Correlations Between Intellectual Stimulation and Working Environment

Variable	N	Mean	Std. Deviation	Pearson Correlation	Sig. (2-tailed)
Working Environment	401	3.8958	.85218	0.682	.000
Intellectual Stimulation	401	3.7835	.88568		

Table 4.11 shows that the hypothesis of correlation between Working Environment and Intellectual Stimulation is accepted at a 1% level of significance ( $r = 0.682$ ,  $p\text{-value} < 0.0001$ )

**4.3 Regression Analysis**

To explore the effect of the Transformational Leadership Style on the working environment of schools, linear regression is run by taking the transformational effect as the independent variable

and the working environment as the dependent variable. The model is a good fit as a 61.6 percent variation of the model is explained by the independent variable ( $R\text{-Square} = 0.616$ ).

**Table 11. Model summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.785	.616	.616	.44282

**Table 12. Coefficients**

Model	Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.
	B	Std. Error			
(Constant)	1.024	.118		8.694	.000
Transformational Leadership	.738	.029	.785	25.325	.000

A significant linear relationship exists between the variables, as the hypothesis of zero regression coefficient is accepted at a 1% level of significance ( $b = 0.738$ ,  $p\text{-value} = < 0.0001$ ).

**5 Discussion**

Transformational Leadership style and Working Environment are significantly correlated with each other. It means that the transformational leadership style is a key factor to improve the working environment of the schools. All four factors of the Transformational Leadership Style improve the working environment positively. For the head of the school, it is important to be ideal for the working staff, as the study showed a significant effect of the idealized influence on the working environment.

The study showed that the inspirational attitude of the leaders, by creating a compelling vision of the future, inspires their followers to work towards its achievement.

Intellectual Stimulation inspires the followers in significant ways to think creatively and to challenge their predeterminations to find advanced solutions to problems with an open mind.

The study showed that it is of significant importance to know the requirements of each follower individually, to provide clear directions and assistance to maximize their potential and enhance their abilities.

Both male and female teachers have the same effect of transformational leadership style. Also, the effect of the Working Environment was the same in male schools as well as female schools. The study shows that both rural and urban schools are equally improved with transformational leadership style. The working environment has also the same effect on rural and urban school teachers.

Finally, it is found that the working environment of schools significantly depends upon the transformational leadership style. So, improving the transformational leadership style, there would be a significant positive impact on the good working environment of the schools. So, a better

achievement could be made by improving the transformational leadership style.

### 6 Conclusions

The study highlights the importance of incorporating the Transformational Leadership style in the working environment of schools to enhance teaching and learning practices. The Transformational Leadership style and Working Environment are significantly correlated with each other.

The four factors of the Transformational Leadership Style i.e., Idealized Influence, Inspirational Motivation, Individual Consideration, and Intellectual Stimulation have also a significant effect on the Working Environment of the school. The study showed an important impact of an ideal leader on the working of the staff. The inspirational attitude of the leaders inspires their followers significantly, to work towards its achievement.

The study concluded that there was a significant relationship between the subfactor, Intellectual Stimulation, and the teachers to think creatively and challenge their predeterminations to find advanced solutions to problems with an open mind. Finally, the sub factor Intellectual Stimulation, was found to be of significant importance to provide clear directions and assistance to maximize their potential and enhance their abilities.

On the other hand, the transformational leadership style as well as the Working Environment have the same effect on male and female schools. A similar result came out in the case of rural and urban school teachers. Finally, through regression analysis, it is depicted that the Transformational leadership style has a significant effect on the working environment of the schools.

### 7 Recommendations

Through the results of the study, it is recommended that the Transformational Leadership style should be considered a key factor to improve the working environment of schools and to enhance teaching and learning practices. The teachers should be trained according to the four factors of

Transformational Leadership style i.e., Idealized Influence, Inspirational Motivation, Individual Consideration, and Intellectual Stimulation, to get better outputs from school teachers as well as the students. Both male and female teachers should be provided with equal opportunities to improve their transformational leadership style. Similarly, rural and urban schools are equally inclined to the behavior of improvement, so they should be equally facilitated.

### References

- Bass et.al (1990) The implications of transactional and transformational leadership for individual, team, and organizational development. In R.W. Woodman & W.A. Pasmore (Eds), *Research in Organizational Change and Development*, 4231-272.
- Bass, B. M. (1985). *Leadership and performance beyond expectations*. New York, NY, US: The Free Press.
- Bass, B. M., & Avolio, B. J. (1995). *The multifactor leadership questionnaire – 5x short form*. Redwood: Mind Garden.
- Cohen, B. (2006). Journal ratings and footprints: A North American perspective of organizations and the natural environment journal quality. *Business Strategy and Environment*, 15(1), pp. 1-14.
- Creemers, B.P.M., Reezigt, G.J., (1999), "[The role of school and classroom climate in elementary school learning environments](#)".
- Gamage, D. T. (2006). *Professional Development for Leaders and managers of Self-Governing Schools*. Dordrecht: Springer
- Hukpati, A. C. (2009). *Transformational leadership and teacher job satisfaction: A comparative study of private and tertiary institutions in Ghana* (Med thesis University of Twente, The Netherlands). <http://www.ghanaweb.com/GhanaHomepage/regional/artikel.p? = 42443>
- Johnson, D.W., Johnson., (1993), "[Impact of cooperative and individualistic learning on high-ability students' achievement, self-esteem, and social acceptance](#)".
- Kipkemboi, K. J. and Sirma, K. H. (2014). Relationship between principals' leadership styles and teachers' job satisfaction in Nandi South District., Kenya. *Journal of Education and Human Development*. 3(2):493-509.