



Exploring Transformational Leadership Practices and Teachers' Job Performance in Higher Education Department

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Abstract: *The primary purpose of this particular research was to explore the transformational leadership practices and level of the job performance of physical education teachers in the higher education department, Punjab, Pakistan. Two hypotheses were formulated to explore study objectives. Descriptive research design with the survey approach and quantitative method was adopted. The study population consisted of 296 male and 266 female physical education teachers. Overall, 76% return response rate was recorded. Frequencies and percentages and Pearson correlation coefficient were used for analyzing the collected data. The study results found a significant and moderate positive relationship between transformational leadership and job performance of physical education teachers. So, the researchers recommended that high interest of transformational leaders lead to high performance with the work of employees; therefore, they may provide maximum chances to the LPEs to indulge themselves in promoting sports activities with the positive collaboration leaders.*

Key Words: Transformational Leadership, Practices, Association, Job Performance.

Introduction

Transformational leadership has been explained as a bond of mutual behavior and encouragement that replaces leaders into the proper agents and subordinates into leaders (Jyoti & Bhau, 2016). The basic purpose of transformational leadership is to bring innovation and to stimulate and to commit staff for achieving desired goals and excellent job performance. Transformational leaders initiated a collaborative atmosphere in an institution through open communication, participative decision-making process, team-building and involvement of employees (Bin Jomah, 2017). The main characteristic of transformational leadership is to create a high level of job performance and satisfaction of staff and decrease the absenteeism level of their staff. A research study has indicated that transformational HOIs are more creative and innovative, and they support their teachers to be innovative, too (Jaiswal & Dhar, 2015). The author further argued that Transformational leadership has a significant correlation with a greater level of staff job performance and satisfaction, higher productivity and lower turnover rate of teachers. Transformational Leader stimulates their staff to move forward beyond the well-established visions and empowered them (Buil, Martínez, & Matute, 2019).

Similarly, a positive relationship between leadership style of HOIs and lecturers' (Physical Education) job performance is essential for an institute's reputation and success. There has been seen a positive relationship between the effects of leadership and job performance in different studies (Montano, et al., 2017). Abou Elnaga and Imran (2014) found that if managers or heads of institution stimulates employees, arrange training to increase skills, make an investment for education, give importance to their personal objectives and empowered workers positively; it will certainly enhance the level of the job performance of employees. One of the research studies has discovered that the

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transformational style of heads was definitely correlated with the job performance of teachers. The levels of performance of employees are positively correlated with transactional and transformational styles of leadership. Some researches revealed that it is a strong, positive relationship that exists between transformational leadership style and employees job performance. Therefore, the transformational style of leadership enhances the job performance of employees.

Additionally, [Bolman and Deal \(2017\)](#) also found that leaders or heads of the institution must concentrate on teachers' activities related to their jobs. [Manzoor et al. \(2019\)](#) also confirmed that there is a positive association between the transformational leadership style and job performance of workers. Above mentioned detailed proved that there is a significant association among transformational leadership and teachers' job performance. Furthermore, in this present research study, a significant and dominant relationship of transformational leadership is also shown with lecturers' job performance within the college sector, Punjab, Pakistan.

Problem Statement

There are some imperative factors that can increase the reputation of any educational institution like motivating, positive behavior and leadership style of HOI ([Hughes et al., 2018](#)). It will not only improve the performance of lecturers in educational institutions but also provide room for better learning of the pupils. In spite of above-mentioned facts, unavailability of heads and their non-cooperative behavior creates stressful situations among the subordinates to perform duties efficiently and to show high performance for their set targets ([Islam et al., 2012](#)). Lack of chances and insufficient professional development, professional moral support of teachers and management are some negative factors faced by most educational institutions ([Kennedy, 2016](#)). Poor job performance of the lecturers (PE) is caused by the HOI's leadership style in Punjab ([Ezzad, 2018](#)). No research study has so far been done about impact of HOIs' leadership styles in public sector colleges upon lecturers' job performance in Punjab, Pakistan. Keeping in view the current situation, the researchers selected a topic for a research study to investigate "Transformational leadership practices and teachers' job performance in the higher education department".

Literature Review

Transformational Leader stimulates his/her staffs how to show excellent performance and stand out among competitors ([Kissi, Dainty & Tuuli, 2013](#)). He/she is more concerned with increasing their staffs' skills and capabilities through training and developmental programs and achieving competitive benefits by investing in human resources ([Birasnav, Rangnekar & Dalpati, 2011](#)). The main transformational HOIs' characteristics are; they try to build a shared learning vision, adopt different strategies to obtain the desired goal, have the strong critical thinking, support staff involvement, stimulate the staff members, develop team working culture, increase staff's skills through tough and creative tasks and role model for staff through displaying strong moral and ethical values ([Malik, Javed, & Hassan, 2017](#)).

Dimensions of Transformational Leadership

A research study by [Balyer, \(2012\)](#) suggested that transformational leaders have five considerations such as (a) idealized influence (behavioral) (b) idealized influence (attributed) (c) intellectual stimulation (d) inspirational motivation and (e) individualized consideration. The transformational HOI is a person who takes care of his/her teachers, activates their energies to meet up the requirements and potential of an institute.

Intellectual Stimulation

A transformational leader has the qualities to form their followers creative, innovative and analytic. Solutions to the problems are produced by the leaders to always encourage their followers to sort out better new ideas. The intellectual stimulation style of leadership supports the subordinates to take decision with traditional style, recommends innovative skills to complete their allotted assignments and

solve the existing issues. Intellectual stimulation occurs where the HOI enhances teachers' awareness of issues and challenges and get the teachers to take challenges in a new angle.

Idealized Influence

In the idealized influence powerful vision, determination of target and transformational a leader are included. Followers visualized the behavior of such a leader and made him a role model. This type of leadership talks about aim, ethics and tries to establish trust among the subordinates. This style of leadership builds commitment and confidence among the staff members by adopting a magnetic persona that is appealing for them ([Goleman, Boyatzis & McKee, 2013](#)). Workers try to emulate their HOIs' values and behavior and are too much committed towards their vision. Idealized Influence identifies a strong sense of determination and exhibits self-sacrifice for the benefits of other people.

Individualized Consideration

Individualized consideration means sharing and understanding the concern and developmental desires of other people and takes care of each staff member uniquely. Individualized consideration trait of leadership is generally towards teacher-oriented; goals, values, and needs of teachers are given much importance ([Eyal & Roth, 2011](#)). This dimension emphasizes on self-improvement of teachers through coaching, training, and teaching. [Shead \(2010\)](#) described that individualized consideration –occurs where the HOI provides help, encouragement, and work for the progress of the teachers. These types of leaders bother the basic requirements and desires of their subordinates and always perform as a team coach. So, it is observed that the Leader takes into consideration individual differences, and he/she has a special interest in the followers.

Inspirational Motivation

Transformational Leader uniformly motivates his followers to the team-work spirit, enthusiasm, and struggle and also identifies his goal by doing this. This Leader brings a change in the organization by producing original ideas. Inspirational motivation builds confidence and motivates the subordinates towards obtaining the mission and vision of an organization collectively ([Wright, Moynihan & Pandey, 2012](#)). This style of leadership enhances confidence, stimulates and communicates a vision of appealing. The HOI develops team spirit among his/her staff. Inspirational motivation occurs when HOIs stimulate and encourage their staff by giving challenges and importance to their task ([Ford & Harding, 2018](#)). They make directions and visions of what is possible and how to achieve the desired goals.

Transformational Leadership Practices and Teachers' Job Performance

Transformational HOI modifies the behaviors, values, and objectives of his/her staff towards institutional goals. Sosik and Jung (2018) described that type of leadership style enhances the confidence of his/her staff, raises their expectations, admires teacher's performance and empowers them for taking initiatives. The transformational Leader is a role model for his/her staff members which they would like to follow (Liu, Zhu & Yang, 2010). Transformational leaders do not censure their team for their mistakes. He stimulates them by displaying different leadership attitudes so that they take their mistakes as a chance for future improved performance (Apekey et al., 2011). Transformational leadership is significantly and positively associated with the job performance of teachers. In the educational sector of Pakistan reveals that transformational and transactional leadership, both are collectively proved as a positive approach towards employees' job performance (Rehman et al., 2012). Transformational leadership is thought to be the most effective leadership style. Transformational leadership positively increases employee performance.

Hypotheses of the Study

1. Transformational leadership is positively and significantly associated with teachers' job performance at the college level.

2. Transformational leadership has a positive impact on teachers' job performance at the college level.

Research Methodology

The primary purpose of this particular research was to explore the transformational leadership practices and job performance level of physical education teachers in the higher education department, Punjab, Pakistan. Two hypotheses were formulated to explore the objectives of the study. Descriptive research design with a survey approach and quantitative method was adopted. The study population consisted of 296 male and 266 female physical education teachers. As the list of these 562 individuals was available and they were supposed to be easily contacted, census method was used, and all the individuals in the population surveyed for data collection.

The Self-reported instruments are widely used to conduct descriptive studies. It is the best economic and appropriate tool used for the collection of data (Kelley et al., 2003). Frankel and Wallen (2006) identified that collected information through developing scale can simply be tabulated and analyzed. As present study dealt with two different variables, i.e. transformational leadership and job performance, therefore the researcher developed and used two different self-made, close-ended on 5-point Likert scales (transformational leadership and job performance) for the purpose of data collection and to explore the existing relationship among study variables. The research instruments were piloted on 20 lecturers (these lecturers were not included in final data collection) and validated in light of the recommendations of 06 experts of the field accordingly. For this purpose, the content validity approach was applied in the present study. The Cronbach's alpha reliability coefficients values for research instruments were as Transformational leadership =.804, & job performance =.839.

For the purpose of data collection, formal approval was taken from the Departmental Supervisory Committee of social sciences of Gomal University, Dera Ismail Khan and Directorate of Public Instruction (DPI) Lahore and has been forwarded to Director of colleges, and the same sent to the heads of department of sampled Government colleges. Consent form from LPEs was filled, Time and date were fixed for the survey; the researcher also ensured the secrecy of lecturers in Physical Education for completion of the assignment then distributed the scales among them. The researcher herself visited around 80 colleges while the remaining respondents were sent the questionnaires through postal services. The response rate (431 out of 562) was 76%. Descriptive (frequencies and percentages) and inferential statistics (pearson correlation coefficient and stepwise regression) were used to draw the conclusions. SPSS 24 was used for data analyses.

Results and Discussion

Table 1. Showing Demographics- wise Frequencies and Percentages of Respondents

Demographics	Category	Frequency	Percent
Gender	Male	286	66.5%
	Female	145	33.5%
Locality	Urban	246	57.1%
	Rural	185	42.9%
Marital status	Married	316	73.3%
	Unmarried	115	26.7%
	MA/MSc	298	69.1%
Educational Qualification	M.Phil	129	29.8%
	PhD	4	1.1%
	No anyone	93	21.6%
Professional Qualification	JDPE	43	10.0%
	B.ED	195	45.5%
	M.ED	72	16.7%
	Any other	28	6.3%

Demographics	Category	Frequency	Percent
Teaching Experiences	1 to 5 years	183	42.5 ⁰ %
	6 to 10 years	99	23%
	11 to 15 years	68	15.8%
	more than 15	81	18.8%
Total Respondents		431	100.0%

Table 1 shows that the total number of participants in this study was 431. In this table, 286 (66.5%) were male, and 145 (33.5%) were female participants. Total Urban participants of the study were 246 (57.1%), and rural were 185 (42.9%) in the same table, the above table also indicates the marital status of the respondents. Total married respondents in the study were 316 (73.3%), and unmarried respondents were 115 (26.7%). Similarly, the total MA/MSc respondents were 298 (69.1%), M.Phil respondents were 129 (29.8%), and PhD respondents were 4(1.1%) in the above table. Additionally, this Table also indicates the respondent's professional qualification. Having JDPE degree holders were 43(10%), B.ED degree holders were 195(45.5%), M.ED degree holders were 72(16.7%), and any other was 28 (6.3%) whereas 93 (22%) respondents were (not anyone) who have not any type of professional degree. The same table shows the percentages of the teaching period of the participants in the study. The total subjects who have teaching experience from 1-5 years were 183(42.5%), 6-10 years were 99(23%), 11-15 years were 68(15.8%) and more than 15 years were 81(18.8%).

H₁: Transformational leadership is positively and significantly associated with teachers' job performance.

Table 2. Correlations Matrix

Testing variables		Transformational leadership	Teachers' Job performance
Transformational leadership	Pearson Correlation	1	.399 ^{**}
	Sig. (2-tailed)		.000
	N	431	431
Teachers' Job performance	Pearson Correlation	.399 ^{**}	1
	Sig. (2-tailed)	.000	
	N	431	431

^{**}. Correlation is significant at the 0.01 level (2-tailed).

Hypothesis # 01 was about an association between transformational leadership and job performances of LPEs. The table results indicate that the predictor is significantly correlated with the criterion variable. The results show a significant association between transformational leadership and job performance as =.399 moderate positive, relations. Thus, the table results concluded the existence of a relationship between transformational leadership and job performance of LPEs. Therefore, the H₁ is accepted and substantiated as true at a significant level of 0.01.

H₂: Transformational leadership has a positive impact on teachers' job performance at the college level.

Table 3. Model Summary (Reression-1)

Model	R	R Square	Adjusted R ²	SE Estimate	Durbin-Watson
1	.715a	.512	.508	.505	1.999

Table 4. ANOVA Statistics (Reression-1)

Model		Sum Squares	Df	Mean Square	F	Sig.
1	Regression	116.230	3	38.743	151.977	.000b
	Residual	110.894	428	.255		

Model	Sum Squares	Df	Mean Square	F	Sig.
Total	227.124	43 ¹			

Table 4. Coefficients of Regression (Reression-1)

Coefficients							
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	SE	Beta			Tolerance	VIF
1 (Constant)	.319	.193		1.654	.099		
Transformational leadership	.639	.038	.611	16.79	.000	.847	1.181

a. Predictors: Transformational leadership

b. Dependent Variable: Job performance

Hypothesis o2 was about the prediction of teachers' job performance through the predicting variable (transformational leadership). The results show that predictor (transformational,) is responsible for bringing the 51% variation in job performance. The results also show that predictors have significant impact on the job performance like (transformational leadership style: Beta = .639 & P-value = .000). Therefore, from the results, it is concluded that transformational leadership is more effective in predicting the job performance of the LPEs in a particular context under study. Thus, from the results, the hypothesis H2 is accepted and substantiated.

Discussion and conclusion

The primary purpose of this particular research was to explore the transformational leadership practices and level of the job performance of physical education in the higher education department, Punjab, Pakistan. The transformational leadership entertained as independent variable whereas the job performance of teachers was entertained as dependent variables of the study. The researcher is performing as a senior subject specialist in the Education department and wanted to explore the appropriateness of transformational leadership for teachers' job performance. The researcher's personal observation motivated her to explore the relationship between transformational leadership style and job performance of teachers. The study results found that there is a positive relationship between the Transformational leadership and job performance of college teachers. Various research studies have been carried out in different countries of the world to explore the phenomena. [Jabaar \(2017\)](#); [Chirchir et al. \(2014\)](#); & Aydin et al. (2013) found a positive association and impact of Transformational leadership on teachers' job performance.

The 2nd hypothesis was related to examining the impact of leadership styles upon the job performance of LPEs. The results show that predictor (transformational,) is responsible for bringing the 51% variation in job performance. The results also show that predictors have a significant impact on the job performance of LPEs. Different researchers examined how leadership through different styles influences the employees' performance and grow up, to meet effective organizational consequences. It was further suggested that for better academic results, working environment, basic facilities and tools be provided in educational institutions. The literature review reveals that there is no shortage of studies that focused upon the leadership style and employees' job performance. The results of this study have been supported through the results of the existing research studies [Islam, et al., 2012](#); Edward & Gill 2012, [Jyoti & Bhau, 2016](#); [Buil, Martínez, & Matute, 2019](#); [Manzoor et al., 2019](#)).

Conclusion

The main purpose of the study was to explore the transformational leadership practices and level of the job performance of LPEs working in the Higher Education Department Punjab, Pakistan. The research study was descriptive in nature. The results also show the positive and significant association between transformational leadership and job performance by applying the tool of correlation. On the basis of data

analysis, it was concluded that there is a significant positive association between transformational leadership with LPEs' job performance.

The results also show that predictors have a significant impact on the LPEs' job performance. Therefore, from the results, it is concluded that transformational leadership is more effective in predicting the job performance of the LPEs in a particular context under study. These have been validated through the existing research studies on similar issues in a different context. Therefore, it is concluded that the transformational Leader is more powerful and dominant towards job performance of the lecturer in physical education of the higher education of Punjab, Pakistan. To sum up the study result, it can be recommended that the most motivated and well perform worker is the one who performs his/her duty under an HOI who has more of transformational leadership style than the rest and should be more transformational in nature. So the researchers recommended that high interest of transformational leaders lead to high performance with the work of employees; therefore, they may provide maximum chances to the LPEs to indulge themselves in promoting sports activities with the positive collaboration leaders.

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