Impact of Head Teachers' Transformational Style on Students Achievements

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Abstract: *This research was done to explore the head teachers' transformational leadership style, to see its impact on students' achievement. The descriptive quantitative and survey approach was applied to conduct this research. The data were attained from secondary school teachers about the transformational leadership style of their heads through a five-point questionnaire. The matriculation results of students from sampled schools were also taken to see the effect of the head's leadership style on students' achievements. The purposive sampling method was used to collect data. Eight representative schools were selected from the district Lahore cantonment area and fifteen teachers were selected from each school to collect data and analyse SPSS. The data is presented in frequency distribution tables. Descriptive and influential statistics were applied to infer from data. It revealed that school heads with transformational leadership styles and strict rules regulations clear goals and values had a high effect on students' achievements.*

Key Words: School Heads, Transformational Leadership Style, Students' Achievement

Introduction

This leadership approach is becoming more popular in institutes as they deal with the challenges of school improvement. Transformational leadership is described as being very suitable for these experiments due to its potential to cause the necessary changes in schools as well as to instil in teachers the drive, dedication, and capacity required to face the problems (Leithwood and Jantzi, 1997; Yukl, 1998).

Furthermore, experimental indications from educational contexts (Leithwood, 1994; Yammarino, Dubinsky, Spangler, 1998) suggest that transformational leadership is essential for reorganisation initiatives and increasing commitment and capability. There is, however, no evidence that transformative leadership enhances student learning outcomes. Furthermore, study findings (Hallinger and Heck, 1998) demonstrated that school elements, such as the school's aims and aims, school structure and social networks, students, and the institute's beliefs and values moderated the impact of headship on pupils' learning results.

Furthermore, motivational research (Maehr and Anderman, 1993; Maehr and Fyans, 1989; Maehr and Midgley, 1991; Maehr and Midgley,

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1996) has combined substantial data demonstration of the facilitating variable, school education beliefs and values, may establish a school as a station where instructors are perceived as helpful regarding their job and pupils are driven to study. The Healthy Institute's beliefs and values have been associated with increased student enthusiasm and success, enhanced teacher cooperation, and positive teacher job satisfaction (Stolp & Smith, 1995). It is evident that school principals possess a unique capacity to shape the norms, values, and beliefs that govern a school's policies, practices, and procedures (Deal & Peterson, 1990; Leithwood & Jantzi, 1997).

In a study conducted by McCleskey (2014), three major leadership theories were investigated: situational leadership, transformational leadership (TL), and transactional leadership. The exploration began with an examination of leadership's academic context and then delved into an in-depth exploration of these three theories, tracing their historical development and evolution. Furthermore, the study expanded its focus to a micro-level analysis, examining numerous recently published research works within each theory, while also drawing comparisons between their fundamental concepts.

Additionally, the article addressed contemporary leadership challenges and explored leadership development within the framework of all three theories. McCleskey emphasized the importance of understanding the trajectory of leadership research over the past century to enhance our comprehension of leadership. The study reviewed a selection of recent publications within each theory to provide the current state of leadership.

Jandaghi et al. (2009) conducted a study to define the problem and its significance, and transformational leadership was explored while keeping leadership theories in mind. Issues such as the description of transformational leadership and its components were compared based on the thoughts of many experts, and it (transformational leadership) was then tested in successful and unsuccessful businesses. The approach assessed the technique of study, assumptions, community and statistical samples, and research findings by utilising descriptive and deductive statistical methods in the development of analytical tables. Finally, we gave our conclusion by evaluating the outcomes of statistical tests. The end result suggested that successful organisations had more transformative leadership than failing ones.

In a study conducted by Krishnan (2004), the effects of six top-down influence strategies on leader-member exchange, transformational leadership, and value alignment between leaders and followers were investigated. These strategies included assertiveness, bargaining, coalition building, friendship, seeking higher authority, and reasoning. The research revealed that transformational leadership had an effect on the relationship between leader-member exchange and equity. Both leader-member exchange and transformational leadership were associated with friendliness and understanding but not with higher authority acquisition. The use of influence strategies was not associated with equality. Transformational leadership emerged as the most powerful predictor of friendship, whereas neither leader-member exchange nor cohesion explained significant additional variance in friendship. Similarly, transformational leadership and equity did not significantly increase reasoning variance. Accounting for transformational leadership made the relationship between leader-member turnover and higher authority acquisition irrelevant.

In a separate study, Iriemi-Ejere (2011) assessed the effect of transactional and leadership transformational styles on organizational effectiveness within the Nigerian work context. The survey method was employed to continue the inquiry. A pre-planned Multifactor Leadership Questionnaire (MLQ) was created for data gathering. Three performance measures were used to evaluate organisational efficiencies: effort, satisfaction, and effectiveness. The data collected from 184 randomly selected respondents was analysed statistically using regression and correlation approaches. The study discovered that, whereas transformational leadership styles had a substantial positive influence on organizational enactment, transactional leadership styles had a marginally favourable impact. The research also discovered that both transactional and transformational leadership styles had a substantial and positive relationship with organizational performance. As a consequence, depending on the situation, a hybrid leadership style (combining transformational and transactional leadership styles) might be the best to use. As a result, it was recommended that a

blend of transformational and transactional leadership styles be adopted, but with due regard for the context and nature of the job allocated to employees/followers.

Khan et al. (2009) observed that organizational size had a moderating impact on the correlation between transformational leadership in addition to organizational innovation in the study. The study also looked at how transformative leadership affects organizational uniqueness. A selected sample of 296 managers from Pakistan's telecommunications sector was used for this study. Managers' computer ages varied from 25 to 60 years, with a mean of 42.5 (SD = 11.27) years. The connection between transformative leadership and organizational scale was significantly moderated by hierarchical regression models. The findings also revealed that, with the exception of idealized outcomes, organizational scale significantly reduced the association between all aspects of transformative leadership and organizational innovation. The findings also demonstrated significant and favourable effects of transformative leadership on organizational innovation.

To establish the inventory's validity, the researchers employed confirmatory factor analysis to assess its factorial and discriminant validity. Additionally, their findings indicated that promoting acceptance of group objectives and fostering collaboration, as well as having high enactment expectations and displaying individual contemplation, significantly anticipated task cohesion. On the other hand, encouraging approval of group goals and fostering teamwork were significant predictors of social cohesion. The relationship between these factors and cohesion was influenced by performance level, serving as a mediating factor.

These findings shed light on the concept and evaluation of transformational leadership, as well as how instructors' leadership behaviour can impact team cohesion based on athlete's performance levels.

Research Methodology

The study was conducted by doing a survey to collect the data through questionnaires from teachers about the leadership style of secondary school head teachers. The matriculation results of students of sampled schools were taken to see the effect of heads, and leadership styles on student's achievement. The population of the study were the group of people with same properties from which sample was selected (Saeed et al., 2021; Sajjad et al., 2022; Shahzad et al., 2023a, 2023b; Siddique, 2020; Siddique et al., 2022; Siddique et al., 2021; Hassan, et al., 2023; Siddique, Siddique, et al., 2023; Siddique et al., 2021). The sample were subgroup of population which were used to collect the data (Akhter et al., 2021; Akhter et al., 2021; Ali et al., 2021; Azeem et al., 2021; Faiz et al., 2021; Jabeen et al., 2022; Kanwal et al., 2022; Lakhan et al., 2020; Mah Jabeen et al., 2021; Munir et al., 2021). The scholar used a survey study to collect relevant data. This study was descriptive in nature. The sample population for the study was the head teachers of public Secondary schools in Lahore city Pakistan. A convenient sampling method was used to collect data. Selection of the appropriate sample is necessary for the generalizability of the result. To get a representative sample (to whom the result could be generalizable) eight secondary schools were selected from Lahore cantonment District. Fifteen teachers were selected from each school to collect data.

Instruments

The questionnaire was created to collect data from subordinates of heads of schools in order to understand their leadership style and the influence of transformational leadership on their achievement, as well as the most recent results of SSC II students from the sample schools.

Data Analysis

For analysis, data was coded and expressed in a coding sheet and frequencies were calculated. The data was evaluated with the help of computer programed SPSS (Statistical Package of Computer Sciences). The data is presented in different tables. A questionnaire was developed having five responses strongly disagree, disagree, neutral, strongly agree and agree. The information obtained from the questionnaire about the impact of head teachers' transformational leadership styles on student achievement at the secondary school level. The result of the questionnaire was analyzed by using SPSS and descriptive frequency. It is presented in the form of tables, which was followed by interpretation.

Table 1

Impact of head transformational leadership style on student achievement

		Value	Asymp. Std. Error[a]	Approx. T[b]	Approx. Sig.
Interval by Interval	Pearson's R	.381	.076	4.473	.000[c]
Ordinal by Ordinal	Spearman Correlation	.326	.084	3.742	.000[c]
		120			

The Significant value of F is less than 1.96 (5% Confidence level) shows that the value lies in the critical Region and there is a Correlation between these two Variables. The table below shows that in the Schools, that have a high Passing Percentage or Result more than 70% of subordinates, are more Agreed or Neutral that their Leader has Clear Goals.

Table 2

Table 2			Clear Goals of Supervisors					Total
			SDA	DA	N	Ae	SA	
Passing percentage of school	22	Count	2	4	9	0	0	15
		% within the Passing percentage of the school	13.3%	26.7%	60.0%	.0%	.0%	100.0%
	43	Count	0	3	10	2	0	15
		% within the Passing percentage of the school	.0%	20.0%	66.7%	13.3%	.0%	100.0%
	48	Count	1	6	7	1	0	15
		% within the Passing percentage of the school	6.7%	40.0%	46.7%	6.7%	.0%	100.0%
	58	Count	1	3	8	2	1	15
		% within the Passing percentage of the school	6.7%	20.0%	53.3%	13.3%	6.7%	100.0%
	81	Count	0	0	7	6	2	15
		% within the Passing percentage of the school	.0%	.0%	46.7%	40.0%	13.3%	100.0%
Total		Count	5	24	71	17	3	120
		% within the Passing percentage of the school	4.2%	20.0%	59.2%	14.2%	2.5%	100.0%

Table 3

The relation between the passing percentage of school and supervisor supports your idea

		Value	Asymp. Std. Error[a]	Approx. T[b]	Approx. Sig.
Interval by Interval	Pearson's R	.375	.063	4.388	.000[c]
Ordinal by Ordinal	Spearman Correlation	.417	.073	4.987	.000[c]
N of Valid Cases		120			

The Significant value of F is less than 1.96 (5% Confidence level) showing that the value lies in the critical Region and there is a Correlation between these two Variables. The table below shows that in the Schools, that have a high Passing Percentage or Result more than 80% of subordinates, are more Agree or Neutral that their supervisor supports their ideas.

Table 4

Table 4			Supervisor Support your Idea				Total
			SDA	N	A	SA	
Passing percentage of school	22	Count	6	9	0	0	15
		% within the Passing percentage of the school	40.0%	60.0%	.0%	.0%	100.0%
	43	Count	8	6	1	0	15
		% within the Passing percentage of the school	53.3%	40.0%	6.7%	.0%	100.0%

Table 4			Supervisor Support your Idea				Total
			SDA	N	A	SA	
	48	Count	6	7	1	1	15
		% within the Passing percentage of the school	40.0%	46.7%	6.7%	6.7%	100.0%
	58	Count	4	5	3	3	15
		% within the Passing percentage of the school	26.7%	33.3%	20.0%	20.0%	100.0%
	81	Count	0	7	7	1	15
		% within the Passing percentage of the school	.0%	46.7%	46.7%	6.7%	100.0%
		Count	34	61	20	5	120
Total		% within the Passing percentage of the school	28.3%	50.8%	16.7%	4.2%	100.0%

Table 5

Shows the relation between the passing percentage of school and supervisor-idealised behaviour.

		Value	Asymp. Std. Error[a]	Approx. T[b]	Approx. Sig.
Interval by Interval	Pearson's R	.539	.060	6.956	.000[c]
Ordinal by Ordinal	Spearman Correlation	.508	.070	6.400	.000[c]
N of Valid Cases		120			

The Significant value of F is less than 1.96 (5% Confidence level) showing that the value lies in the critical Region and there is a Correlation between these two Variables. The table below shows that in the Schools, that have high Passing Percentage or Result more than 80% of subordinate, are more Agreed or Neutral that their supervisor has idealized behaviour.

Table 6

Table 6			The supervisor has an Idealized Behavior					Total
			SDA	DA	N	A	SA	
Passing percentage of school	22	Count	1	9	5	0	0	15
		% within the Passing percentage of the school	6.7%	60.0%	33.3%	.0%	.0%	100.0%
	43	Count	2	4	8	1	0	15
		% within the Passing percentage of the school	13.3%	26.7%	53.3%	6.7%	.0%	100.0%
	48	Count	0	2	12	1	0	15
		% within the Passing percentage of the school	.0%	13.3%	80.0%	6.7%	.0%	100.0%
	58	Count	0	2	7	4	2	15
		% within the Passing percentage of the school	.0%	13.3%	46.7%	26.7%	13.3%	100.0%
	81	Count	0	0	5	6	4	15
		% within the Passing percentage of the school	.0%	.0%	33.3%	40.0%	26.7%	100.0%
Total		Count	3	27	61	23	6	120
		% within the Passing percentage of the school	2.5%	22.5%	50.8%	19.2%	5.0%	100.0%

Table 7

Showing the relation between the passing percentage of school and interaction between supervisor and subordinates

		Value	Asymp. Std. Error[a]	Approx. T[b]	Approx. Sig.
Interval by Interval	Pearson's R	.364	.079	4.251	.000[c]
Ordinal by Ordinal	Spearman Correlation	.295	.090	3.356	.001[c]
N of Valid Cases		120			

The Significant value of F is less than 1.96 (5% Confidence level) showing that the value lies in the critical Region and there is a Correlation between these two Variables. The table below shows that in the Schools, that have high Passing Percentage or Result more than 80% of subordinate are more Agree or Neutral and there is more interaction between subordinates between supervisor and subordinates.

Table 8

Table 8			Interaction between Supervisor and Subordinates					Total
			SDA	DA	N	A	SA	
Passing percentage of school	22	Count	1	8	3	3	0	15
		% within the Passing percentage of the school	6.7%	53.3%	20.0%	20.0%	.0%	100.0%
	43	Count	1	5	4	5	0	15
		% within the Passing percentage of the school	6.7%	33.3%	26.7%	33.3%	.0%	100.0%
	48	Count	0	2	7	5	1	15
		% within the Passing percentage of the school	.0%	13.3%	46.7%	33.3%	6.7%	100.0%
	58	Count	0	2	7	3	3	15
		% within the Passing percentage of the school	.0%	13.3%	46.7%	20.0%	20.0%	100.0%
	81	Count	0	0	7	5	3	15
		% within the Passing percentage of the school	.0%	.0%	46.7%	33.3%	20.0%	100.0%
Total		Count	2	31	52	28	7	120
		% within the Passing percentage of the school	1.7%	25.8%	43.3%	23.3%	5.8%	100.0%

Table 9

Showing the relation between the Passing percentage of the school and the supervisor has idealized attributes

		Value	Asymp. Std. Error[a]	Approx. T[b]	Approx. Sig.
Interval by Interval	Pearson's R	.539	.060	6.956	.000[c]
Ordinal by Ordinal	Spearman Correlation	.508	.070	6.400	.000[c]
N of Valid Cases		120			

The Significant value of F is less than 1.96 (5% Confidence level) showing that the value lies in the critical Region and there is a Correlation between these two Variables. The table below shows that the Schools, that have high Passing Percentage or Result more than 60% subordinate, are more Agree or Neutral that their supervisor has idealized attributes.

Table 10

Table 10			The supervisor has idealized Attributes					Total
			SDA	DA	N	A	SA	
Passing percentage of school	22	Count	1	7	6	1	0	15
		% within the Passing percentage of the school	6.7%	46.7%	40.0%	6.7%	.0%	100.0%
	43	Count	2	4	9	0	0	15
		% within the Passing percentage of the school	13.3%	26.7%	60.0%	.0%	.0%	100.0%
	48	Count	1	5	8	1	0	15
		% within the Passing percentage of the school	6.7%	33.3%	53.3%	6.7%	.0%	100.0%
	58	Count	0	3	5	5	2	15
		% within the Passing percentage of the school	.0%	20.0%	33.3%	33.3%	13.3%	100.0%
	81	Count	0	0	3	10	2	15
		% within the Passing percentage of the school	.0%	.0%	20.0%	66.7%	13.3%	100.0%
Total		Count	4	35	51	26	4	120
		% within the Passing percentage of the school	3.3%	29.2%	42.5%	21.7%	3.3%	100.0%

Table 11

Showing the relation between the passing percentage of school and supervisor monitoring the performance of subordinates.

	Value	Asymp. Std. Error[a]	Approx. T[b]	Approx. Sig.
Interval by Interval Pearson's R	.166	.097	1.832	.070[c]
Ordinal by Ordinal Spearman Correlation	.094	.100	1.029	.306[c]
N of Valid Cases	120			

The Significant value of F is less than 1.96 (5% Confidence level) showing that the value lies in the critical Region and there is a Correlation between these two Variables. The table below shows that in the Schools, that have high Passing Percentage or Result more than 70% of subordinate are more Agree or Neutral that their supervisor has monitored the performance of subordinates.

Table 12

Table 12			Supervisor Monitor the Performance of Subordinates					Total
			SDA	DA	N	A	SA	
Passing percentage of school	22	Count	1	2	4	5	3	15
		% within the Passing percentage of the school	6.7%	13.3%	26.7%	33.3%	20.0%	100.0%
	43	Count	2	2	1	9	1	15
		% within the Passing percentage of the school	13.3%	13.3%	6.7%	60.0%	6.7%	100.0%
	48	Count	0	2	3	8	2	15
		% within the Passing percentage of the school	.0%	13.3%	20.0%	53.3%	13.3%	100.0%
	58	Count	0	0	8	3	4	15
		% within the Passing percentage of the school	.0%	.0%	53.3%	20.0%	26.7%	100.0%
	81	Count	0	0	5	5	5	15
		% within the Passing percentage of the school	.0%	.0%	33.3%	33.3%	33.3%	100.0%
Total		Count	3	10	46	45	16	120
		% within the Passing percentage of the school	2.5%	8.3%	38.3%	37.5%	13.3%	100.0%

Table 13

Shows the relation between the passing percentage of school and freedom of work

		Value	Asymp. Std. Error[a]	Approx. T[b]	Approx. Sig.
Interval by Interval	Pearson's R	.233	.087	2.603	.010[c]
Ordinal by Ordinal	Spearman Correlation	.186	.092	2.062	.041[c]
N of Valid Cases		120			

The Significant value of F is less than 1.96 (5% Confidence level) showing that the value lies in the critical Region and there is a Correlation between these two Variables. The table below shows that in the Schools, that have high Passing Percentage or Result more than 65% of subordinate are more Agree or Neutral that their supervisor has given them freedom in their work. The Schools that have less Passing Percentage they are more disagree that they have freedom of work from a supervisor.

Table 14

Table 14			Freedom of work from supervisor					Total
			SDA	DA	N	A	SA	
Passing percentage of school	22	Count	2	7	6	0	0	15
		% within the Passing percentage of the school	13.3%	46.7%	40.0%	.0%	.0%	100.0%
	43	Count	2	3	8	2	0	15
		% within the Passing percentage of the school	13.3%	20.0%	53.3%	13.3%	.0%	100.0%
	48	Count	0	3	12	0	0	15
		% within the Passing percentage of the school	.0%	20.0%	80.0%	.0%	.0%	100.0%
	58	Count	2	2	7	3	1	15
		% within the Passing percentage of the school	13.3%	13.3%	46.7%	20.0%	6.7%	100.0%
	81	Count	1	2	8	4	0	15
		% within the Passing percentage of the school	6.7%	13.3%	53.3%	26.7%	.0%	100.0%
Total		Count	8	39	58	14	1	120
		% within the Passing percentage of the school	6.7%	32.5%	48.3%	11.7%	.8%	100.0%

Discussion

The current study revealed that different kinds of leadership styles applied in secondary schools in Pakistan found different results with reference to different schools. The reason is that government schools are governed by BISE (Board of Intermediate and Secondary Education), a government institution that has rules and regulations according to government policy. So the heads of the schools transform or change their style of leadership according to their capacity and powers. However, survey results show that the heads of the institution having better leadership skills have better results. Some schools having leadership problems also affected the results of the schools. Some other factors that were also revealed which also affected the leadership style are unclear goals, low awareness of the vision of the organization, pressure of work and unavailability of adequate resources. Another reason for the low success rate is trust in leadership because people want freedom in their work to make the work better and increase the success ratio of students. According to the observation of the study, we observe that the motivation level of the subordinate is low because of many external reasons i.e. government policies, political changes, weak rules and regulations etc. But in the presence of all these reasons, some government schools that have good transformational leadership and strict rules and regulations are achieving the student success ratio in comparison to the other schools where the case is the other way round. So, if the heads of the institutions are trained or motivated to change their leadership styles to transformational leadership, those schools will also be able to increase the student-success ratio and have better results.

Pedagogical Implications

Leaders need to use interpersonal skills for the

betterment of the organization. Transformational leadership style can be adopted by making clear goals and an open interaction with subordinates. Transformational leadership style also wants freedom of work and freedom of expression because it increases the satisfaction level of employees and improves the results. Clear goals and Clear Vision are also required for the success

of the organization and the success of Students. The goals and Vision of the organization must be clear to the employees. Adequate resources are also required to obtain the required results. Shortage of resources also creates problems for taking required results and Creativity.

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