

## EFFECT OF TRANSFORMATIONAL LEADERSHIP AND EMPLOYEES' ENGAGEMENT ON TEACHERS' PERFORMANCE

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### ABSTRACT

*In modern era, the performance of teaching staff has significant impact on the development of educational institutions. This objective can be achieved with the effective leadership by engaging the teachers. The aim of this research was to find out the effect of transformational leadership and employees' engagement on teachers' performance. The population of this study was secondary school teachers from District Lahore while 317 respondents were administered as sample which were selected through simple random sampling technique. Structured questionnaire was used for collecting data from participants by using survey method. SPSS was administered to evaluate the research questions. The findings indicated a moderate correlation of transformational leadership and employees' engagement on teachers' performance. Further, there was a moderate effect of transformational leadership and employees' engagement on teachers' performance. Additionally, there was more significant correlation and effect of transformational leadership on teachers' performance than that of employees' engagement. This study is beneficial how work with engagement have significant contribution for successful of leadership and enhance the performance of teachers.*

**Keywords:** Transformational Leadership, Employees' Engagement, Teachers' Performance

### INTRODUCTION

The presence of transformational leaders inspired followers, enable them to think critically and to work in innovate way to accomplish their job responsibilities. These are the leaders through which followers can bring to the level where they think more about organization beyond their personal interest (Kadiyono et al., 2020; Purwanto, 2022). They are eager to devote their personal interest for a betterment of organization. In consequence of these efforts, leaders bring a deeper insight and appreciate the efforts of all members (Ausat et al., 2022; Li & Liu, 2022). Transformational leaders help their followers to provide their input by creative thinking rather simply agree with that idea. These opportunities of participating increase the level of motivation among the followers and it increase their level of involvement in their tasks (Angriani et al., 2020; Gunawan & Adha, 2021). The motivation and involvement enhance the level of performance and organizational commitment. The opportunities for critical thinking and reasoning embed in their own job process and they manage their problems at jobs in an innovative way (Alsayyed et al., 2020; Purwanto et al., 2021).

To get the desired outcome it is necessary to engage teaching faculty with all the activities within organization. Due to this activity the employees share their experiences and ideas with other colleagues which is beneficial to make innovative policies. Therefore, the employees do their work with dedication for the accomplishment of institutional objectives (Park et al., 2022). The engagement emphasized on team work performance which leads to the organizational development. The positive interaction among workers provide the confidence

and boost the supportive working environment. So, every individual make his/her efforts for maximum output but the failure and success is considered the responsibility of all the employees (Kousar et al., 2024; Riyanto et al., 2021). The employees' engagement is a psychological condition of employees at workplace. The workers perform their duties optimistically. It deals with emotions of the employees towards various specific tasks and emphasized to do work with positive behavior which develop the performance (Fidyah & Setiawati, 2020). The work engagement provides a conducive working environment which has major contribution for completion of institutional objectives. Thus, higher authorities focus on the team work which boost the collaborative efforts towards maximum achievements for development of whole organization (Ngwenya, & Pelsler, 2020; Wang et al., 2020)

The academic staff is an integral part of the educational institutions while their performance has major contribution for successful completion of learning process and achieve organizational objectives (Parveen et al., 2022). Therefore, a teacher contributes to the institutional performance if s/he is producing quality graduates who bears good characters and are successful in their respective field. If a teacher performs lower than the expectations, it affects the overall performance. So, for the organizational performance higher it is necessary for the teachers to give their best (Malik et al., 2022). The teachers play various role such as; participation in administrative role and policy making within job hours. Therefore, positive interaction among employees has significant impact for successful of leadership and enhancement of teachers' performance which leads to overall performance of organization (Irshad et al., 2024).

### **Problem Statement**

The major aim of education in Pakistan is to bring such product to market which is competent enough to play their part in making this a developed nation. The main factor that can help in achieving this objective is the performance of teachers. The factor that affects the teacher's performance are leadership attributes, work engagement of teachers. There are many methods to increase the performance of the teachers, but those are not put into the scope of this research. Some scientific investigations, which are already have been conducted, showed that conclusion that performance in job, attributes of leadership and work engagement almost shares the positive relation with one another. Although, those studies were conducted for different perspectives and for serve different purposes but variable relations are more or less the same.

### **Research Questions**

1. What is the significance correlation between transformational leadership and teachers' performance?
2. What is the significance correlation between employees' engagement and teachers' performance?
3. What is the significance effect of transformational leadership on teachers' performance?
4. What is the significance effect of employees' engagement on teachers' performance?

### **LITERATURE REVIEW**

Leadership emphasizes on the essentials of personal competencies, ethical tendency and energetic action taking necessity for educational improvement at school setting. Transformational leadership helps to build strong bound between leader and their employees ensure reliable mutual trust and cooperation among teachers to transform educational

institutions. Transformational behavior in leaders empowers teachers to promote change in attaining institutional goals in their working environment. Leaders contribute in improving interpersonal relations with the teaching faculty through instilling spirit for achievements of school goals (Advani, 2015; Albuni, & Aslamiah, 2022; Aloysius, 2017).

### **Transformational Leadership**

Transformational leaders inspire followers through self-interest that roots in the exchange relation and reward expectation. Transformational leadership elevates the followers to an optimum stage of performance. To meet the needs and provides democratic working environment for achieving set objectives. Transformational leadership provides fascinate force and commitment to achieve the institutional goals (Eliophotou Menon & Lefteri, 2021; Smulyan, 2016).

Idealized influence describes leaders who act as strong role model for followers. These leaders have a great standard of moral and ethics that count the leader to do accurate doings (Northouse, 2021). The follower's belief them and have big respect for their leaders. The idealized factor measure to components attributional and behavioral component. Attributions made by followers based on perception of their leaders and behavioral component refers to the observation of leader's behavior. Idealized influence is the quality and trait of the leaders such as personal belief, strong conviction, high level of energy and self-confidence pertaining to good leaders. These leaders are in search of getting powerful positions by depicting higher level of assertiveness for other teachers. The success of the transformational leadership is possible if the teachers' feel the heat of idealized influence and individualized consideration and the teachers accept the leadership as a role model. Idealized influence leaders play an admired role model which is contending by followers. Transformational Teacher leaders are powerful to create an influence to develop more trust and confidence in teaching staff (Bellibaş et al., 2021). The supervisors who share inspirational motivational at the workplace by giving motivation and inspiration to employees help them in being satisfied and improving their performance. In this way, employees might feel obligated to the educational institute and are ready to put extra efforts for achieving organizational objectives (Khan et al., 2022).

In transformational leadership, intellectual stimulation is very important. This stimulation takes place when leaders focus on followers' growth and development needs. In this phase leaders provide required support and act as a mentor to increase the level of innovativeness and creativeness among the followers (Bass, 1985). In addition, leaders motivate and stimulate the subordinates reframing and handling the old and existing issues and challenge existing practices, values and beliefs. This innovativeness stimulates employees and increases their performance. Moreover, transformational leadership allows the subordinates to bring innovation and creativity by questioning their suppositions, rethinking about problems, and adopting new methods to approach old situations (Bass et al., 1994). Individualized consideration refers the leaders listen the need of the followers carefully and provide a supportive climate. These leaders treat each employee in a caring way (Northouse, 2021). Leaders pay individual consideration of faculty members, understand their development needs and handle all teachers as per their uniqueness. These leaders empower and elevate the teachers in an effort to use their maximum potential and develop them in full capacity. Following this leadership style academic advisors and supervisor allocate their time for coaching and mentoring their subordinates which promote self-development among the teachers. They considerate teachers' needs as individual members rather than as a group, unveil their potential abilities by providing aspiration to individuals (Simic et al., 2022).

### **Employees' Engagement**

The engagement of employees at workplace is an important factor to boost the working environment. Due to collaboration the employees do their activities with zeal and zest for achieving a desired outcomes. The employees face various challenges while performing different tasks. Thus, they can handle them vigorously with the engagement of other workers. (Christian et al., 2011; Dalal et al., 2012; Demerouti, et al., 2014). In performing numerous activities the employees inspire other workers which provide them motivation for doing their job appropriately. Moreover, the senior colleagues help and engage other employees in doing tasks which boost the confidence being part of the organization which has significant impact on their performance (Alessandri, et al., 2014). These activities enhance the creativity among individuals which play a vital role for enhancement of performance (Kim et al., 2013).

The employees like to have supportive working environment. The positive interaction with other employees renders a confidence which has major contribution for getting maximum output. Further, the positive behavior of the employees with other at work gives dedication towards completion of tasks successfully (Bakker et al., 2012). The participation in various management activities enhance the various skills of the employees therefore, they do all the activities confidently. Due to the engagement the employees indulge themselves with specific tasks whole heartedly. The previous research also indicated that the engagement among employees produce significant outcomes to implement the organizational policies and get the organizational objectives (Alessandri et al., 2014; Kim et al., 2013).

### **Teachers' Performance**

Contextual performance, includes a variety of actions such as volunteering for jobs, assisting teammates, and protecting and upholding the organization (Uraon & Gupta, 2020; Wen et al., 2019). Moreover, contextual performance refers to employees' behavior that helps in a social environment where major actions are being performed. It discusses behaviors that contribute to organizational climate and commitment (Zafar et al 2017). It preserved with enthusiasm, ability of doing task without being asked, assisting other team mates and helping them and defending the one's organization, is the performance of employees (Shah, 2017).

The task performance includes the final product, employee's supervision, major planning and other related activities. Contextual performance and task performance are being dealt with as different modes of subjective behavior that add on the individuals for their improved outputs (Iqbal et al., 2015; Torlak, 2019). Thus, task segment of performance is based on modules of core activities and organizational behavior in the prescribed job discrepancies (Fernandez, 2015; Hakim & Fernandes, 2017).

### **Social Exchange Theory**

George Homans formulated social exchange theory in 1958. This theory gives an argument that good behavior is demonstrated by employees and they reflect good performance as a way of reciprocating the positive assistance given by the organization. It means that both the employers and employees could become satisfied with different types of exchanges witnessed in several situations. Social exchanges demand that the social relationship should be maintained among the two parties who are dependent on each other for a favorable attitude (Cook, 2018).

Additionally, individual and organizational goals can be achieved with the help of suitable social exchange relations where all the individuals or group members are inter-dependent on each other. Organizational commitment is the mindset related to the beliefs and feelings related to employees' relationship within the organization. That's why, employee



organizational commitment and social exchange relations are similar with respect to individual's goal achievement (Cropanzano et al., 2017).

It is possible to operate the theorized association among different organizational factors including leadership style and work climate, organizational commitment and employee outcome with the help of social exchange. The leader's role in developing social exchanges and job performance has been acknowledged (Chernyak & Rabenu, 2018). The association between leadership and performance is positive and found it with the help of social exchange theory (Stafford & Kuiper, 2021). The concept of social exchange for exploring the employees' commitment. The employees feel themselves obliged for returning the favorable advantages they get. The act of reciprocity characterizes the favorable exchange based on obligation (Sulistyan, 2020). To utilized the perspective of social exchange for explaining the interactive relation among work climate and organizational commitment within the organization. The social exchange theory acts as a ground for explaining the association between leadership styles, work climate and that between organizational commitment and job performance in different higher educational institutes. The engagement in educational organizations and other members of staff and faculty gets influenced by the behaviors and attitudes of their leaders (Coyle-Shapiro & Diehl, 2018; Cropanzano et al., 2017).

## METHODOLOGY

Current study is quantitative whereas correlational research design was administered. The population of this study was secondary school teachers from District Lahore while 317 respondents were selected as sample which were selected through simple random sampling technique. For this research structured questionnaire was used such as; Multifactor leadership styles questionnaire (MFLQ) (Avolio & Bass, 2004) was used for transformational leadership whereas, Utrecht Work Engagement Scale (UWES-9S) (Schaufeli, Bakker & Salanova, 2006) was used for employees' engagement and Teachers' performance questionnaire (Goodman & Svyantek, 1999) was used. A five points Likert scale from 1. SDA to 5. SA was used for data collection through survey method. The reliability of the questionnaire was also evaluated. Reliability refers to the instrument's ability to consistently produce the same information over time. It involves obtaining consistent results when using an instrument for multiple measurements (Nunnally, 1978; Pallant, 2013). It is assumed that when an instrument is used at different times, the results should be consistent. Creswell (2014) further suggests that reliability is the consistency of a series of measurements using an instrument. Whereas, the coefficient value of Cronbach's Alpha was greater than 0.7 for questionnaire (Chin, 2010; Cronbach, 1951). On the other hand, it is important for an instrument to measure that what an instrument is being developed to measure (Creswell, 2014). Gray (2014) concluded that is adding the face and content validity in comprehensive researches. In this particular investigation face validity was assessed to determine if the questionnaire contained appropriate questions. The supervisor, statistical experts, and senior colleagues participated in confirming the content validity to cover the subject matter and the entire topic of the study. Literature review was conducted to identify key concepts and efficiently formulate the items. To analyze the research questions, Pearson Correlation and Multiple Regression Analysis were applied. All of the data analysis was processed on Statistical Package for Social Science (SPSS-25).

**RESULTS**

Table 1. *Relationship between Transformational Leadership and Teachers' Performance*

Variables	1	2	3	4	5
Idealized Influence	1				
Inspirational Motivation	.371(**)	1			
Intellectual Stimulation	.477(**)	.392(**)	1		
Individualized Consideration	.438(**)	.354(**)	.296(**)	1	
Teachers' Performance	.428(**)	.373(**)	.388(**)	.377(**)	1

\*\* Correlation is significant at the 0.01 level (2-tailed)

To examine the correlation between the dimensions of transformational leadership and teachers' performance, Pearson Correlation was administered. The statistical results found that there were moderate association of all the factors of transformational leadership with teachers' performance, the r values were .428, .373, .388 and .377 respectively.

Table 2. *Relationship between employees' engagement and teachers' performance*

Variables	1	2	3	4
Vigor	1			
Dedication	.330(**)	1		
Absorption	.379(**)	.411(**)	1	
Teachers' Performance	.354(**)	.392(**)	.288(**)	1

\*\* Correlation is significant at the 0.01 level (2-tailed)

To examine the correlation between the dimensions of employees' engagement and teachers' performance, Pearson Correlation was administered. The statistical results found that there were moderate association of all the dimensions of employees' engagement with teachers' performance the r values were .354, .392 and .288 respectively.

Table 3. *Relationship between transformational leadership and employees' engagement with teachers' performance*

Variables	1	2	3
Transformational Leadership	1		
Employees' engagement	.407(**)	1	
Teachers' Performance	.391(**)	.344(**)	1

\*\* Correlation is significant at the 0.01 level (2-tailed)

To examine the correlation of transformational leadership and employees' engagement with teachers' performance, Pearson Correlation was administered. The statistical results found that there were moderate association of transformational leadership and employees' engagement with teachers' performance, the r values were .391 and .344 respectively.

Table 4. *Effect of transformational leadership on teachers' performance*

DV	Constructs	Std. Error	Beta	t	Sig
Teachers' performance	(Constant)				
	Idealized influence	.077	.478	6.19	.00
	Inspirational motivation	.051	.246	4.81	.00

	Intellectual stimulation	.053	.444	8.39	.00
	Individualized consideration	.064	.353	5.49	.00

To assess the effect of all dimensions of transformational leadership on teachers' performance of the teachers, it was carried out the Multiple Regression Analysis. The results show that inspirational motivation had week effect on teachers' performance with beta value .246, rest of all the factors of transformational leadership had moderate effect on teachers' performance with beta value of .478, .444 and .353 respectively.

Table 5. *Effect of employees' engagement on teachers' performance*

DV	Constructs	Std. Error	Beta	t	Sig
Teachers' performance	(Constant)				
	Vigor	.054	.429	7.83	.00
	Dedication	.071	.448	6.24	.00
	Absorption	.050	.241	4.77	.00

To evaluate the effect of all the dimensions of employees' engagement on teachers' performance, it was carried out the Multiple Regression Analysis. The results show that all the dimensions of employees' engagement had moderate effect on teachers' performance with beta value of .429, .448 and .241 respectively.

Table 6. *Effect of transformational leadership and employees' engagement on teachers' performance*

DV	Constructs	Std. Error	Beta	t	Sig
Teachers' performance	(Constant)				
	Leadership styles	.061	.381	6.22	.00
	Work engagement	.058	.372	6.28	.00

To determine the effect of transformational leadership and employees' engagement on teachers' performance of teachers, it was carried out the Multiple Regression Analysis. The results show that transformational leadership and employees' engagement had moderate effect on teachers' performance with beta value of .381 and .372 respectively.

## Conclusions

The conclusion of this research indicated a moderate satisfaction of teachers about study constructs; transformational leadership, employees' engagement and teachers' performance. It evaluated that all the factors such as; idealized influence, inspirational motivation, intellectual stimulation and individualized consideration of transformational leadership had moderate correlation with teachers' performance. It also assessed that all the factors of employees' engagement such as vigor, dedication and absorption had moderate correlation with teachers' performance. Moreover, rest of inspirational motivation all the dimensions of transformational leadership and employees' engagement had moderate effect on teachers' performance. Overall, transformational leadership had more significant association with teachers' performance than that of employees' engagement. Additionally, transformational leadership added a predictor of teachers' performance as compare to employees' engagement.

## Discussion and Recommendations

The major objective of this study was to determine the effect of transformational leadership and employees' engagement on teachers' performance. The past studies investigated the

positive association of transformational leadership and employees' engagement on teachers' performance. Further, social exchange theory emphasized that supportive leadership and conducive working environment play a pivotal role for getting desired outcomes. This study shares a unique conceptual framework related to the educational leadership and management. This study will highlight the ways that can help in advancing the educational institutions that will lead to the success. Pakistan is trying to progress and meet the educational standards set by developed countries. Similarly, the research side of educational management is also not very strong, educational sector is growing very slowly which is affecting the world territory. This study will be examining the job performance of teachers by using multidimensional approach. This research will add to the dearth of literature on the subject by erasing the gloomy scenario. The findings of this investigation will be helpful for all of the stake-holders and scholars, such as teachers, leaders, educational planners, policy makers, educational institutes and human capital. This will further improve the management stance in improving the institutional mission and vision by achieving the set goals.

The followings are the recommendations related to this study:

1. The workshops and seminars must be conducted in order to adopt the leadership style for the enhancement of teachers' performance.
2. The teaching staff must participate in various activities perform by the executive authorities in school.
3. It should highlight the benefits for the development of the educational institutions through employees' engagement.
4. The teaching staff should be well aware about their performance for the successful completion of common objectives.
5. Future research should be conducted with other variables which enhance the job performance of academic faculty.

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