

# Effect of Transformational Leadership Skills on Teachers' Performance at Secondary School Level in Punjab

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## Abstract

*The current study looks into the effect of transformational leadership skills of the principal on teacher performance at secondary level in Punjab. The researcher examined the effect of principal's transformational leadership skills, namely idealized influence, and inspirational motivation on teacher performance. The study also intends to find out the level of the transformational leadership skills of the principals and how these two skills used by the principals individually and jointly influence the performance of secondary school teachers. A sample of 223 principals of public secondary schools was taken to complete this study. Two self-developed questionnaires were used as a research instrument to measure the two transformational leadership skills of the principal and the teachers' performance. Mean, standard deviation, linear and multiple regressions were used for data analysis. The results of the present study showed that the two transformational leadership skills have a significant effect on the teacher performance. It was concluded that idealized influence and inspirational motivation are the dominant predictors of the teacher performance. Some practical recommendations were made to improve the leadership effectiveness of the principal parallel to the teacher performance.*

**Keywords:** Transformational Leadership, idealized influence, inspirational motivation, Principal, Secondary School

## Introduction

Education is generally conceived as an instrument that is used for social, moral, economic change and development of a nation. According to Ansar and Hussain (2014) education is considered as a medium for imparting knowledge, skills, feelings, values, and information to the persons.

Leadership is one of the essential administration capacities, which has engrossed the thought of numerous global specialists. In a school setting, headship is a procedure by which a head of organization impacts, controls and facilitates the exercises of teachers to accomplish the desirable destinations and

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objectives. A principal is a standout amongst the most significant and main personnel in the development of education. His idea and practices significantly affect teaching staff, school achievement, school environment and learner success (Tanveer, 2008).

Leadership is hidden as well as displayed force to get work well time to achieve the key objectives of any organization (Fullan, 2014). As Azhar (2006) and Zulfeqar (2018) have expressed that the desired result, school development and change can't be attained just through the execution of new strategies, organizational structures, better school climate, but these are leadership practices to bring the required changes defined by the government.

Transformational leadership tends to make the required changes in the system just for the better outcomes by motivating the followers in an exemplary way (Bass & Riggio, 2006). Transformational leadership is another world view of leadership. The heads of institutions are the individuals who inspire and move their subordinates as they are ready to get the work completed willingly with utmost pleasure. Transformational leadership has four fundamental parts: Idealized Influence, Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration.

Hughes, Ginnett, and Curphy (2002) found that a leader intended to make changes in the system should first change and motivate himself besides his followers. They state that this type of leaders are magnetic, bold, gallant therefore, can explain their persuasive vision for the future and are face the challenges of the daily life in a too bold fashion. Living an era full of troubles, a change leader excites his subordinates to do better parallel to the requirement of the people. These values of leaders make them viable, bold and effective.

### **Literature Review**

#### *Skills of Transformational Leaders*

According to Bass (1985) and Riggio (2006) there are four primary skills of these leaders. The first one, Idealized influence is explained as leader is complied, appreciated, regarded and trusted. The high persuasive leader has certain personality traits and a well-known relational conduct as the general population has a tendency to listen his approaches with sharp consideration. Seeing the good behavior and joyful personality of the school leader (principal), the teacher are forced to follow his directions. The principal should guide and control his subordinates in a style everliked by the parents and public. The transformational leaders dependably work for institutional objectives setting aside their own needs. They do prove themselves an ideal by transforming the system and uphold their influence successfully. They are enriched with certain inborn qualities which are rarely seen in the public (Northouse, 2007). This faculty develops honor and faith by becoming trustworthy acting on what is right instead of a target task just well in time (Zacharatos, Barling, & Kelloway, 2000). According to Bass and Avolio (1995) transformational leadership encourages and moves their subordinates by empowering them to work strongly with energy and enjoyment utilizing their full ability. Such inspirational heads

stimulate group courage and create energy among their teachers through idealized correspondence.

The second one, Inspirational motivation is a mechanism by raising subordinates' expertise with the job and fueling their hopes of what can be accomplished (Zacharatos, et al., 2000; Bogler, 2001). They inherit certain genes and properties from their parents. Such properties enhance their idealized influence. Such leaders possess attractive looks besides live hearted sentiments (Abbas,2018). Subordinates are given the difficulties and intending to hold shared objectives and taking an interest in group activities (Howell and Avolio, 1992; Pielstick, 1998). The school principal as a leader for his subordinates and the students must be enriched with the desired skills/traits to perform better (Azhar ,2006). Going through the literature, the researcher polished his mind to conduct a study regarding the transformational leadership skills of the principal and the teacher performance.

### **Statement of the problem**

The main focus of study was to see how well certain transformational leadership skills, namely idealized influence, and inspirational motivation taken as determinants contribute to the teachers' performance in public secondary schools of the Punjab.. What determines the effective educational headship? What are the main factors to improve the teachers' performance in Punjab province? These queries were agitating the mind of the researcher which needs powerful facts. So he considered it too necessary to answer all these questions on the outcomes of this study. Hence the study looked into "The transformational leadership skills of the principals towards teachers' performance in public secondary schools of the Punjab province "

### **Objectives of the Study**

- 1) To study the level of principal effectiveness regarding the transformational leadership skills (idealized influence, and the inspirational motivation) displayed by the principals
- 2) To investigate the effect of the TWO transformational leadership skills of the principals on teachers' performance

### **Research Questions**

Considering the objectives of the study, the following research questions were established to be answered accordingly;

- 1) What is the level of principals' leadership effectiveness regarding their idealized influence ?
- 2) What is the level of principals' leadership effectiveness regarding their inspirational motivation ?
- 3) What is the individual contribution of Principal's 'Idealized Influence' on teachers' performance?

- 4) What is the individual contribution of principal's 'Inspirational Motivation' on teachers' performance?
- 5) What is the joint contribution of principal's idealized influence and inspirational motivation on the teacher performance?

### **Significance of the Study**

The study is of the highly significance as there has been no work on transformational leadership skills of the principals in Punjab. The principals tending to be much efficient by their idealized influence, and inspirational motivation the finding of the study will be useful. They may teach how to inspire and motivation their subordinates to get the work done with their due interest and pleasure.

The finding of the study will also highlight the certain leadership practices/skills of elementary school leaders in the field of educational leadership and management. The study will also measure the level of transformational leadership of the secondary school practices regarding the five core practices of the principal. The result of the study will be equally useful for such stake holders (chief executive officers education, policy makers, and master trainers) and administration of the Punjab. The findings will also provide good feedback to the competent authority to recruit principals, public leaders, CEOs and members of the Punjab public service commission.

### **Research Methodology**

#### *Population of the Study*

The target population of this study was comprised of all principals of public secondary schools in Punjab, while the accessible population of the study was comprised of all principals of district Faisalabad of province Punjab. A sample of 223 principals of public secondary schools participated in the study.

#### *Research Instruments*

After studying the pertinent literature, the researcher personally developed two questionnaires to measure the two transformational leadership skills (idealized influence, inspirational motivation) of the principals and the teachers' performance.

#### *Data Collection*

The principals marked a questionnaire to evaluate their own transformational leadership skills and also marked the teachers' performance. The researcher visited the 223 public secondary schools to deliver the questionnaire. All these schools were visited in person by the researcher to meet the respondents. From the principals in district Faisalabad the data collection process was completed in three months.

*Data Analysis*

After data collection, it was entered into SPSS (Statistical Package for the Social Science) Version 21. Descriptive statistics, linear and multiple regressions were used to answer the research questions.

**Results and Interpretation**

Question 1: What is the level of principals' leadership effectiveness regarding their idealized influence ?

Table 1: Descriptive Statistics of Principals' Perceptions on the Function of Idealize Influence

Statements	<i>N</i>	<i>M</i>	<i>SD</i>
I discuss school related problems with teachers, seeking their opinions	223	4.11	0.70
I share personal thoughts about school that help teacher to develop a sense of pride	223	4.13	0.55
I provide suggestions for improvement when criticizing poor practices	223	4.47	0.78
I demonstrate willingness to change own practices in light of new understandings	223	4.13	0.55
I promote school climate to induce teaching learning Process	223	4.56	0.52
I keep focused through follow-up	223	4.16	0.55
<b>Overall</b>	<b>223</b>	<b>4.26</b>	<b>0.62</b>

Table 1 shows that mean and standard deviation of transformational leadership skills employed by the principals are clearly indicating that the principals' leadership effectiveness regarding the idealize influence taken as transformational leadership skill is of moderate level ( $M = 4.26$ ,  $SD = 0.62$ ). So the principals are required to display this skill more frequently to influence their subordinates to get the work done well in time.

Research Question 2: What is the level of principals' leadership effectiveness regarding their 'inspirational motivation'?

Table 2: Descriptive Statistics of Principals' Perceptions on the Function of Inspirational Motivation

Statements	<i>N</i>	<i>M</i>	<i>SD</i>
I discuss about academic progress of students during staff meeting	223	4.08	0.52
I make plan for improving educational standard of the school	223	4.20	0.68
I honor teachers' opinions	223	4.56	0.54
I encourage for innovative approaches in teaching	223	4.48	0.71
I provide feedback after classroom observation	223	4.21	0.50

I guide to improve teaching skills	223	4.12	0.44
Overall	223	<b>4.28</b>	<b>0.57</b>

Table 2 shows that mean and standard deviation of transformational leadership skills utilized by the principals are clearly indicating that the principals' leadership effectiveness regarding the inspirational motivation leadership skill is of upper moderate level ( $M = 4.28, SD = 0.57$ ). So the principals were seen more effective by using this skill for better achievements.

Research Question 3. What is the individual contribution of Principal's 'Idealized Influence' towards teachers' performance?

Table 3: Linear Regression Analysis of "Idealize Influence" with the Teachers' Performance

Model	R	R <sup>2</sup>	Adjusted R <sup>2</sup>	Std. Error of the Estimate
1	.566	.320	.317	10.702

Predictors: (Constant), Idealized Influence

Table 3 shows that 'Idealized Influence' contributed 32 percent to the variance teacher performance. Hence it is a good predictor of teacher performance.

Research Question 4. What is the individual contribution of Principal's 'Inspirational Motivation' towards teachers' performance?

Table 4: Linear Regression Analysis of "Inspirational Motivation" with Teachers' Performance

Model	R	R <sup>2</sup>	Adjusted R <sup>2</sup>	Std. Error of the Estimate
1	.586	.344	.341	10.514

Predictors: (Constant), Inspirational Motivation

It is clear from the table 4 that 'Inspirational Motivation' is dominant determinant of the teacher performance having the highest predictive power  $R^2 = 0.344$ .

Research Question 5: What is the joint contribution of principal's idealized influence and inspirational motivation towards the teacher performance?

Table5: Multiple Regression Analysis of the two predictors (idealized influence and inspirational motivation) with the teacher performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.724 <sup>a</sup>	.525	.529	9.512

a. Predictors: (Constant), Idealized Influence, Inspirational Motivation

Table 5 show that principals' transformational leadership skills namely inspirational motivation and idealized influence taken together contributed 52 % ( $R^2 = .525$ ,  $p < .05$ ) towards the teacher performance. Therefore it is concluded that the two transformational leadership skills (inspirational motivation and idealized influence) well determined the teacher performance with significant predictive powers. So these are the bold determinants of the teacher performance regarding the principal's leadership effectiveness.

### **Findings and Discussion**

Mean and standard deviation of transformational leadership skills made by the principals are clearly indicating that the principals' leadership effectiveness regarding the two leadership skills is of moderate level. Inspirational motivation skill was showed with 4.28 high mean score, while idealized influence was showed 4.26 mean score.

According to the results of table 2 the value of  $R^2$  indicates that 32% variation in teachers' performance is accounted by the idealized influence skill used by the principals. So, it is inferred that idealized influence skill of principals of secondary schools is a good determinant of the teachers' performance.

According to the results of table 4 the value of  $R^2$  indicates that 34% variation in teachers' performance is accounted by the inspirational motivation skill used by the principals. So, it is inferred that inspirational motivation, skill of principals of secondary schools is a good determinant of the teachers' performance. Both the investigated variables well determined the teacher performance parallel to the the leadership effectiveness of the principal.

### **Conclusions**

The study concluded that inspirational motivation is highly correlated with the teacher performance followed by idealized influence. The individual contribution of the principal's 'idealized influence' and 'inspirational motivation' was 32 % and 34 % respectively to the variance of teacher performance. The overall effectiveness by weighing the two leadership skills was found at moderate level. The joint influence of the TWO variables found 52 % so these are dominant predictors of the teacher performance. These were found too bold practices performed by the school principals to see their teacher performing better as needed.

### **Recommendations**

On the basis of the results, following major recommendations and suggestions were made to see the principals more effective.

Both the two leadership skills have been well proved as bold determinants of the teacher performance. So the principals must display these practices (idealized influence and inspirational motivation) to have potent effect on teachers to uphold his leadership effectiveness as well as the teacher performance. The



principals must exercise these practices to improve the teacher performance besides their own effectiveness.

Punjab Public Service Commission should try to evaluate these two leadership qualities besides other personality traits of the fresh candidates to be appointed as principals.

This study is confined only to principals of public secondary schools in Punjab but the principals of government colleges and general public leaders may also be considered articulating their idealized influence and inspirational motivation.

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