Research Article

Transformational Leadership And Its Influence On Institutional Performance In Education

Ratnesh Pal Singh

Assistant Professor,Department of Management Studies,Mata Gujri College, Fatehgarh Sahib, Punjab. Email id- ratneshmgc@yahoo.com

ARTICLE INFO	ABSTRACT
	This study was carried out to identify the impact of transformational leadership on the performance of institutions of learning. Transformational leadership has gained popularity as a very efficient leadership style which focuses on vision, motivation, intellectual stimulation as well as individual consideration. The study applied the qualitative research method and descriptive-correlational research design to gather data on 75 academic and administrative employees employed in the chosen education institutions. Transformational leadership practices and institutional performance indicators based on organizational effectiveness, staff performance, innovation and goal achievement were measured by a structured questionnaire. The data were analyzed using descriptive statistics and inferential analysis. The results showed that the transformational leadership practices were considered to be high in all dimensions. The respondents also rated institutional performance to be at a high level. The correlation analysis showed that transformational leadership had a strong positive and significant relationship with the institutional performance. This implies that the better the institutions with better transformational leadership levels, the more better performance outcomes. It is concluded that transformational leadership is a very important factor in improving the performance of institutions in education. The results are insightful to educational leaders and policymakers who are interested in enhancing the effectiveness of the organization by means of effective leadership practices. **Keywords:** Transformational leadership, Institutional performance, Educational leadership, Organisational effectiveness, Leadership practices

1. Introduction

In educational institutions, leadership is very important in determining the success and performance. The leadership styles of the leaders that guide, motivate, and support teachers and staff directly impact the quality of teaching, the climate in the institution and the overall performance results. It has been revealed that leadership plays a great role in defining the way schools and higher education institutions address internal and external challenges (Allen et al., 2015). Transformational leadership is one of the existing leadership styles that have received growing attention in the research of education because of its focus on vision, motivation and personal development. Transformational leaders influence followers to do better than expected because they build trust, commitment, and goals in the institution (Aydin et al., 2013). Such a leadership approach is applicable especially in education where human relationship and professional dedication become core to the success of the institution.

Transformational leadership involves four dimensions that are idealized influence, inspirational motivation, intellectual stimulation and individualized consideration. All these dimensions are conducive to encouraging positive attitudes and creativity and professional development among educational workers. Research opportunities in the higher education setting have proved that transformational instructor-leadership has a positive impact on teaching performance and student interest (Balwant, 2016). Transformational leadership has an implication on the performance of the individual and the organization in general. Transformational leaders assist in establishing a positive and encouraging institutional environment that improves cooperation and creativity (Berkovich and Eyal, 2017). This type of leadership is now considered critical to change management and enhancement of the quality of learning in learning environments which are dynamic.

Faculty members and teachers are the main stakeholders whose job satisfaction is a decisive attribute to the stability of an institution and its performance. Leadership style has also been found to be a great factor in determining the level of satisfaction of employees in an educational institution. The studies which take place in a university environment show that the leadership practices have a great impact on the job satisfaction and commitment of the faculty (Amin et al., 2013). On the same note, it has been indicated that the leadership behaviors have a direct effect of the emotional well-being of teachers and their professional attitude. Teachers will be more prone to enjoy more satisfaction and motivation when leaders exhibit supportive and participative leadership styles. These results make it clear that leadership styles, that put more emphasis on human relations and professional acknowledgments are relevant.

In order to have sustainable institutional performance, organization commitment amongst teachers is a prerequisite. It has been established that transformational leadership can enhance the commitment of the teachers by promoting a sense of purpose and collective accountability. It was found that the styles of leadership employed by principals have a great impact on organizational commitment and loyalty among teachers (Aydin et al., 2013). On a more profound level, the transformational leadership affects the commitment in both cognitive and motivational ways. Leaders that promote professional independence and intellectual development assist teachers to internalize the organizational objectives and lead to increased commitment to the organization (Dumay and Galand, 2012). This connection highlights the psychological influence of leadership activities in the education environment.

An instructional quality and student outcomes largely depend on teacher motivation. Research has established that transformational leadership impacts positively on teacher motivation by benefiting them psychologically on areas of autonomy, competence, and relatedness (Eyal and Roth, 2011). Inspirational teachers are more inclined to take part in novel teaching methods and self-development. There is also empirical evidence that shows that transformational leaders, principals are able to greatly improve the level of teacher motivation. These leaders promote creativity, problem solving and professional discussions in schools (Eres, 2011). Such leadership practices lead to positive teaching culture that enhances improvement of an institution.

The institutional performance in the education sector has several dimensions which include staff effectiveness, student performance, and organizational performance. The studies have also demonstrated a close correlation between leadership behaviors and student performance, especially in schools under the leadership of transformational heads (Day et al., 2016). School climate and overall institutional effectiveness have been found to be enhanced through leadership models that combine transformational ideals. Research also indicates that leadership does not only impact the performance of individuals, but also influences the larger organizational systems, which facilitate learning (Allen et al., 2015). This is a strategic position of leadership in the educational reform and performance improvement.

Transformational leadership has been challenged by the fact that it has remained discussed and improved in the field of leadership theory although it has been largely accepted. The research has expressed a convergence between transformational leadership and other forms of leadership, which requires a more combined approach to theory (Anderson and Sun, 2017). This is because such discussions indicate the dynamic aspect of the leadership research in complex organizational conditions. Results of meta-analytic researches also substantiate the strength of transformational leadership in cross-cultural and cross-organizational contexts. It has been indicated that transformational leadership is a universal and positive intervention that can bring beneficial performance results in different learning institutions (Crede et al., 2019). These results support its application in local and global academic settings.

Even though numerous research studies on leadership in education have been conducted, there is still a gap in the context of empirical research on the role of transformational leadership in the performance of institutions. The literature already notes that the models of leadership have been important in the management of education, but there have been differences in application and results (Bush et al., 2019). In addition, the current research shows that the leadership behavior is an important factor that influences teacher dedication and school performance, but the contextual variations end up needing further research (Dumay and Galand, 2012). Hence, this research paper aims to explore transformational leadership and its effects on the performance of institutions in the education sector to make contributions towards the theory and practice of educational leadership.

Objectives of the Study

The intended purpose of the research is to analyze the impact of transformational leadership on performance in the institution in terms of performance. The research aims and objectives are as follows:

1. To study the degree of display of transformational leadership practices by leaders in learning institutions.
2. To determine the rate of organizational effectiveness, staff performance, innovation, and goal achievement as the key aspects of institutional performance.
3. To establish the correlation between transformational leadership and institutional performance in education institutions.

4. To determine which dimensions of transformational leadership (idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration) has the most significant impact on increasing the institutional performance.

2. Review of Literature

Transformational leadership is a style that is aimed at providing inspiration and motivation to followers in order to get them to perform beyond expectations by converting their attitudes, beliefs, and values (Wang et al., 2011). Burns introduced the concept and was further developed by Bass who explained transformational leaders as those who motivate followers in attaining greater performance by focusing on vision, inspirational, intellectual stimulation and individualized attention. Transformational leadership is especially applicable in an educational environment since it facilitates professional development, cooperation, and dedication in teachers and employees (Braun et al., 2013). Transformational leadership is based on four dimensions namely idealized influence, inspirational motivation, intellectual stimulation and individualized consideration. Idealized influence is when leaders become ethical role models and win respect and trust of the followers (Menon, 2014). Inspirational motivation entails the expression of a clear vision that is inspirational and motivational to the employees. Intellectual stimulation promotes creativity, innovation, and critical thinking, whereas the personalized approach is aimed at meeting the needs and professional growth of the followers individually (Kurland et al., 2010).

The role of leadership in educational institutions is paramount in determining the quality of teaching services, climate in the organizations and the effectiveness of the institutions (Zhu et al., 2011). A number of studies have pointed out that transformational leadership is one leadership style that has proven to be most effective in learning institutions. Transformational school leaders create a desirable learning environment through the motivation of teachers, encouraging professional growth, and sharing goals (Abdul Wahab et al., 2014). It was demonstrated that transformational leadership has a positive impact on teacher motivation, job satisfaction, and organizational commitment (Tesfaw, 2014). The teachers under transformational leaders feel decided, supported, and crucial so that their contribution to the success of the institution is enhanced. Additionally, transformational leadership has been observed to promote the improvement of instruction through stimulating innovative teaching and lifelong learning (Luyten and Bazo, 2019).

Institutional performance in education is the degree of attainment of the goals of educational institutions in an efficient and effective way. Good institutional performance can be characterized by good management, motivated employees, new practices and achievement of institutional goals. Schools that have good leadership have higher chances of showing better performance results. Proper leadership leads to the achievement of improved coordination, improved productivity of the staff, and establishment of a favorable organizational culture (Dou et al., 2017). Research shows that the practice of leadership plays a crucial role in determining the performance of an individual and overall organization in the educational context.

Empirical studies always show that transformational leadership has a strong positive correlation with institutional performance (Wang et al., 2011). Transformational leaders impact the performance of institutions by inspiring employees, encouraging teamwork, as well as encouraging innovativeness. Their leadership behaviors contribute to the ability to build a shared vision and a feeling of shared responsibility, which improves organizational effectiveness (Kurland et al., 2010). Research done in schools and universities has found out that transformational leadership influences positively the performance of staff, commitment to a particular organization and innovativeness (Menon, 2014).

Although the topic of transformational leadership is well researched, there is a lack of empirical studies which specifically involve investigating the role of transformational leadership on institutional performance in various educational settings (Braun et al., 2013). Most of the studies are concerned with the outcomes of teachers like motivation and job satisfaction whereas limited studies discuss the overall performance indicators of an institution (Tesfaw, 2014). Also, the contextual differences between leadership practices and the institution environment demand further research (Zhu et al., 2011)
. The results are expected to have a contribution to the field of the leadership theory as well as the practical decision-making in the field of educational administration.

3. Methodology
3.1 Research Design
The research approach to the study was quantitative and descriptive-correlational design of research. The design was suitable in studying the nature and strength of the relationship between transformational leadership and institutional performance in educational institutions without controlling the study variables.

3.2 Population of the Study
The sample of the study included academic and administrative workers of selected educational institutions. These respondents were deemed as appropriate since they had experience in leadership practices directly and were directly connected with institutional processes and performance outputs.

3.3 Sample Size and Sampling Technique
The respondents of 75 were chosen as the total sample out of the target population through the stratified random sampling method. The first stratification was based on the academic and administrative staff to represent the population proportionally. Each stratum was then randomly sampled to get participants. The sample size of 75 was found to be sufficient to statistically analyze and have reliable and valid results to the study.

3.4 Research Instruments
A structured questionnaire, which had three sections, was used to gather the data. Section A was used to record demographic data of respondents. B involved the scale of transformational leadership practices by means of modified questions of Multifactor Leadership Questionnaire (MLQ), which include idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. Section C assessed the performance indicators of the institution which included effectiveness of the organization, staff performance, innovation, and realization of objectives. The Likert scale adopted to measure responses included five-points with a high degree of strongly disagree (1), strongly agree (5).

3.5 Validity and Reliability of the Instrument
Expert review was used to verify the validity of the research instrument by the experts in the field of educational leadership and research methodology. A pilot study was done to narrow down the items in the questionnaire. It was determined that reliability was measured with the help of Cronbach alpha coefficient, and all constructs provided the reliability coefficient over the acceptable threshold of 0.70, which proves internal consistency.

3.6 Data Collection Procedure
Data collection was done after obtaining official permission of the concerned institutional authorities. The questionnaires were sent to the respondents who had been selected through the physical or electronic means. The respondents were made aware of what the study intended by making them believe that no one would judge them based on their answers and that their names would not be disclosed. Questionnaires that had been filled were gathered and ready to be analyzed.

3.7 Data Analysis Techniques
The questionnaires were filled in with data, which was coded and analyzed with the aid of statistical software. Respondent characteristics and the study variables were summarized using descriptive statistics (percentages, frequencies, means and standard deviations). The correlation and the impact of transformational leadership on the institutional performance was analyzed with the help of inferential statistics, i.e., the Pearson correlation and multiple regression analysis. Necessary tests were undertaken at 0.05 level of significance.

3.8 Ethical Considerations
The study was performed with great strictness to ethical principles. The respondents were involved in participation on voluntary basis and informed consent was obtained. Anonymity and confidentiality were applied, and the data were utilized only in the academic research.

4. Results
4.1 Demographic Characteristics of Respondents
In this section, the demographic features of the respondents who took part in the study are given. The demographic variables analysis is critical because it gives background data on the respondents and assists in comprehending the background in which perceptions of transformational leadership and institutional performance were shaped. Some of the variables that are taken in this section are gender, role in the institution and work experience in the institution. Table 1 gives an overview of the demographic pattern of the 75 respondents. The detailed information about the sample is presented in the table, which makes it clearer how the respondents that took part in the study were composed.

Table 1: Demographic Characteristics of Respondents (N = 75)

Variable	Category	Frequency	Percentage (%)
Gender	Male	42	56.0
	Female	33	44.0
Role	Academic Staff	48	64.0
	Administrative Staff	27	36.0
Experience	1-5 years	21	28.0
	6-10 years	34	45.3
	Above 10 years	20	26.7

As mentioned in the Table, the sample was slightly higher in male respondents than the female respondents. The participants were dominated by the academic staff, which implies that the findings can be mostly related

to the experience of instructional and academic leadership. Regarding work experience, the majority of respondents worked in the institution over five years, which means that the participants were adequately exposed to the institutional leadership practices and processes related to performance. The demographic data of the respondents in terms of institutional role and years of experience are presented in a graphic manner in Figure 1. The figure supplements tabular data as it gives a better visual comparison between the categories.
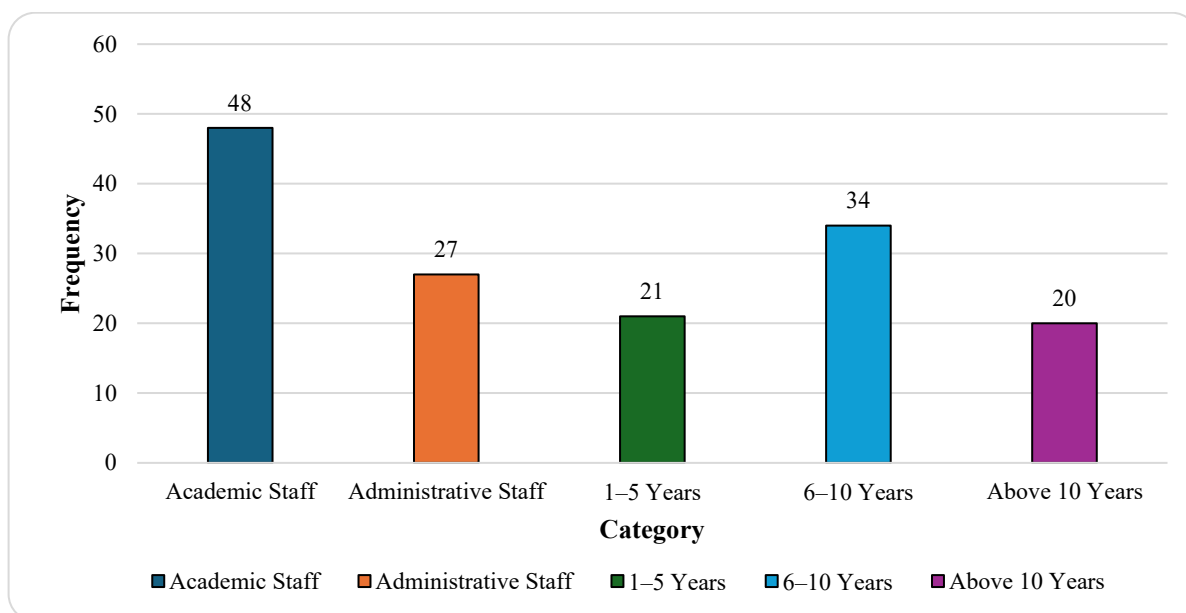

Figure 1: Bar chart showing respondents' role in the institution and years of work experience
The number supports the fact that the academic staff and mid-career workers constituted the highest percentage of the respondent group, which would enhance the validity of their perceptions about leadership and institutional performance.

4.2 Level of Transformational Leadership Practices
In this section, the results are provided concerning the degree of transformational leadership practices within the chosen learning institutions. The descriptive statistics were adopted to compare the perceptions of respondents with regard to leadership actions on four dimensions of transformational leadership. Table 2 shows the standard deviation and mean scores of each dimension of transformational leadership. These statistics offer an idea of the frequency with which the transformational leadership behaviors were believed to be exercised by the institutional leaders.

Table 2: Descriptive Statistics for Transformational Leadership Dimensions

Dimension	Mean	Standard Deviation	Interpretation
Idealized Influence	4.12	0.61	High
Inspirational Motivation	4.05	0.65	High
Intellectual Stimulation	3.98	0.69	High
Individualized Consideration	4.08	0.63	High
Overall Mean	4.06	0.65	High

Table indicates that the mean values of all the dimensions of transformational leadership were high. Idealized influence recorded the highest mean score meaning that the leaders were mostly perceived as ethical role models who evoked trust and confidence. The scores of inspirational motivation and individualized consideration were also significant, which indicates that leaders can help to motivate the staff and meet their individual needs. Even though the intellectual stimulation has the least mean out of the dimensions, it was in the high range. The mean score of four dimensions of transformational leadership is graphically illustrated in Figure 2. This graphic display allows comparing the relative power of every dimension of leadership.
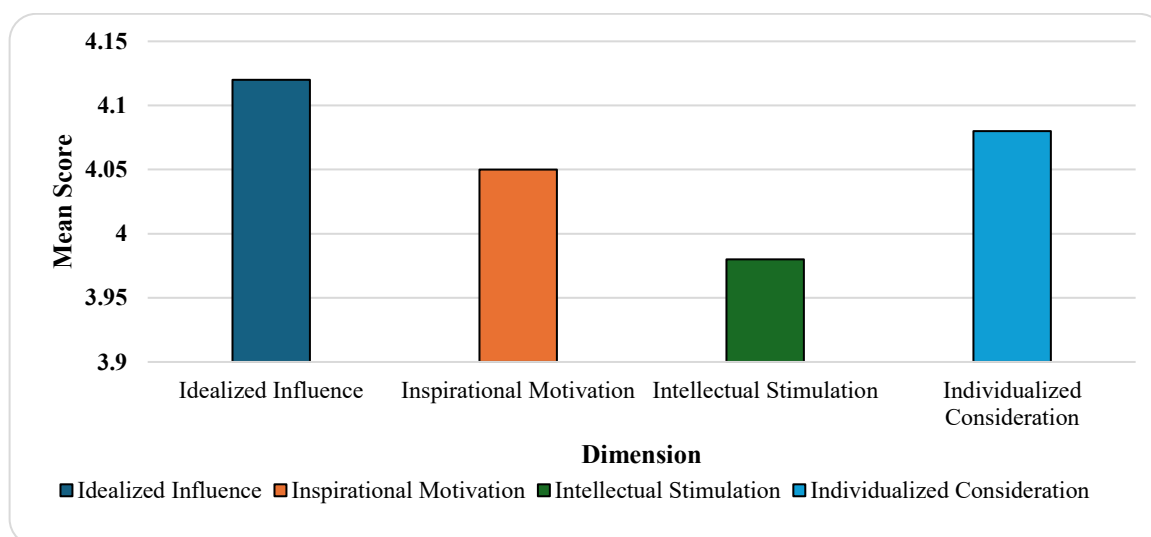
Figure 2: Column chart showing mean scores of transformational leadership dimensions

The figure shows conclusively that the practice of transformational leadership was high in all dimensions without any significant change in any one of them.

4.3 Level of Institutional Performance

This section will provide the results concerning the performance of institutions in the chosen learning institutions. Indicators that measured institutional performance covered aspects that pertained to organizational effectiveness, staff performance, innovation and goal achievement. Table 3 shows the descriptive statistics of the indicators of institutional performance. The table gives a summary of the perception of the respondents on the performance of their institutions on various dimensions.

Table 3: Descriptive Statistics for Institutional Performance

Indicator	Mean	Standard Deviation	Interpretation
Organizational Effectiveness	4.00	0.66	High
Staff Performance	4.09	0.62	High
Innovation	3.92	0.71	High
Goal Achievement	4.06	0.64	High
Overall Mean	4.02	0.66	High

All the institutional performance indicators had high mean scores as indicated in Table. The best indicator was the performance of the staff which implied that the employees were seen to do their work efficiently and effectively. The lowest average score was observed in innovation, but it was under the high category, which means that there can be some improvements. Figure 3 shows an average score of the indicators of institutional performance. The number gives a graphical analysis of the level of performance in various indicators.
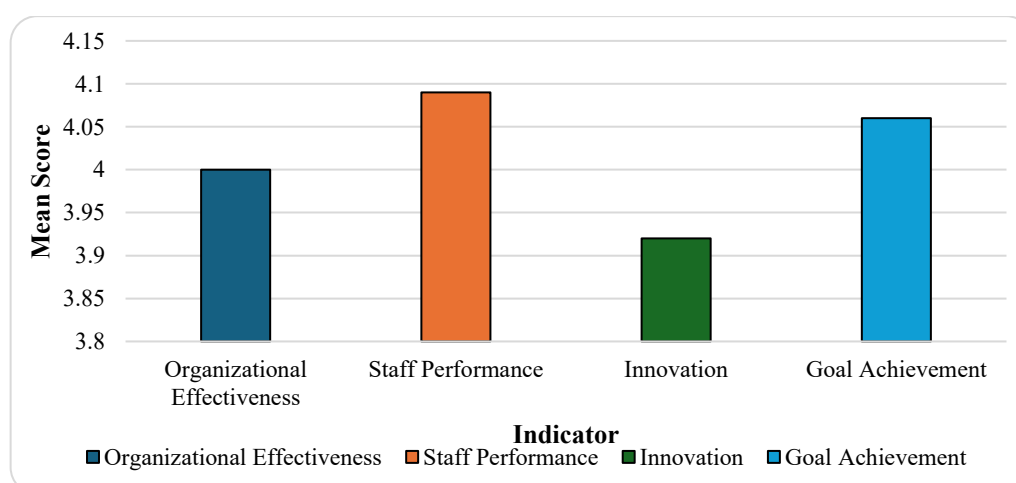

Figure 3: Bar chart showing mean scores of institutional performance indicators

The figure identifies the performance and goal achievement of the staff as the most striking performance results, which supports the descriptive results provided in the Table.

4.4 Relationship Between Transformational Leadership and Institutional Performance

The analysis was done using Pearson correlation analysis in order to test the relationship between transformational leadership and institutional performance. The correlation study has found a strong positive and statistically significant relationship between the two variables ($r = 0.68$, $p < 0.05$). The findings of this study suggest that the greater the transformational leadership practices, the better the institutional performance. The conclusion is that in cases where leaders show transformational behaviors, educational organizations are more prone to have increased organizational performance, staff performance, innovativeness, and increased goal achievement.

4.5 Strength of the Relationship Between Study Variables

In addition to the determination of the statistical significance, the strength of the relationship between transformational leadership and the institutional performance is noticeable. The coefficient of correlation that was obtained is significant implying that practices of transformational leadership are significant in determining institutional outcome. This strength means that leadership practices are not just the peripheral factors but rather the key points in terms of institutional efficacy in schools. The size of the correlation also indicates that any enhancement in transformational leadership practices can result into significant increases in institutional performance. This observation supports the practical applicability of transformational leadership on educational administrators and policy implementers.

4.6 Implications of the Statistical Findings

Statistical results of the current research show that transformational leadership is strongly connected with such institutional performance factors as the organizational effectiveness, the staff performance, the innovation, and the goal achievement. These findings suggest that the vision-focused, motivation-focused, intellectual engagement-focused, and individualized-supported institutional leadership practices can lead to a more productive and goal-oriented institutional environment. The findings also indicate that schools which are more focused on transformational leadership development might be in a better position to promote staff commitment and the overall performance outcomes.

4.7 Key findings

Overall, the findings reveal that the transformational leadership practices and the institutional performance were perceived to be high in the educational institutions that were examined. The discussion has shown that leaders were highly rated in terms of transformational behaviors in all the four dimensions especially idealized influence and individualized consideration. There were also high mean scores registered by the institutional performance indicators with the most pronounced areas being the staff performance and achievement of goals. Moreover, the results proved that there is a strong, positive and statistically significant relationship between transformational leadership and institutional performance. This correlation shows that transformational leadership is one of the determining elements of success in the institution in the field of education. On the whole, the findings support the empirical premises of the study objective and highlight the importance of the transformational leadership in the improvement of institutional performance.

5. Discussion

This study found out that transformational leadership and institutional performance in education were strongly positively related with one another. This finding confirms the reasoning that transformational leadership is a strong predictor of organizational performance even when other modern leadership styles are put into consideration. Transformational leadership appears to offer an explanation of great variation in performance when compared to ethical, authentic, and servant leadership styles according to the evidence of leadership meta-analyses (Hoch et al., 2018). The findings also indicate that transformational leadership remains applicable in the contemporary learning environments. Although there are arguments concerning the irrelevance of the transformational leadership theory in modern times, the latest studies show that its combination with instructional leadership positively affects student and institutional performance. This validates the fact that transformational leadership continues to be a paramount theory of leadership success in the education sector.

The impact of transformational leadership on the performance of institutions in this study is positive and could be partially attributed to the fact that transformational leadership enhances organizational learning. Transformational leaders promote innovation, contemplation, and communal education, which is a key to improving an institution. Studies have established that transformational leadership greatly boosts organizational learning practices and thus more innovation in the institutions of learning (Hsiao and Chang, 2011). Transformational leaders ensure that institutions keep up with the changing educational needs through the creation of an environment conducive to constant learning. This culture of learning will enhance the institutional capacity and lead to a long-term improvement in performance.

The research findings are in line with the current studies which have highlighted the significance of transformational leadership as a sure way of enhancing teacher commitment. Transformational leadership practices help to make teachers feel increased emotional and professional attachment to the institutions. As empirical data show, transformational leadership has a considerable impact on the commitment of the teachers to the organization, their profession, and learning of the students (Ibrahim et al., 2014). This is essential in keeping an institution stable in the long run. When a teacher believes that he or she is cherished and encouraged by leadership, there is a high chance of the teacher expressing commitment, accountability and involvement in his or her career. It was also revealed that transformational leadership overlaps with other leadership models but still has specific explanatory capacity of organizational performance (Banks et al., 2016).

The other meaningful implication of the findings is the contribution of the transformational leadership towards improving collective efficacy among teachers. Transformational leaders instill confidence through empowerment of staff and cooperation. Transformational school leadership, according to research, is a good predictor of teacher self-efficacy and collective teacher efficacy (Ninković and Kneževica Florić, 2018). The increased rates of collective efficacy are the means of coherent and effective functioning of institutions. This common faith in the possibility of acting together enhances the performance of the institutions and inculcates the culture of mutual support and responsibility.

This study, also, supports the argument that transformational leadership increases the organizational commitment of educators. Teachers can be guided by leaders who highlight personalization of consideration and inspirational motivation to make personal goals identify with the goals of the institution. It was demonstrated in previous studies that organizational commitment among teachers is rejuvenated positively by transformational leadership behavior (Selamat et al., 2013). One of the benefits is that, with an increase in organizational commitment, there is a decrease in turnover intentions and an increase in job satisfaction, which leads to a better performance by the institution. This confirms the significance of human relationship-based and motivation-based leadership strategies.

Transformational leadership indirectly affects the performance of an institution through quality of teaching and student performance. Empirical studies have continually indicated that transformational school leadership is positively related to student achievement in terms of the impact it has on the teachers and the school environment. Transformational leaders improve instructional practices and organizational performance by providing a conducive and encouraging atmosphere. All these lead to better performance of institutions in the education sector. The results of the current research align with the findings of meta-analytic studies with strong impact of transformational leadership in the education settings. Massive reviews have indicated that transformational school leadership has a positive impact on a broad spectrum of outcomes that include motivation of teachers, school culture and institutional effectiveness (Sun and Leithwood, 2012). This fact aligns with the previous meta-analytic studies and lends more credibility to the findings of the study and the power of transformational leadership theory in education.

Although the main focus of the current research was transformational leadership, the results are also related to the general discourse of the leadership models in education. The studies on distributed leadership posit that shared accountability and professional interaction facilitated by collaborative leadership structures add to the roles of transformational leadership (Tian et al., 2016). Transformational leadership has a principle influence in the development of positive institutional culture. Research has shown that leadership practices leading to positive school culture have a great impact on the organizational commitment and well-being of teachers (Zhu et al., 2011). This performance is further enhanced by this cultural influence. In general, the results of the current research can be aligned with the existing literature, which places transformational leadership as one of the major forces behind the institutional performance in the education sector. The discussion points out the improved organizational learning and teacher commitment, collective efficacy, and institutional culture through transformational leadership. All of these aspects lead to the enhanced institutional performance and the long-term effectiveness of the education.

6. Conclusion

This paper has discussed how transformational leadership can affect the performance of institutions in the educational context and offers significant information on how leadership has contributed to improving performance of the organization. The results reveal that the practices of transformational leadership are closely connected with the enhanced performance of the institution, which means that the leader who inspires, motivates, and supports his employees is one of the key factors behind the positive organizational performance. Transformational leaders build a commitment, collaboration, and continuous improvement environment by focusing on vision, intellectual stimulation, and personalized attention. The research also points out that transformational leadership has a positive impact on the major organizational variables including teacher motivation, organizational commitment, and collective efficacy that are critical in the attainment of the institutional goals. The practices promote an organizational culture that is supportive of the staff in the institution leading to increased staff performance and innovation. Consequently, educational establishments that have transformational leaders are in a better position to react to challenges and meet the evolving educational needs. In totality the research validates the fact that transformational leadership remains relevant

in the education sector and it is significant in enhancing the performance of an institution. These findings imply that the educational leaders and policymakers ought to focus on the development and implementation of transformational leadership practices to enhance the effectiveness of the institution and encourage the long-term enhancement of the educational outcomes.

References

1. Abdul Wahab, J., Mohd Fuad, C. F., Ismail, H., & Majid, S. (2014). Headmasters' transformational leadership and their relationship with teachers' job satisfaction and teachers' commitments. *International Education Studies*, *7*(13), 40-48.
2. Allen, N., Grigsby, B., & Peters, M. L. (2015). Does leadership matter? Examining the relationship among transformational leadership, school climate, and student achievement. *International Journal of Educational Leadership Preparation*, *10*(2), 1-22.
3. Amin, M., Shah, S., & Tatlah, I. A. (2013). Impact of Principals/Directors' Leadership Styles on Job Satisfaction of the Faculty Members: Perceptions of the Faculty Members in a Public University of Punjab, Pakistan. *Journal of Research & Reflections in Education (JRRE)*, *7*(2).
4. Anderson, M. H., & Sun, P. Y. (2017). Reviewing leadership styles: Overlaps and the need for a new 'full-range'theory. *International journal of management reviews*, *19*(1), 76-96.
5. Aydin, A., Sarier, Y., & Uysal, S. (2013). The effect of school principals' leadership styles on teachers' organizational commitment and job satisfaction. *Educational Sciences: Theory & Practice, 13*(2), 806–811.
6. Balwant, P. T. (2016). Transformational instructor-leadership in higher education teaching: A meta-analytic review and research agenda. *Journal of leadership studies*, *9*(4), 20-42.
7. Banks, G. C., McCauley, K. D., Gardner, W. L., & Guler, C. E. (2016). A meta-analytic review of authentic and transformational leadership: A test for redundancy. *The leadership quarterly*, *27*(4), 634-652.
8. Berkovich, I., & Eyal, O. (2017). Emotional reframing as a mediator of the relationships between transformational school leadership and teachers' motivation and commitment. *Journal of educational Administration*, *55*(5), 450-468.
9. Braun, S., Peus, C., Weisweiler, S., & Frey, D. (2013). Transformational leadership, job satisfaction, and team performance: A multilevel mediation model of trust. *The leadership quarterly*, *24*(1), 270-283.
10. Bush, T., Bell, L., & Middlewood, D. (2019). Models of educational leadership. *Principles of educational leadership and management*, 3-17.
11. Crede, M., Jong, J., & Harms, P. (2019). The generalizability of transformational leadership across cultures: A meta-analysis. *Journal of Managerial Psychology*, *34*(3), 139-155.
12. Day, C., Gu, Q., & Sammons, P. (2016). The impact of leadership on student outcomes: How successful school leaders use transformational and instructional strategies to make a difference. *Educational administration quarterly*, *52*(2), 221-258.
13. Dou, D., Devos, G., & Valcke, M. (2017). The relationships between school autonomy gap, principal leadership, teachers' job satisfaction and organizational commitment. *Educational Management Administration & Leadership*, *45*(6), 959-977.
14. Dumay, X., & Galand, B. (2012). The multilevel impact of transformational leadership on teacher commitment: Cognitive and motivational pathways. *British Educational Research Journal*, *38*(5), 703-729.
15. Eres, F. (2011). Relationship between teacher motivation and transformational leadership characteristics of school principals. *International journal of education*, *3*(2), 1.
16. Eyal, O., & Roth, G. (2011). Principals' leadership and teachers' motivation: Self-determination theory analysis. *Journal of educational administration*, *49*(3), 256-275.
17. Hoch, J. E., Bommer, W. H., Dulebohn, J. H., & Wu, D. (2018). Do ethical, authentic, and servant leadership explain variance above and beyond transformational leadership? A meta-analysis. *Journal of management*, *44*(2), 501-529.
18. Hsiao, H. C., & Chang, J. C. (2011). The role of organizational learning in transformational leadership and organizational innovation. *Asia Pacific Education Review*, *12*(4), 621-631.
19. Ibrahim, M. S., Ghavifekr, S., Ling, S., Siraj, S., & Azeez, M. I. K. (2014). Can transformational leadership influence on teachers' commitment towards organization, teaching profession, and students learning? A quantitative analysis. *Asia Pacific Education Review*, *15*(2), 177-190.
20. Kurland, H., Peretz, H., & Hertz-Lazarowitz, R. (2010). Leadership style and organizational learning: The mediate effect of school vision. *Journal of Educational administration*, *48*(1), 7-30.
21. Leithwood, K., & Sun, J. (2012). The nature and effects of transformational school leadership: A meta-analytic review of unpublished research. *Educational administration quarterly*, *48*(3), 387-423.
22. Luyten, H., & Bazo, M. (2019). Transformational leadership, professional learning communities, teacher learning and learner centred teaching practices; Evidence on their interrelations in Mozambican primary education. *Studies in educational evaluation*, *60*, 14-31.

23. Menon, M. E. (2014). The relationship between transformational leadership, perceived leader effectiveness and teachers' job satisfaction. *Journal of Educational Administration*, *52*(4), 509-528.
24. Ninković, S. R., & Knežević Florić, O. Č. (2018). Transformational school leadership and teacher self-efficacy as predictors of perceived collective teacher efficacy. *Educational Management Administration & Leadership*, *46*(1), 49-64.
25. Selamat, N., Nordin, N., & Adnan, A. A. (2013). Rekindle teacher's organizational commitment: the effect of transformational leadership behavior. *Procedia-Social and Behavioral Sciences*, *90*, 566-574.
26. Sun, J., & Leithwood, K. (2012). Transformational school leadership effects on student achievement. *Leadership and Policy in Schools*, *11*(4), 418-451.
27. Tesfaw, T. A. (2014). The relationship between transformational leadership and job satisfaction: The case of government secondary school teachers in Ethiopia. *Educational Management Administration & Leadership*, *42*(6), 903-918.
28. Tian, M., Risku, M., & Collin, K. (2016). A meta-analysis of distributed leadership from 2002 to 2013: Theory development, empirical evidence and future research focus. *Educational Management Administration & Leadership*, *44*(1), 146-164.
29. Wang, G., Oh, I. S., Courtright, S. H., & Colbert, A. E. (2011). Transformational leadership and performance across criteria and levels: A meta-analytic review of 25 years of research. *Group & organization management*, *36*(2), 223-270.
30. Zhu, C., Devos, G., & Li, Y. (2011). Teacher perceptions of school culture and their organizational commitment and well-being in a Chinese school. *Asia Pacific Education Review*, *12*(2), 319-328.