Influence of Transformational Leadership Behaviour of Heads on Pedagogical Practices of Teachers

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ABSTRACT:

The study aimed to explore the influence of transformational leadership behaviour of heads of pedagogical practices of teachers. Descriptive designed as opted for, and a survey was conducted to explore said phenomenon. All Government Secondary Schools of district Sargodha constituted the population. A sample of 234 teachers (130 male, 102 female) was selected. Pilot testing conducted showed Cronbach's Alpha value of 0.763. Findings showed that head teachers show a high level of transformational leadership behaviour. The status of pedagogical practices was found satisfactory, whereas females head showed more transformational behaviour than males. Male teachers showed more sophisticated pedagogical practices than female teachers. Significant correlation was found between transformational leadership behavior of head teachers and teachers' pedagogical practices. Hence, it is recommended that head teachers should practice transformational leadership practices to improve pedagogical practices and the overall performance of teachers.

KEY WORDS:

Transformational Leadership Behaviour, Pedagogical Practices, Teachers, Government Secondary Schools, Transformational Behaviour

Introduction

Literature explicated that the influence of a leader is determined by the leadership style a leaders' being used while setting goals, managing educational events, and designing activities. Because different leadership styles have diverse consequences and effects (Bhana & Bayat, 2020), for instance, best use of leadership style can influence subordinate behavior, performance and goal achievement. In education setting, leadership behavior is positively related to a conducive learning environment, teachers' pedagogical practices, and the performance of overall organization (Arechavaleta-Velasco et al., 2012). There are various leadership styles; however, to satisfy the demands of organization in this era of globalization, transformational leadership is an important behavior of school head.

Education is a social process, and transformational behavior of heads affects social processes and individuals. Transformational behavior tends to create a positive change in teachers with the end objective of inspiring and motivating them to be good classroom managers (Shindler, 2009). Burns presented the concept of transformational

Ijaz Khalid and Asif Ali, 2024 | https://doi.org/10.55737/trt/V24.198

Women as Voters and Candidates: A Critical Analysis of Electoral Inclusion in KP under Post-Musharraf Democratic Governments.

leadership in 1978, as a process of raising the level of motivation, morale and self-confidence among subordinates. Transformational leaders are urged to be the best, proactively helping their subordinates grow and develop (Bass & Riggio, 2006). For the long-term well-being of followers, leaders' major priority is to assist others in achieving this through encouraging individual development, empowerment, and dependable collective work. Transformational leadership is born out of a strong desire to help others and act as the "Favored Style of Leadership" (Marzano et al., 2001). Bass (1995) and Leithwood (2006) have associated transformational leadership with vision, restructuring the organization, realigning the organization, trust, empowerment, and development of staff. Characteristics of transformational leaders include enthusiastic, charismatic, passionate, optimistic, and visionary. They can change long-held practices, perceptions, attitudes and beliefs of subordinates.

Transformational leadership is important in the education sector because it encourages subordinates to create trusting relationships, creates a conducive learning environment for the teachers and institution. According to Hauserman and Stick (2013), such types of leaders are an indicator of constant advancement in the organization because they are capable of identifying opportunistic techniques that result in teachers realizing their full potential. Transformational leaders can build a favorable learning environment in an educational institution, which leads to teacher satisfaction, retention and effective delivery in the classroom.

A head-teacher/principal is one of the most powerful human resources in a school. The role of the head teacher as a leader is critical for the schools' performance. According to Bass and Riggio (2006). There is almost always an aggressive, dynamic, and professionally vigilant head teacher offering significant instructional activities for teachers. The head-teachers' effective leadership behavior will have an impact on the teachers' motivation and the level of teaching in the classroom (Stein & Preiser, 2014). Literature indicated that a transformational head-teacher is eager to improve school performance through making human relation effective with teaching staff, non-teaching staffs, and students, quick in decision making, creating favoured learning environment, impacting on quality of content delivery (pedagogy), building collaboration with out of school people like members of school management committee, parents, and society members (Balaram, 2005). School administrators are "held accountable not only for the structures and processes they develop, but also for the performance of individuals under their supervision" (Leithwood & Riehl, 2003).

Pedagogical practices involve the activities or methods used by teachers in teaching-learning process, which support the teachers in delivering content effectively. According to O'Brien and Blue (2018), pedagogical practices have a direct connection with students' learning. Teachers are the personality to make use of various pedagogical practices according to the availability of resources. Hamdan et al. (2024) advocated that head-teachers are required to deploy effective leadership behavior in inspiring the practice of research-based pedagogy in classrooms. He further narrated that efficient leadership behavior compels the head teachers to set apex-level expectations that are based on effective use of pedagogical practices. Therefore, it can be inferred that the importance of the head-teacher's leadership behavior in supporting teachers to be involved in discerned pedagogical practices in teaching is consistently emphasized in studies quoted by Hattie (2009), highlighting that pedagogical practices make a difference in students' learning. Nedelcu (2013) added that head-teachers can use transformational leadership behavior and build the capacity of teachers to improve their pedagogical skills to transform the school as they wish.

According to Luthans and Avolio (2003), in teaching-learning context, transformational leaders can diagnose the needs of students and guide their teachers through individualized consideration to revisit their pedagogy for value addition in learning process. Thus, transformational leadership behavior has an imperative role in teachers' pedagogical roles and school success as well. So, the foremost drive of this research study was to explore the transformational leadership behavior of head teachers and examine its influence on teachers' pedagogical practices.

Objectives of the Study

1. Determine the transformational leadership behavior of secondary schools' heads.
2. Examine the pedagogical practices of secondary school teachers
3. Measure the influence of transformational leadership behavior of head-teachers on secondary school teachers' pedagogical practices.

Research Design

A framework which explains the methods and techniques selected by a researcher is declared as a research design (Creswell, 2003). There are multiple approaches used to study a research problem; however, in current study correlational design was used to determine the influence of transformational leadership behavior indicators of head teachers as perceived by secondary school teachers on their pedagogical practices in classroom.

Population of the Study

A collection of a particular group of individuals fulfils the purpose of research is called a population (Creswell, 2003). In this study, secondary school teachers were the respondents, therefor all the secondary school teachers working in government secondary schools of District Sargodha were the population of this study.

Sample of the Study

Punch and Oancea (2014) wrote that a sample is a group of people, items, or objects which are selected in a manner that is representative of a larger population. A multistage sampling technique was used for selection of sample.

Stage-I: There are six tehsils in district Sargodha, and at first stage one tehsil Sargodha was randomly chosen through fishbowl method.

Stage-II: There were 167 public secondary schools in tehsil Sargodha, therefore, using census sampling techniques, all 167 head-teachers were taken.

Stage-III: Out of 167 secondary schools, 65 were male, and 102 were female, therefore, two secondary school teachers from male schools and one secondary school teachers from female schools were taken conveniently. In this way, a sample of 234 (130 male and 102 female) secondary school teachers participated in this study.

Research Tool of the Study

In this research questionnaire was used as a data collection tool, which was divided into three parts. First part was about demographics, including gender, their school's name, second part was about transformational leadership behavior of head-teachers. This part consisted of twenty-two items on a five-point Likert scale ranging from strongly disagree to strongly agree. And the last part was about pedagogical practices of secondary school teachers using a five-point rating scale ranging from very poor to very good. This part of the instrument comprised eighteen items.

Validation of Research Instrument

Research questionnaires were validated through expert opinion (Oluwatayo, 2012). The experts were faculty members of Department of Education, University of Sargodha and PhD scholars. All the specialists were requested to review the instrument and judge whether the content and language of statements of the scale communicate the true meanings of variables. In order to determine the reliability, researcher conducted a pilot study based on thirty head-teachers and secondary school teachers taken from other tehsils instead of tehsil Sargodha. Cronbach's Alpha value was measured to gauge the reliability of instrument was found to be 0.763.

Women as Voters and Candidates: A Critical Analysis of Electoral Inclusion in KP under Post-Musharraf Democratic Governments.

Data Analysis

Table 1

Frequency Percentage, Mean and SD about Transformational Leadership Behavior

Sr.	Dimensions of Transformational Leadership Behavior	SD	D	DK	A	SA	Mean	SD
		Frequency Percentages						
1.	Inspirational Motivation Behavior	2.48	7.80	11.42	42.36	35.94	3.42	0.99
2	Intellectual Stimulation Behavior	5.08	7.84	8.30	40.26	38.52	3.17	1.07
3	Idealized Influence Behavior	8.05	11.65	13.13	36.05	31.12	3.72	1.21
4	Individualized Consideration Behavior	2.45	3.61	6.267	39.87	47.80	4.26	0.87
	Total	4.51	7.72	9.77	39.63	38.34	3.64	1.03

Table 1 reveals that the mean response frequency percentages of opinion of teachers about the degree their heads exhibited the transformational leadership behavior ranged from strongly agree (38.34%) to agree (39.63%). The mean of the response value was found (i.e. M= 3.64 & SD= 1.03). Therefore, on the basis of scoring criteria, it can be inferred that as perceived by secondary school teachers, their head teachers exhibited a high degree of transformational leadership behavior.

Table 2

Frequency Percentage, Mean and SD about Teachers' Pedagogical Practices

Sr.	Statements	VP	P	F	G	VG	Mean	SD
		Frequency Percentages						
1.	Talk most of the time in class.	1.9	3.9	12.2	43.8	38.2	4.12	0.91
2.	Use audio visual aids to explain contents.	2.2	4.2	14.1	39.1	40.4	4.11	0.94
3	Encourage student to come in class with at least two questions for discussion.	1.9	5.8	13.7	36.9	41.7	4.11	0.98
4	Monitor each group while doing work.	3.6	5.7	10	52.4	28.3	3.96	0.97
5	Allow students to work as a team in the group	5	6.1	19.7	44.6	24.6	3.38	1.04
6	Ask students to share learning experience.	1.9	2.3	2.2	35.2	58.4	4.46	0.81
7	Ask questions to arise curiosity among students.	3	1.1	2.5	49.4	44	4.30	0.83
8	Respond to students' questions.	2.8	2.2	8.8	46.3	39.9	4.18	0.89
9	Assign homework/ task to make learning meaningful.	0.8	2.8	7.2	56.2	33	4.18	0.74
10	Encourage all students to express their views in class.	4.2	0.7	3.3	47.6	44.2	4.27	0.90
11	Monitor each student's performance and praise them for good work.	3	4.4	8.6	45.2	38.8	4.12	0.96
12	Summarize the key points at the end of lesson	5.1	14	8.4	38.2	34.3	3.83	1.20
13	Provide guidance to conduct hands-on activities.	2.2	0.8	5	43.8	48.2	4.35	0.80
14	Give feedback to students on their work in a timely manner.	1.9	0.8	5.5	48.8	42.9	4.30	0.78
15	Enable student to think first why they need to learn.	1.9	4.7	12.7	40.2	40.4	4.12	0.94
16	Facilitate students to learn by their own and encourage self-assessment activities.	6.1	2.9	9.8	45.7	35.5	4.02	1.05
	Total	2.88	3.28	8.15	44.79	40.87	4.17	0.89

Table 2 indicates that the highest mean response value was constituted by asking students to share learning experience (M= 4.46, S.D= 0.81) in pedagogical practices as marked by teachers. On the other side the lowest mean response value was found by allowing students to work as a team in the group (M= 3.38, SD= 1.04) which reflected a fair level of pedagogical practices. Data also indicated that the total items' mean ratings of teachers' responses towards their pedagogical practices ranged from 1.45 to 4.00 on a scale of 1 to 5. The overall mean percentage was found range from strongly agree (40.87%) to agree (44.79%). On the basis of scoring criteria, the overall mean value (M= 4.17, SD= 0.89) showed a good degree of pedagogical practices as perceived by teachers.

Table 3

Independent Sample T-Test on the Exhibition Transformational Leadership Behavior in Terms of Gender

Transformational Leadership Behaviour	Gender	N	Mean	SD	T-Statistics	Sig
Inspirational motivation	Male	130	3.12	0.81	5.05	.001
	Female	102	4.09	0.73		
Intellectual stimulation	Male	130	3.17	0.80	2.14	.000
	Female	102	3.51	0.80		
Idealized Influence	Male	130	4.03	0.81	2.03	.006
	Female	102	3.30	0.80		
Individualized consideration	Male	130	3.14	0.76	2.41	.001
	Female	102	3.41	0.82		
Overall	Male	130	3.36	0.79	2.09	.000
	Female	102	3.57	0.78		

Table 3 reveals that head teachers of both genders obtained a mean score of about three in all transformational leadership behavior. However, out of four transformational leadership behavior, female head teachers got high mean values for three dimensions i.e. for inspirational motivation (M=4.09, SD=0.73) , intellectual stimulation (M=3.51, SD=0.80), and individualized consideration (M=3.41, SD=0.82) than male i.e. inspirational motivation (M=3.12, SD=0.81), intellectual stimulation (M=3.17, SD=0.80), and individualized consideration (M=3.14, SD=0.76). The highest gap between means can be seen in these three transformational leadership behaviors. For male head teachers the highest mean score was counted in the idealized influence behaviour i.e. (M=4.03, SD=0.81), while female head teachers had mean scores i.e. (M=3.30, SD=0.80) for idealized influence behaviour dimension.

Hence, on the basis of means values, it may be inferred that female head teachers have more transformational leadership behavior than male head teachers. Moreover, T-statistics indicate that there is significance difference between means score of male and female head teachers for all the transformational leadership behaviors (i.e. inspirational motivation, intellectual stimulation, idealized influence, and individualized consideration), because t = 2.09 and p<0.05 found to be not significant, the alternative hypothesis is accepted. Therefore, female head teachers exhibit better transformational leadership behavior than male head-teachers.

Table 4

Independent Sample T-Test on the Pedagogical Practices in Terms of Gender

	Gender	N	Mean	SD	T-Statistics	Sig
Pedagogical Practices	Male		4.23	0.65	2.53	.002
	Female		3.21	0.85		

Table 4 explicates that male secondary school teachers got a higher mean value for pedagogical practices (M=4.23, SD=0.65) than female (M=3.21, SD=0.85). The highest gap between means indicates that male secondary school

teachers deployed better pedagogical practices than female secondary school teachers. Moreover, T-statistics confirmed by indicating that there is a significant difference between means score of male and female secondary school teachers for pedagogical practices as, t = 2.53 and p<0.05 found not significant. Therefore, male secondary school teachers have better pedagogical practices than female teachers.

Table 5
Correlations between Transformational Leadership and Teachers' Pedagogical Practices

Variables		Individualized consideration Behavior
	Pearson (r)	0.861
Pedagogical Practices	Sig. (2-tailed)	.000
	N	232

p < 0.05, level of significance

Table 5 reveals that the value of the Pearson correlation coefficient was found to be 0.861, which is positive and significant at p < 0.05., which indicates the that the Pearson Correlation Coefficient (r) value i.e. .861 between individualized consideration behavior of transformational leadership and teachers' pedagogical practices found significantly highly positive. It means individualized consideration behavior of transformational leadership and teachers' pedagogical practices are highly positively correlated. Therefore, it can be deduced that individualized consideration behavior of transformational leadership strongly influences teachers' pedagogical practices.

Table 6
Correlations between Transformational Leadership and Teachers' Pedagogical Practices

Variable under Study		Transformational Leadership Behavior	Pedagogical Practices
	Pearson (r)	1	0.735
Transformational Leadership Behavior	Sig. (2-tailed)		.001
	N	232	232
	Pearson (r)	0.735	1
Pedagogical Practices	Sig. (2-tailed)	.001	
	N	232	232

Table 6 shows the value of Pearson Correlation between overall transformational leadership behavior of head teachers and teachers' pedagogical practices was found to be r = 0.735, which depicts that the transformational leadership behavior of head teachers and teachers' pedagogical practices are correlated positively and significant at a 5% level of significance because the p-value is less than alpha (i.e., 0.001 < 0.05.). Therefore, it can be concluded that higher the level of transformational leadership behavior of head teachers, better the teachers' pedagogical practices.

Discussion

School leadership behavior plays a pivotal role in the teachers' performance, more specifically in classroom, since literature and past research exposed that this behavior is to be consider essential ingredient in influencing and motivating teachers to attain benchmarked performance. Present study was initiated to examine the extent to which transformational leadership behavior of head teachers influences the pedagogical practices of secondary school teachers. The behavior of head teachers was judged based on the views of secondary school teachers. Based r value, inspirational motivation behavior, idealized influence behavior, and individualized consideration behavior of transformational leadership were found strongly influence teachers' pedagogical practices except in intellectual

Ijaz Khalid and Asif Ali, 2024 | https://doi.org/10.55737/trt/V24.198

Women as Voters and Candidates: A Critical Analysis of Electoral Inclusion in KP under Post-Musharraf Democratic Governments.

stimulation behavior. However, overall, a strong positive relationship between transformational leadership behavior and teachers' pedagogical practices was found. Which shows that in schools where secondary school teachers perceived that their head teachers exhibited the transformational leadership behavior the pedagogical practices of teachers are good. Because in these schools, head teachers were found highly active and visible in all school matters and particularly in classrooms teaching, learning process. Regardless of gender, findings indicated that head teachers with transformational leadership behavior were highly influential and always focused on what is best for teachers and students; they guide teachers in demonstrating effective teaching strategies in the class. They find ways that are helpful for the professional growth of their teachers. Such type of head teachers used a collaborative approach in their dealings. Moreover, they empower the teachers and try to foster leadership potential among teachers. The head teacher, with transformational leadership behavior celebrated the achievements and successes of teachers and students. They make use of humour in order to create a pleasant and conducive learning environment.

Due to the influential impact of school leadership on teachers and school performance, most of the countries have initiated research projects and organized training to report the most appropriate behavior head teachers who are influential in teacher and school effectiveness (Crum & Sherman, 2008; Sanzo et al., 2011).

Recommendation

1. School heads may practice transformational behavior to lead school-teachers in their pedagogical skills to improve teachers' performance, consequently, better students' performance.
2. In induction training or promotion link training of head teachers may emphasize transformational leadership behavior and attitude.

Ijaz Khalid and Asif Ali, 2024 | https://doi.org/10.55737/trt/V24.198

Women as Voters and Candidates: A Critical Analysis of Electoral Inclusion in KP under Post-Musharraf Democratic Governments.

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