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RESEARCH PAPER

To Evaluate the Dimensions of Transformational Leadership and its Impacts on Performance of Employees

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ABSTRACT

One of the burning issues that organizations generally face is performance of employees. The intentions of present paper are to examine the components of transformational leadership and its impacts on worker's performance. Transformational leadership point out the causes behind the reduction in motivational level at work place brought on by incompetent leadership. By using a correlational research design with hierarchical regression, data was analyzed from a survey of private school teachers in Attock. Research questionnaire was developed comprise of 26 items connected to six clusters of factors. A convenient sample of 200 teachers of private schools from Attock was drawn. Data was collected through questionnaire and was analyzed through SPSS version 24. The results showed a correlation between dimensions of transformational leadership and work performance of employees. Recommendations were made to improve the performance of employees by exploring the explicit connection between transformational leadership style and productivity.

| **KEYWORDS** | Employees' Performance, Individual Needs, Motivation, Productivity, Staff Development, Transformational Leadership |

Introduction

Across all human cultures and a wide range of animal species, leadership is a universal phenomenon. Many anthropologists have believed that social organization and leadership can be seen in all animals that live in groups since the middle of the 20th century (Allee, 1951). Powerful images may be found in Egyptian hieroglyphs that are more than 5000 years old. Great thinkers from the past, like Confucius, Homer, and Plato, have eloquently discussed the value of leadership in their works (Bass & Bass, 2008). Even though he opposed social justice, Machiavelli stated in 1513 that the introduction of a new order of things was "more difficult to take in hand, riskier to direct, or more doubtful in its success" (Machiavelli, 1513, 1952, 1961).

The word "lead," which refers to movement or a trip from one place to another, has its roots in the Old English word "Lathan," which means, "to go," and the Old French word "Leaden," which both mean, "to induce to go with oneself." Jesus used the phrase this way, but it was ironic: "Can one blind person help another who is blind? Both of them appear doomed to fall into the pit." (Luke 6:39).

Without capable leadership, a business is lost. The entire system will be disorganized and lost without solid leadership. The success of every organization or institution heavily depends on its leadership. A leader mainly lays out the road to success. Any organization must grasp the country's reins by succeeding in their fields of

expertise, especially academic institutions where the target demographic is always the future generation as the nation's architect. Leadership is crucial to instill good qualities and persuade followers to follow a predetermined path to achievement.

Leadership, North House (8th Edition) states that leadership is the process through which a person persuades a group of others to attain a shared goal. As leaders must convey problem-solving expertise to followers of all ages to address present and upcoming issues. To change our cultures and nations, leadership must be transformational and permit followers to pick their paths and take independent and group action.

In the 20th and 21st centuries, research and academics practitioners have extensively defined leadership as having the capacity to inspire or direct others to achieve particular objectives and goals. In addition to directing a company toward its beneficial goal, the leadership promotes an admirable devotion to the work via delicately considered methods to start on the path of development and growth. The term "leadership" has numerous facts and comprise a variety of pragmatism and dynamism that might be incorporated. According to the Dictionary, a leader is a person who manage an organization, group, or country. An effective leader can analyze what can assess and guide the group towards a more energizing and inspiring goals. A leader towards a common objective leads a group. A key part of leadership is creating maps. Making wise decisions is at the basis of leadership.

According to the proverb, "the future belongs to those who can best manage change in the current economic situation; all organizations are suffering the implications of change" (Warrilow, 2014, para 2). A leader must exhibit a concise and well-founded path for change. The team leader is in charge of ensuring that everyone in the team comprehends, concurs with, and cooperates to accomplish the necessary aims. A leader radiates energy. Leaders are motivators, and depending on the person, they may have different goals. Leadership has a direct impact on the development of an institute or organization.

The vital book Leadership by James MacGregor Burns, initially published in the 1970s, is credited with fostering the development of transformational leadership as a critical leadership style (1978). In his essay, Burns tried to link leadership and followership responsibilities. He defined a leader as someone who uses their followers' motives to promote their and their followers' goals (p.18). Burns thinks leadership varies greatly from power because it relates to followers' needs. According to the philosophy of transformational leadership, how a person connects with people may establish solid connections (Leadership-central. com, 2014). Leaders and followers will ultimately become more motivated internally and outwardly due to the strong sense of trust resulting from this connection. The idea of transformational leadership clarifies how leaders sway followers by being charming and inspirational (Leadership-central.com, 2014). Because they can easily relate to the leader and the objective, these characteristics enable followers to experience a sense of belonging (Bass, 1985).

Pseudo Transformational Leadership

Bass (1998) introduced the concept of pseudo transformational leadership to address this conundrum. This phrase describes leaders who are power-hungry, self-centred, and morally compromised (Bass & Riggio, 2006). (Hobwell & Avolio, 1993).

The concept of faux transformational leadership is made more evident by this approach. Christie, Barling, and Turner (2011) developed a preliminary model of pseudo-

transformational leadership that reflected the four elements of transformational leadership.

To understand the complexity associated with the "morally uplifting" element of this leadership style, Zhu, Avolio, Riggio, and Sosik (2011) developed a theoretical framework to examine how transformational leadership affects the ethics of our followers and communities.

Transformational Leadership Model

By emphasizing followers' needs more than leaders, which suggests that this leadership could be used in circumstances where the findings were not in favour, and describing transactional and transformational leadership as one continuum as opposed to two independent ones, Bass (1985), who developed transformational leadership in the middle of the 1980s, built on Burns (1978) and House (1978) but did not entirely agree with them (1976). (Yammarino, 1993).

Figure 1 shows a continuum of leadership styles, from transformational to laissez-faire

According to Bass (1985, p. 20), this motivates followers to go beyond what is predicted by

- Raising followers' awareness of the importance and value of stated aims

- Motivating followers to place the organization beyond their interests, and

- Motivate then to fulfil higher-level needs (1999).

Dimensions of Transformational Leadership

Transformational Leadership has four dimensions on which theory based.

Idealized Influence

According to Bass (1985), idealized Influence is defined as the limit at which followers are aware of a leader's worth, conviction, power belief, and moral and ethical orientation; their propensity to evaluate these traits; and a deflection from self-interest to communal aims. (Antonakis & House, 2002) The second component, inspiring motivation, explains how leaders communicate their vision to persuade followers to work toward desired objectives (Antonkis & House, 2002). Charisma (known as an idealized influence) is the first element; it is the psychological factor of Leadership (Antonakis, 2012). Leaders who have an idealized impact regularly sustain moral standards and can be depended upon to act ethical; they are highly judged by their followers, who regularly believe the low moral standards they sustain.

Inspirational Motivation

The second element is inspirational motivation. The leader is the one who grasp their companion to a high standard and inspire them to devote themselves to and participate in the enterprises shared objective. This style of leadership encourage teamwork.

Intellectual Stimulation

The third element is mental stimulation, in which leadership motivates followers to investigate their behaviours and ideas towards the organization. This leadership factor motivates followers to apply diligent problem-solving techniques; reason things out for themselves, and evaluation with different plan to develop innovative solutions to organizational problems.

Individualized Consideration

Leaders who encourage a welcoming atmosphere and pay thoughtful attention to the demands of the followers describe the fourth component of transformative leadership. These leaders aim to assist followers to appreciate their capacity by acting as advisors and coaches, and they may use representatives to help followers get over their challenges.

Model the way

Exemplary leaders put their example for other people through actions and uphold their commitments and agreements, affirming their shared ideals with others. To lead by example, leaders must be clear about their principles and philosophies, develop their voices, and communicate these ideas to others.

Inspire a Shared Vision

Leaders encourage followers to move beyond the status quo and aid others by casting inspirational visions. Leaders can perceive positive future possibilities and articulate them to others. Leaders can also hear others' aspirations and then explain how to make them accurate.

Challenge the Process

Exemplifying leaders, like pioneers, have the flexibility to innovate, develop, and enhance situations. They are willing to take chances in order to improve circumstances. Exemplifying leaders take calculated risks and learn from their mistakes along the way. It takes courage to challenge the status quo and travel into uncharted territory.

Enable Others to Act

Outstanding leaders are adept at interacting with others, promoting trust and cooperation, placing a high value on collaboration and teamwork, paying careful attention to opposing points of view, respecting other people's decisions, and giving them the freedom to do so. In other words, they create a good atmosphere where followers can feel proud of their task and its positive effects on the community.

According to studies, men frequently display more demanding behaviours, whereas women generally demonstrate transformative leadership through more supporting behaviours (Brandt & Laiho, 2013).

Encourage the Heartbeat

Influential leaders are aware of this need and ready to recognize staff for a job well done. They express gratitude and support for others by participating in genuine festivities and rituals—this type of assistance results from a greater sense of community and collective identity. Leaders inspire the heartbeat by praising subordinates for their accomplishments. People naturally desire acceptance and acclaim.

The five practices and commitments accompanying them offer specific guidelines for leaders. The five practices of great leadership are open to all, not just to "special" abilities, according to Kouzes and Posner (2002, p. 13). The model is on practice more than personality, and it emphasizes behaviours. The Leadership Performance Index (LPI) is a 360-degree leadership evaluation tool with almost 30 questions that analyse individual leadership skills, and it has been extensively shown in leadership development and training. Kouzes and Posner originated the Leadership Practices Inventory to measure the behaviours outlined in the paradigm (LPI).

Strengths of Transformational Leadership

- First, there is a wealth of research on transformational leadership from various angles, including qualitative studies of notable CEOs and leaders at sizable, familiar companies. Since its start in the 1970s, it has served as the focal point for a sizable corpus of a leadership analysis. For example, a content analysis of all The Leadership Quarterly articles published between 1990 and 2000 revealed that transformational leadership is a crucial component of effective Leadership (Lowe & Gardner, 2001). The transformational viewpoint emphasizes how the leader takes the initiative to promote change for others; this idea aligns with the widely held belief of what leadership entails in society.

- Second, there is an instinctive appeal to transformative leadership. People are drawn to a leader's ability to present a future vision because it builds a perception of them.

- Third, this represents leadership as a collaborative stage between leaders and followers. For a transformative leader, fulfilling the needs of others is the main pillar. Because leaders' contributions are pivotal to the transformative Process as followers suppose a greater responsibility (Bryman, 1992, p. 176).

- The transactional Process, which shows how leaders deal with encouragement for achieved goals, is the primary importance in many leadership models. This approach offers a more comprehensive view of leadership that involves leaders' attention to followers' needs and development and exchanging incentives (Avolio, 1999; Bass, 1985). (Notgrass, 2014).

- Fifth, this leadership show a notable emphasis on the needs, principles, and morality of our followers. According to Burns (1978), transformational leadership require some efforts by the leaders to inspire followers to endorse higher moral values. It also entails followers to place the needs of the group, organization, or community above their own.

- Finally, substantial evidence supports transformational leadership's effectiveness (Yukl, 1999). In an analysis of transformational or charismatic Leadership, Yukl noted that this type of leadership was positively linked with the motivation, satisfaction, and performance of followers.

How does the Transformational Leadership Approach Work?

Although not set in stone, transformative leaders frequently follow the phases listed below. The leadership process encompasses many angles and dimensions, and the transformational approach to leadership is extensive in scope.

- Generally, it shows how leaders can make a plan, develop and implement them for organizational changes. Transformational leaders try to awaken people's conscience and persuade them to put others' needs before their own to nurture followers through change. In an example, when Jung, Chow, and Wu (2003) examined upper-level leadership in 32 Taiwanese businesses, they discovered a direct link between transformational leadership and organizational creativity.

- Transformational leaders are fluent, capable, and self-assured communicators of sound values who transform themselves into compelling role models for their followers to effect change (Avolio & Gibbons, 1988). The connection between them typically becomes strong cooperation as they learn how to charge them and trust the cause they support. As Followers seek to aspire to transformational leaders because they grow to charge them and trust the cause they support.

- A key component of transformative leadership is the vision, which provides the purpose and clarifies the organization's identity. It gives the leader and the organization a conceptual blueprint of where the company is headed. The vision also instils in followers a sense of self-efficacy and identity (Shamir et al., 1993). People must know their duties and understand how they contribute overall to the company's goals. The ordinary meanings that subsist inside their companies are interpreted in the best way and moulded for them by great leaders. As part of the transformative strategy, leaders must become social architects. That is, they make the organization's growing principles and standards plain.

- Transformative leadership is characterized by its ability to connect with people at all phases of the Process, its promotion of interpersonal trust and collaboration, its appreciation of others' triumphs, and its ability to boost people's self-esteem and their contributions to the larger good.

Material and Methods

In Pakistan education is responsibility of government and private institute of education is sharing the burden of government. while keeping in mind the study's goal since private sector schools are enhancing education by testing new experiments and sharing the cost of government. Attock is the least developed district in Punjab, with a literacy rate of 26.3 percent.

The researcher offered recommendations based on the findings of the study. By implementing her recommendations, transformational leadership might significantly improve all business organizations and academic institutions.

The study was descriptive in nature, and a survey was engaged. To collect data for the study, the researcher designed a questionnaire and sought validation from professionals in the field of education.

Four elements of transformational leadership were taken as independent variable. Performance of employees in the form of impacts on vision, values, inter and intra personal skills, and their role as instructional leaders taken as dependent variables. The researcher visited private schools in person to gather data and individually

conveyed study objectives to both faculty and management. Participants showed their interest by completing the questionnaire. Statistical analyses were performed using version 24 of SPSS. Conclusions and recommendations were derived from the data analysis.

Population and Sample

The study aimed to assess transformative leadership's characteristics and how they affect employees' performance. The target demographic for this purpose was the teachers of all private schools. Faculty from all of Attock's private schools made up the study's population. Gay (1996) cited that "a population would prefer the outcomes of a study to be generalizable."

Forty (40) teachers were chosen from each school to take part in the study. About 200 teachers from 5 private schools in Attock participated in the sampling group.

Informed Consent

To gain the participants' willingness to participate in the study, informed consent was sought from them. They were briefed on the study and were assured of its confidentiality.

Research Instrument and its Validation

The researcher developed a questionnaire on 5-ponts Likert scales to collect data for the study while keeping the study's objectives in mind. Before using the instrument, the researcher made sure it was valid. At first, the researcher developed 38 items. Five experts in the field of education were asked for their opinions on the items. On the suggestions of the experts, ten elements that were not satisfactory were removed from the list. A pilot study with forty teachers was also conducted. After pilot testing, two items that were not clear were also taken out. In the end, 26 statements were chosen.

Using Cronbach's Alpha and the statistical pack of SPSS version 24, the internal consistency of the items was made sure to be the same in each domain. All of the things were satisfactory on their own. The internal consistency for each domain was between 0.56 and 0.91. The average reliability of all items was 0.70.

Data Collection and Data Analysis

The information was gathered by visiting five private schools in person. Principals and management gave their permission before data was collected. All respondents were provided with the correct data directly, and all ethical norms were followed. From February to April 2022, information was gathered.

The collected data was analyzed using descriptive statistics to find the mean and correlation of the responses. SPSS version 24 was used to analyze the data.

Results and Discussion

Table 1
Goodness-of-fit test results of recorded data

	Chi-Square	Df	Sig
Pearson	2306.479	2002	.000
Deviance	619.450	2002	1.000

Table 1 shows the Pearson test value, which represents that categorical variables are independent. Deviance test results indicate that the model fits the data very well and data is significant. Chi-Square Goodness of fit value 2306.479 is greater than the Deviance value, the smaller the deviance the better the fit.

Table 2
Pseudo R- square results.

Cox and Snell	.546
Nagelkerke	.556
McFadden	.196

Table 2 depicts that the ratio in the table is indicative of the level to which the model improves with the null model. Values provide information about the difference in the dependent variable which is estimated by the model. (from 0 to a maximum ~1). Values revealed in the table show that dependent and independent variables are positively connected.

Correlation Analysis of data

Correlation is a statistical test, which measures the extent to which two or more variables fluctuate about each other, two variables (Transformational Leadership, Impacts) are said to be correlated. They tend to vary in the same positive direction. If both the variables (Independent, Dependent) tend to increase or decrease together, the correlation is said to be positive. It is worth mentioning that in correlation we analyze the strength of the relationship of interdependence between two variables. Both the variable were random variables, as they treated symmetrically.

Table 3
Correlations test result of recorded data

Spearman's rho		Transformational Leadership V-1	Impacts V-2	Impacts V-3
Transformational Leadership (V-1)	Correlation Coefficient	1.000	.568**	.619**
	Sig (2- tailed)	--	.000	.000
	N	200	200	200
Dependent V- 2(Vision, Values, Skills)	Correlation Coefficient	.568**	1.000	.585**
	Sig (2- tailed)	.000	--	.000
	N	200	200	200
Dependent V- 3 ((Instructional Leader)	Correlation Coefficient	.619**	.585**	1.000
	Sig (2- tailed)	.000	.000	---
	N	200	200	200

In the given model, transformational leadership style was an independent variable denoted with V-1. The researcher traced out its impacts on the dependent variable (Vision, Values, Inter and Intrapersonal skills of the faculty). V-2 denotes it. The other dependent variable was the instructional leader denoted by V-3. Multiple correlations was used to prove the hypothesis true.

Table 3 indicates that the model is significant at a 0.01 level with 2 – a tailed test. Which shows the clear positive connection between this leadership style and the work performance of employees. A value of r =1 indicates a perfect relationship between them. The other two values are .568** and .619**. Which is also positive and in favour of the understudied hypothesis.

Findings

The following conclusions were drawn after data analysis:

1. Fifty-five percent of teachers think they enjoy working with school administration and are happy to connect with leaders.

2. 48.5 percent of teachers feel that school leaders must have academic and professional qualifications to lead the school properly.

3. 46.5 percent of teachers feel that school leadership is knowledgeable and puts the benefit of the group ahead of personal interests.

4. Teachers agree with school leadership's emphasis on the value of having a shared sense of mission in 50 percent of cases.

5. Teachers in 57.5 percent of the classrooms feel that the school administration acknowledges timely milestones completed.

6. The school administration discusses the future with optimism is agreed by 57.5 % of teachers.

7. The administration of the school inspires and oversees employees' compliance with policies is agreed by 43 % of teachers.

8. A close connection with the community and parents is maintained for motivational input with 48.5% of the instructors.

9. A whopping 53 percent of faculty members feel that solid school leadership helps them find purpose in their work.

10. Based on need analysis, school leadership develops elaborate plans, supported by 69.5 percent of teachers.

11. The notion that school leadership gives faculty fresh angles on problems is shared by 49.5 percent of instructors.

12. 58.5 percent of instructors feel that school leadership encourages staff to grow personally.

13. The leadership of the school supports faculty development is agreed by 59 % of the staff.

14. 47.5 % of instructors say that school administration should personally reach out to faculty members who appear to be rejected.

15. 57 percent of instructors feel that school leaders should consider an individual's needs, talents, and goals.

16. Most teachers 64.5 percent agree that trust may encourage subordinates' commitment and inspire, motivate, and guide them as a team to accomplish the vision, objective, and goals that have been established.

17. According to 61 % of teachers, transformational educational leadership aims to turn the vision into reality.

18. Fifty-one-point five percent of teachers think that the head/principal may inspire students to work together to achieve the school's vision, purpose, and goals by providing them with motivation and inspiration.

19. Fifty- Seven percent of teachers also concur that policies can affect the school's norms, values, and culture.

20. According to 65 percent of teachers with a high ratio, transformational leadership demonstrates strong interpersonal and intrapersonal abilities, emotional intelligence, and sensitivity to students and staff's cultural and socioeconomic backgrounds.

21. Fifty- Seven percent of instructors feel that addressing individual needs can improve team members'   performance and productivity.

22. Teachers concur that trust may be sustained and increased for a favorable perception of the school by employing fresh, creative, and innovative ways and strategies with transformational leadership agreed by 48.5 % of teachers.

23. Most of the work done by school leadership is instructional, and it involves enhancing the institution's standards for teaching and learning as agreed by 65 % of the teaching staff.

24. In the whole school, efforts are made to provide student-centered instruction as agreed by 55% of teachers.

25. The school administration constructively corrects the errors of the employees is agreed by 54.5 % of teachers.

26. A mentoring program successfully and efficiently connects the larger community and exchanges best practices, thanks to transformational leadership is agreed upon by 62 % of faculty.

With help of the SPSS version 24, recorded data were analysed through Multiple Correlations. Following results are as under after analysis of the data,

1. Transformational leadership and employees' job performance are significantly correlated means H01 is significant under the value of r =1. Which shows a perfect relationship.

2. On the subject of teacher's interest at work, 4 I's of transformation leadership play a significant impact on work performance. Values of r, **.568**** and   **.619**** provide evidence that H02 is true.

3.   Transformational leadership mediates the positive relationship between work performance and employees. Values of Pseudo R- Square which shows the interdependence of the variables.

Discussion

Dimensions of transformational leadership style expose the role of supportive leadership. This leadership style induces a positive culture among members of the organization. Transformational leadership style practically leaves the impacts on worker performance according to objective elements of transformational leadership and provides employees with a positive and supportive work environment through inculcating values and vision. The above-mentioned style nourishes the inter and intra-

personal skills of faculty. As dependent variable value reveals that they become an instructional leader and become a useful member of the community with a transformative mind.

Conclusion

In the light of analysed data, the following conclusions were drawn from qualitative classified data;

- Transformational leadership style identifies the grounds or causes behind the decline in motivation at work brought on by inadequate leadership if the leader doesn't address the individual needs and motivational level according to objective four. Transformational leadership style plays an important role not only in staff development but also foster a positive culture in an organization.

- Transformational leadership style in any organization is based on 4i's in true letter and spirit can cultivate a progressive environment.

- Idealized Influence, which is linked with the academic and professional abilities of a personality, has a direct influence on the minds of a team. It is associated with charisma.

- Inspirational Motivation probes faculty for self-development through inter and intra-personal skills and is performed with commitment.

- Individualized Consideration is important for a transformational leader to address the individual requirements of the team member.

- Intellectual Stimulation provides new ideas to re-think and arouses innovation in performance.

This study looked at how transformational leadership contributes to better schools. The data obtained for this study demonstrates that each institution places an undue emphasis on the leadership function. The 4'I aspects of transformational leadership, which may be used to lead a school effectively, are also estimated in the study. The results of this study also point to the obligations and responsibilities of school leadership, which are crucial for managing and directing a school. The majority of teachers concur that school leadership assigns school staff to specific tasks, clearly outlines responsibilities to subordinates, plans carefully for school improvement, assesses the coordination of different teachers' class work, implements school improvement practices continuously, ensures that school staff adheres to rules and regulations, is highly concerned about teaching in schools, criticizes constructively, and expresses appreciation.

The study aimed to assess transformative leadership's characteristics and how they affect workers' performance. The data analysis supported the study's main finding: transformational leadership plays a revolutionary role and has a favourable influence on staff performance.

The findings of the study support previous research that has found transformational leadership to be a crucial component of school improvement and effectiveness. Additionally, the study found no significant distinction between female and male teachers' opinions of transformational leadership, emphasizing the importance of this factor in organizations.

Recommendations

Some recommendations are provided based on the study's findings and they are as follows:

- This study expands the understanding of the transformational leadership style, which belongs to managers, leaders, and educationists.

- Along the lines of the same research, public schools can perform similar studies. The orthodox leadership style used by school administration should be replaced with transformational leadership.

- Colleges may also be included in the study.

- Such studies may be undertaken in other provinces. They may be done for the Federal School Stream. They may also be done in other cities with a significant population.

- Along the same lines, other effective leadership styles can be explored, and research can be carried out to find the best one.

In short, the study reveals the explicit connection between transformational leadership style and the work performance of employees by evaluating its dimensions. If the leader of an organization explores the above-mentioned style, he or she will undoubtedly lay the foundation of a strong team.

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