

# A STUDY ON EFFECT OF TRANSFORMATIONAL LEADERSHIP, SELF-EFFICACY ON JOB PERFORMANCE

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## ABSTRACT

*A person's outlook on work is seen as a key aspect of their life and their effectiveness at work. It may foster a strong sense of responsibility in the followers and a desire to achieve larger career objectives and make a positive contribution to the growth and productivity of the business. Teachers and professors worry about job performance and satisfaction just as much as other professionals in the workplace, including those in the manufacturing and commercial sectors. As a result of the relationships between coworkers, employee morals and expectations, the work environment, and one's own personal traits, it has been described as an effective condition. Adaptive emotional and motivational results are linked to instructors' feelings of pleasure and effectiveness.*

*Compelling leadership usually requires in-depth understanding of administration, such as syllabus management and office management, as well as staff development and motivating both pupils and other members of the institute community and those in positions of authority. In addition, a institute principal's duties include fostering positive relationships with students, faculty, and other administrators, as well as enhancing student achievement. A competent principal's leadership style helps foster a favourable institute climate. If a collage atmosphere is conducive to everyone's well-being, including students, instructors, and parents, everyone involved will be happy. However, the converse holds true if the principal's leadership is ineffective.*

*“The purpose of this study is to examine the performance levels of teachers with respect to the leadership styles followed by the principals/administrator in colleges”. Research on the issue of leadership, leadership styles, and work success is based on a thorough examination of these aspects.*

**Keywords:** Leadership, Transformational, Motivation, Job Performance.

## INTRODUCTION

Teachers' positions, income packages, growing class sizes, random changes in the educational system and curriculum, tardiness, absenteeism and turnovers have been researched by a number of scholars in an effort to better understand the problem of work satisfaction in the classroom. This research and publications show that the attitude of instructors towards their work is an important aspect in building a good educational system. The way a principal runs the institute has a direct effect on how happy teachers are at work (Yang, 2014; Zeffane, 2010).

Institutes that have the greatest possible facilities and opportunities for development and learning for their students and staff members are more likely to succeed than those that do not. Pepe et al. (2017) from their research, it's clear that teachers' happiness depends a lot

on how well they get along with their principals/administrator, as well as how peaceful their workplace is and how helpful their coworkers are.

“The major objective of this research is to examine how the transformational leadership style of principals/administrator affects the performance of their employees in colleges”. There is a lot to be said about the importance of teachers in the education of students. As a result, it is critical to determine whether or not transformational leadership improves their work performance.

## **Leadership**

Leadership is regarded as a core management attribute due to its importance in a wide range of tasks required to achieve the desired goals and objectives of the business. As a result, academics recommend strong organisational leadership as a means of igniting the change engine and ensuring positive results for the company.

The word "leadership" has a variety of connotations because of the many contexts in which it is employed. Leadership is seen differently in modern literature. Some academics see it as a field of study in social sciences and management, while others see it as a skill that can be used in the workplace. This phrase is being given a meaning at every turn in order to keep it focussed. Leadership has a critical role to play in the survival and growth of a company.

The success or failure of an organisation is typically attributed to the quality of its leadership. The capacity to enhance an organisation and its employees through changing them has been described. Leadership is the coordination of human resources for the purpose of maximising their potential and energising people to do their best job. As defined by Burns (2012), organisational leadership is a process in which one person exerts power over another in order to achieve predetermined goals. (Chavez, 2012) believes that it is the capacity to inspire individuals to work hard to achieve organisational goals with full excitement and energy.

According to Fullan (2015), leadership is not about gathering people to solve issues because they already know the answers, but rather about assisting them in dealing with situations that cannot be addressed. Leadership is more of a verb than a noun, and most academics agree on that. Some academics also think that leadership is one of the oldest ways that people interact with each other (Shamaki, 2015).

As a kind of social control, (Serpian et al., 2016; Shalender & Yadav, 2019) describe leadership as a leader who looks to subordinates to engage freely in order to achieve the aim. So, a leader's ability to guide and direct his subordinates toward the group's agreed-upon goals and objectives is a sign of good leadership (Srivastava & Jain, 2017).

## **Transformational Leadership**

While leadership is defined as the capacity to influence someone's behaviour or thoughts, the term "transform" refers only to a change in someone's attitude or character. According to Alsaedi & Male (2013), for both workers and executives, it's a way to build additional assets and capabilities. "Transformational leadership" is a phrase used by some researchers to describe the capacity of a leader or manager to influence the attitudes of their employees through working together to achieve the organization's objectives and purpose (Bass & Riggio, 2014). According to the transformational leadership definition, which states that this is the process of encouraging people to go above and beyond expectations, this is exactly what is happening. It's the capacity of leaders to make their subordinates better versions of themselves that makes this possible. Based on this definition, transformational leadership can be summed up as a conversation between leaders and their subordinates that

aims to improve the work habits and attitudes of employees so that they are more committed to the company's mission and vision.

### **Transformational Leadership Entails The Following:**

Quin et al. (2015) have identified four critical characteristics of transformative leadership:

#### **Stimulation of the mind**

It has to do with the leaders responsibility to foster employee creativity and innovation by challenging assumptions and finding new solutions to long-standing problems). The followers are also urged to experiment with fresh approaches to resolving long-standing problems.

#### **Charismatic leadership/idealized influence**

When it comes to motivating workers to go above and beyond their own self-interest in order to achieve a shared objective, this is where it all starts. In this regard, leaders serve as role models who are trusted, respected, and adored by their subordinates. According to Bass & Riggio (2014), charismatic leaders that have idealised impact are willing to take some risks and symbolise high standards of moral and ethical conduct rather than being uneducated or irrational.

#### **A focus on the individual**

Individualized consideration usually refers to managers who take the time to get to know and address the specific requirements of each and every one of their employees in order to serve as mentors and coaches and help them succeed and flourish.

**Inspirational Motivation:** It is a leader's job to instil in his or her workers a feeling of purpose, self-belief, and accountability. It is essential that the transformative leader has a crystal-clear vision for the future. By making it clear what he wants from the group, he must also show that he is committed to the goals that have already been set.

Transformative leadership requires excellent communication skills, since the leader must transmit his thoughts with force, correctness, and perfection. Such a leader also has a strong sense of hopefulness, as well as a capacity to remain optimistic. Leaders who are driven by inspiration build deep bonds among their followers by guiding them toward the realisation of their goals (Alsaeedi & Male, 2013; Abdullah et al., 2016).

Transformative leaders have any or all of the following characteristics:

- The impact of an idealised ideal
- Ensure that your subordinates are happy
- Put the organization's interests ahead of their own.
- A person who feels a sense of duty
- Confidence should be shown at a high level.
- Talk about their most important principles and beliefs.
- Stress the significance of collaborative work.
- Maintain a positive attitude when discussing the future.
- Setting the stage for what's to come
- Discuss the objectives that must be met.

- Have faith in one's ability to accomplish objectives.
- Make a compelling case for what you need to do.
- Aspirations and passions may be fostered by bringing people together.
- Look for opposing viewpoints.
- Enlist the assistance of others to provide a diverse viewpoint on the problem.
- Promotes creative thinking
- Provides new job-related ideas
- Discussion of a critical postulate
- It improves self-esteem and self-confidence.
- Teaching and educating followers is a priority for this person.
- Attends to the needs of each team member.
- Group members with different skill levels and needs can be found, and goals can be set for them.
- Is perceptive to the fears of others.
- Aids in the development of subordinates' strength

Transformational leadership focuses on how a social cause is seen by a leader and is employed as a major component in the building of organisational dynamics. This kind of leadership style focuses on communication between the leadership team and their subordinates as well as the tactics they employ to empower and unite their team members.

True leaders have been able to inspire their followers to adopt a shared vision and, as a result, stand out from the crowd. In addition, transformational leaders are actively involved in developing their workers' awareness of problems and challenges and in promoting social responsibility in the workplace. Transformational leaders are looked up to, admired, and trusted by the people who follow them (Bass & Riggio, 2014).

There is a direct correlation between the ability to think critically and the ability to lead effectively. He must be clever, but he must not demonstrate too much cognitive intelligence, since doing so might lead to an increase in the gap between the leader and his followers. Each of the three forms of intelligence (Bass & Riggio, 2014) is defined by a set of competencies:

### **Social intelligence**

Social intelligence is concerned with how well a person interacts with others and how well he or she can understand social cues. Self-awareness and self-control: Emotional intelligence includes humility, caring, and emotional stability.

### **Cognitive intelligence**

As well as spatial and linguistic abilities, it is a pure intellectual capacity. Emotional and social intelligence must be demonstrated by a leader in order for transformative methods to be implemented. It is the primary goal of a transformational leader to inspire and motivate others around them to continue their own personal growth by pointing them in new directions. They have a strong sense of purpose and are willing to take risks in order to achieve the goals of their business. An institution or group's most successful leaders and groups generally lead transformative institutions or organisations (Boberg & Bourgeois, 2016). An educational institution's ability to cultivate strong fellowship depends on its ability to cultivate idealised power, personalised compassion, intellectual stimulation, and encouraging drive. It will also assist the institutions to achieve its goal of providing a high-quality education.

Transformational leadership has seen an exponential surge in study and practise in recent years, but there is still a need for greater research into the application of its benefits. As a country's economic stability depends on its capacity to educate its citizens, the establishment of a system of optimal leadership styles and practises in all educational institutions is essential.

### **Job performance**

The capacity to work effectively in accordance with one's own talents is referred to as "performance." The job of the leader is critical in every organisation. A leader is someone who makes the most of each person's strengths. If a leader is aware of his or her leadership skills and qualities, this is only achievable if the leader is aware of the transformational leadership style that inspires the followers to perform and work for the institution. He or she will utilise the individual's capacity to accomplish the task according to the individual's ability.

Individuals' potential is lost in many organisations because of a lack of transformative leadership. Neither the person nor the institution is spared. Institutions are concerned about the leadership characteristics of their leaders because these traits enable the institution's followers to carry out its mission. The field of education also needs a high level of leadership ability. Leaders have a critical role in every educational institution's ability to fulfil its objectives. The principal is the leader of the institution or the teacher's manager.

To improve the effectiveness of teachers, an administrator must have leadership characteristics and show concern about the teachers' abilities (Belias & Koustelios, 2014; Bhatia & Shrivastava, 2022).

### **Job Performance is Influenced by Factors Such As:**

#### **Salary**

One of the most important aspects in deciding whether or not to accept a job is compensation. Employees are always on the lookout for opportunities that provide rapid and substantial payoffs. Employees may forgo other aspects of their drive in the name of a higher pay check. When a teacher is offered a higher income at another institute, they often choose to leave their current position. For enhancing the productivity of an institution, Kim (2016) states that a decent wage package or other compensation that is given on time is regarded as the best policy of an institute.

Furthermore, money is the most powerful motivator of all; no other factor has the same level of sway. It's all about the money when it comes to motivating and energising people. Teachers are sure that money is the most important thing that will get them to do a better job.

All organisations utilise various forms of compensation to encourage and motivate their staff to perform at their best (Belias & Koustelios, 2014).

Heads of institutions must take into account the significance of the institution related to the position; remuneration based on employee performance; individual allowance; pensions; and other financial perks when using salary as a motivating element.

The amount of money an employee makes has a significant impact on whether or not they remain with a company. Furthermore, there is a strong correlation between the amount of money an employee receives and their level of productivity. Every person makes greater attempts to produce more products in order to earn more money. Employees who are paid depending on their performance are more likely to put in extra effort and demonstrate their

inventiveness in their job. Thanks to pay for results, employees who do well are likely to earn more than those who don't. (Ausar et al., 2016)

According to many case studies conducted at various educational institutions, switching to a daily salary system from a monthly one has greatly enhanced output. This shows that salaries have a direct impact on employee productivity. In addition, institute leaders often prioritise finding and maintaining skilled teachers by offering them competitive compensation and recognising the top ones. This is the main purpose of this activity.

## Benefits for Employees

Employee perks have grown in prominence over the last several decades. Typically, they are non-monetary incentives based on membership that are provided to recruit new staff. These perks are a part of the entire award package's five main components :

- Compensation
- Possibilities for professional advancement and personal growth
- Benefits
- Recognition and appreciation
- Work-life balance

In addition to the many forms of monetary compensation, perks such as yearly or monthly vacations, paid leaves, and so on are included in employee benefits. According to Herzberg's two-factor (hygiene and motivation) theory, a benefit programme is an important and necessary component of any work. Staff motivation is influenced by cleanliness, and staff motivation affects an institution's production. Changes in the external and internal environment may have a significant impact on this employee benefit program's strategy and administration (Verma et al., 2015). These are known as "internal alignment variables," and they include things like:

- Workplace characteristics
- The values of the organisation
- Create a plan of action
- Level of outcome

"Outer competitive variables" are the aspects that affect a company's ability to compete in the marketplace.

- Government policy
- A significant economic factor
- Culture
- Legal and governmental guidelines
- Possession

As a result of these circumstances, all institutions have moved their paradigms from traditional job-based perks like social obligations, mandatory allocations, and leisure time to ones that promote employee productivity, like flexible benefit packages.

In order to assist workers to satisfy their expectations and needs as well as to improve their level of life, a number of perks should be distributed by management according to particular criteria, according to a number of academics. Because of this, the workforce will back the goals and policies of human resource management.

Additional advantages include a greater emphasis on internal rewards in comparison to previously established compensation schemes. Many studies on the kinds, goals, and relevance of employee benefit programmes have shown how and why non-monetary incentives should be offered in the workplace. Furthermore, research has shown that providing these perks to workers has a positive impact on the organization's overall performance. For example, promotions, health benefits, and formal mandatory claims are regarded as the most important benefits to be provided. If these perks were given out based

on how hard an employee worked and how well they did their job, the overall productivity and performance of the company would go up.

In addition, these advantages may help employees feel more confident in recruiting and keeping the best and brightest. To put it simply, these benefit programmes have had a huge impact on the productivity of instructors in any kind of educational institution, whether it be a institute or an enterprise.

### **Insured Medical Care**

Surgeon fees, physician expenditures, prescription medications, and hospitalisation charges are often covered by the company's medical insurance for workers. In addition, dental and vision care are included in the comprehensive benefit package. In addition to enhancing an employee's overall well-being, this kind of insurance also has a positive impact on their productivity.

### **Paid Time Off**

Rest and relaxation are common uses for this time, as is taking a scheduled vacation from work or dealing with personal issues. The targeted personal replacement value is often obtained by employees taking annual paid leave. Employees often earn this while on the clock. Benefits like paid time off, vacations, and time off for illness are all examples of this.

### **Retirement Benefits**

When an employee's working career ends, they will be given a pension or some other type of financial support. This category includes the most typical perks, such as defined contribution and defined benefit programmes. Employees get pension funds through a combination of assets contributed by the employee and employer; investment returns on those funds; and an allowance-based return rate.

### **Allowances for Leave Travel**

Teachers and other employees of these institutions may take advantage of leave travel benefits offered by a number of these organisations. Paid time off and travel stipends are common perks granted to employees. In addition, taking time off is critical to the health and productivity of employees. Teachers and staff workers who require time off to be with their families or take care of aged parents or children benefit greatly from these breaks.

### **Bonuses for Employees**

Performance bonuses, or money paid based on actual performance, are given to employees and instructors who go above and beyond the call of duty and get excellent marks on their yearly evaluations. For example, a corporation may provide the highest bonus to an employee who has achieved an excellent rating or shown remarkable performance. Some workers may get a modest bonus if their work has been judged to be good or average.

If a firm employs annual performance evaluations, then these incentives are designed to encourage workers to work hard and consistently throughout the year in order to get a higher review. Because these incentives serve as a regular reminder to workers that their hard work will be recognised at the year end, their performance will improve as a result. Suyitno et al. (2014) argues that employees will be more inclined to work at their best if their

employer provides incentives such as bonuses. Furthermore, studies have shown that performance-based incentives are the most reasonable way to motivate instructors to do their best or boost an institution's production.

## **Recognition**

Rewarding personnel in an organisation based on their various levels of rank and position is what is meant by "recognition". Having a good attitude is a result of several factors, including opportunity, acknowledgment, progress, and feedback. According to the experts, one of the most important non-monetary incentives for enhancing employee performance is acknowledgment from colleagues and administration.

As long as workers feel appreciated and valued, they'll stick around for the long haul. Despite its importance and low implementation cost, this key component is overlooked by a large number of institutions. Employees are grateful for whatever praise they get from their employer's institution.

Teachers who are recognised by their administrators are considered to have a positive impact on the overall performance of institutes and universities. An organization's or institution's personnel's ability to perform at their best is said to be boosted more by recognition than money. This aspect has the potential to improve institutions' relationships with their personnel. Motivation comes from being recognized, and as a result, the people who work for an institution stay excited and committed to its success.

## **Leadership's Influence on Work Performance**

The role of a leader in any business is seen as vital to its success because of their influence on employee behaviour. In today's world, where technology, the economy, and society are all changing quickly, leadership has taken on a new meaning.

It's crucial in today's business environment. Leadership is more important in management than the way administrators collect assets, come up with strategies, organize, and keep track of activities to reach set goals.

Effective leadership and efficient resource management promote managerial efficiency and knowledge, as well as suitable performance. Researchers have shown that implementing effective leadership styles may boost educational institutions' performance. The influence of principal leadership style on institute performance indicates that the leadership style of principals/administrator has a significant impact on the performance of teachers (Ibrahim & Al-Taneiji, 2015).

According to a new study, teachers at secondary institutes in India were found to perform better if they had sufficient direction and supervision. In order to ensure that the subordinates are on the proper track, they need to be given guidance and direction. This can be accomplished by keeping tabs on the progress of the entire project and requesting regular reports from all relevant institute departments. So, good leadership is important for the growth and development of any educational institution (Jain & Prasad, 2017) if it wants to make things better for both students and teachers.

## **Methodology**

In the present study structured questionnaire was used to collect the data based upon MLQ tool developed of Bass and Avolio.

## **Independent variable**



Transformational leadership style

**Dependent Variable**

- “Intrinsic aspect
- Salary, service conditions and promotion
- Physical facilities
- Institutional plans and policies
- Satisfaction with authorities
- Social status and family welfare
- Rapport with students
- Relationship with co-workers”

**Job Performance variables**

- “Discipline and Regularity
- Management Skills
- Professional Knowledge
- Instructional Delivery
- Learning Environment
- Effective Communication
- Professionalism and Commitment”

**Sample Size**

The researcher taken the sample size of principals/administrator and teachers for this study.

**Location**

Random sampling from the collages of Delhi/NCR.

**Nominal Scale**

In this investigation, a nominal scale was applied. From a statistical perspective, the lowest measurement scale is called the Nominal Scale.

**Data Coding**

SPSS and MS Excel have been used for both data coding as well as data transcription.

<b>Table 1 TRANSFORMATIONAL LEADERSHIP OF PRINCIPALS/ADMINISTRATOR COMPARISON</b>				
“Variables	Mean	Percentile	Interpretation	MLQ
				Norms”
“Transformational”	2.49		“Fairly often”	2.83
“Inspirational Motivation”	2.77	43	“Fairly often”	2.29
“Individualized Consideration”	2.45	25	“Sometimes”	2.58
“Idealized Influence (behavior) ”	2.64	33	“Fairly often”	2.76
“Idealized Influence (attribute) ”	2.55	41	“Fairly often”	2.49

“Intellectual Stimulation”	2.39	24	“Sometimes”	2.87
“Transactional”	2.12		“Sometimes	1.68
“Management-by-Exception (active) ”	2.11	71	“Sometimes”	1.76
“Contingent Reward”	2.71	41	“Fairly often”	2.78
“Management-by-Exception (passive) ”	1.3	74	“Once in a while”	1.02
“Laissez Faire”	1.02	73	“Once in a while”	0.65
“Leadership Effectiveness”	3.04		“Fairly often”	3.06

**Table 2**  
**TRANSFORMATIONAL LEADERSHIP OF PRINCIPALS/ADMINISTRATOR AS PERCEIVED BY THEIR TEACHERS COMPARISON**

“Variables”	Mean	Percentile	Interpretation	MLQ
				Norms”
“Transformational”	2.35		“Fairly Often”	2.83
“Idealized Influence (attribute) ”	2.63	26	“Fairly often”	2.49
“Idealized Influence (behavior) ”	2.56	27	“Fairly often”	2.67
“Inspirational Motivation”	2.96	36	“Fairly often”	2.29
“Intellectual Stimulation”	2.52	19	“Sometimes”	2.87
“Individualized Consideration”	2.83	23	“Sometimes”	2.58
“Transactional”	2.01		“Sometimes”	1.68
“Contingent Reward”	2.74	31	“Fairly often”	2.78
“Management-by-Exception (active) ”	2.01	53	“Sometimes”	1.76
“Management-by-Exception (passive) ”	1.45	82	“Once in a while”	1.02
“Laissez Faire”	1.52	91	“Once in a while”	0.64
“Leadership Effectiveness”	2.27		“Fairly Often”	3.06

*MLQ Norms: Taken form (Avolio & Bass, 2004). Interpretation Score: 0-0.8 (Not at all); 0.81-1.6 (Once in a while); 1.61-2.4(Sometimes); 2.41-3.2 (Fairly often) ; 3.21-4(Frequently if not always).*

Tables 1 & 2 above compiled from responses from both principals/administrator and teachers illustrate that transformational leadership is often demonstrated by principals/administrator, whereas transactional and laissez-faire leadership are sometimes shown. Avolio & Bass (2004) assessed the results of transactional and transformational leadership techniques and found that laissez-faire leadership was more prevalent than the MLQ norm (Avolio & Bass, 2004).

According to the findings of the study, inspirational motivation received the highest mean score (M = 2.96) from teachers and principals/administrator, and the "quite often"

rating, which is the MLQ norm, from principals/administrator, according to the findings of the study. A constructive approach to institute leadership, including motivating and encouraging teachers, was evident in these examples of inspiring motivation.

Teachers' and administrators' perceptions of idealised influence (an attribute) provide the second- and third-highest mean values ( $M = 2.83$  and  $M = 2.74$ , respectively). The values are in accordance with MLQ standards. Using idealised influence, principals/administrator may focus on higher-order ethics and principles since they feel strong and confident. Accordingly, it can be stated that institute administrators frequently serve as excellent role models for their instructors.

According to the MLQ standard, the third-highest mean score of ( $M = 2.56$ ) by teachers and ( $M = 2.63$ ) by administrators is achieved by idealised influence conduct with a "quite frequently" frequency. For institutions, this trait helps them concentrate on the meaning and value of their purpose. According to the findings, principals/administrator often discuss the organization's principles and goals with their peers.

Teachers' job happiness, performance, motivation, and organisational commitment all improved as a result of transformational leadership. Teacher perceptions of three aspects of transformational leadership were examined in this study: idealised influence (action), inspiring motivation, and idealised influence (attribute). These characteristics highlight the charismatic part of transformative leadership. This suggests that the principals/administrator of senior secondary institutes in Haryana should encourage and serve as role models for their staff members. Due to socio-cultural factors (Tuomo, 2006), charismatic leadership has emerged as the preferred style for institutional leaders in emerging nations.

In spite of their leadership qualities, principals/administrator do not get a rating of more than three out of five. Other transformative leadership attributes, such as customised concern and intellectual stimulation, get lower ratings. According to teachers' and administrators' comments, the mean ratings for customised consideration are 2.38 and 2.35, respectively, while the mean scores for intellectual stimulation are 2.25 and 2.38. These values fall into the "occasionally" range, which conflicts with the norm of the MLQ questionnaire. Both of these characteristics should fall within the "pretty commonly in the principles as per the norms" range for the MLQ. The fact that the principals/administrator scored below the national average in personalised attention and intellectual stimulation suggests that they may not be familiar enough with these transformative leadership qualities. The conclusion that can be reached is that principals/administrator need to develop in aspects of individual concern and intellectual stimulation for a better environment, i.e., higher efficacy and better satisfaction levels. According to teachers' and principals/administrator' replies, contingent incentive had the highest mean score of 2.47 and 2.81, respectively, in transactional leadership. According to the MLQ criteria, this frequency falls into the "quite frequently" category. There is a good chance that institute administrators in India identify the demands of their employees and work hard to meet them via a variety of rewards and incentives. In addition, bonuses are given to employees who do a good job. As of this writing, the findings of Yadav and Kumar (2019) have not yet been published. Principals/administrator' laissez-faire leadership habits go beyond the standards of successful leadership. The lack of understanding of laissez-faire leadership methods is the most likely explanation for the greater than normal use of this leadership style in the workplace.

Thus, the hypothesis "There is a significant difference in the transformative leadership of principles" is ruled out.

<b>Table 3</b>					
<b>“CORRELATION TRANSFORMATIONAL LEADERSHIP AND JOB PERFORMANCE OF TEACHERS (P-VALUES)”</b>					
“Statements	IA	IB	IM	IS	IC”
“The teacher is disciplined and punctual the subject”.	0.173	0.072	0.957	0.906	0.691
“He/She grades the tests and assignments in a timely manner the subject”.	0.374	0.460	0.692	0.273	0.275
“He/She is always decently and neatly dressed the subject”.	0.515	0.154	0.782	0.864	0.902
“He/She rarely takes leave from institute the subject”.	0.685	0.062	0.329	0.021	0.423
“He/She responds to misbehavior in highly effective and sensitive manner the subject”.	0.662	0.018	0.258	0.013	0.717
“He/She records the performance of each student around the year the subject”.	0.658	0.060	0.392	0.020	0.432
“His/Her works leads to fair and appropriate academic performance of the student the subject”.	0.678	0.059	0.374	0.018	0.427
“He/She effectively addresses appropriate curriculum standards the subject”.	0.852	0.550	0.729	0.187	0.322
“He/She links theory with practical learning experiences, real world applications and other subjects the subject”.	0.950	0.211	0.515	0.094	0.696
“He/She has rich and comprehensive knowledge of the subject”.	0.913	0.090	0.854	0.833	0.285
“He/She has good communication and follows up with students for checking”.	0.781	0.985	0.426	0.852	0.738
“He/She has an understanding related to social, emotional, and physical development of the students age group”.	0.576	0.735	0.617	0.571	0.953
“He/She motivates students to participate in active learning”.	0.552	0.223	0.843	0.848	0.103
“He/She make use of technology to boost the student learning”.	0.539	0.908	0.552	0.595	0.553
“He/She adheres to the differences in language, culture, gender of the students”.	0.645	0.649	0.406	0.367	0.078
“He/She actively listens and pays attention to students’ needs and responses”.	0.187	0.251	0.037	0.899	0.849
“He/ She maintain an environment of trust and teamwork being just, empathetic, respectful, and passionate”.	0.547	0.323	0.678	0.366	0.214
“He/She regularly and effectively communicates with parents/guardians and thereby maintains healthy relationship with them”.	0.897	0.530	0.618	0.204	0.013
“He/She communicates and cooperates adequately”.	0.494	0.394	0.813	0.921	0.069
“He/She genuinely care and respect students and express that through eye contact, pitch, and tone and, body language”.	0.459	0.142	0.057	0.582	0.756
“He/She is positive towards the teaching profession”.	0.283	0.165	0.252	0.957	0.847
“He/She exhibits professional growth through participation and experimentation in professional activities”.	0.755	0.292	0.190	0.702	0.461
“He/ She cooperate and collaborate with other staff and students to maintain a good relationship”.	0.078	0.181	0.211	0.216	0.921
“He/ She maximizes the learning time by giving attention to the students individually and in Groups”	0.585	0.964	0.718	0.029	0.783

The above table 3 shows that transformational leadership attributes such as idealised attributes and inspired motivation have no statistically meaningful relationship with any component of job performance in principal. Teachers' ability to deal with student misconduct in an effective and compassionate way is shown to be positively connected with the idealised behaviour of principals/administrator. In this context, it refers to principals/administrator that demonstrate a higher degree of idealised conduct that includes the need for change, defining a vision for the future, and inspiring their followers to accomplish outcomes beyond expectations.

Teacher timeliness and discipline are shown to have a statistically significant positive link with student intellectual stimulation, as are instructor documentation and administration abilities, teacher result orientation, and teacher cooperation with students. This is a reference to the fact that leaders that foster a culture of creativity and invention as well as discipline, punctuality, and problem resolution tend to have highly productive teams According to Ingersoll (2002). Teachers who are able to establish positive working relationships with parents and guardians because of the administrators' emphasis on customised attention have been shown to have a statistically significant influence on that quality. As a result, administrators who serve as mentors and coaches to teachers by listening to them and communicating effectively tend to influence their subordinates. As a result, instructors working under the direction of administrators who possess this trait tend to maintain frequent and effective contact with parents and guardians.

**Table 4**  
**EFFECT OF TRANSFORMATIONAL LEADERSHIP OF INSTITUTE**  
**PRINCIPALS/ADMINISTRATOR ONJOB PERFORMANCE OF THE INSTITUTE**  
**TEACHERS COMPARISON**

Multiple Linear Regression Coefficients <sup>a</sup>								
“Model”		“Unstandardized Coefficients”		“Standardized Coefficient”	T	Sig.	“95% Confidence Interval for B”	
		“B	Std. Error	Beta			Lower Bound	Upper Bound
1	“(Constant)	3.327	.201		15.802	.000	2.796	3.687
	IA	2.472E-5	.035	.000	.000	1.000	-.114	.102
	IB	.097	.054	.121	1.256	.28	-.042	.22
	Inspirational	-0.042	.045	-.032	-.414	.606	-.123	.075
	IS	.163	.065	.179	2.433	.014	.062	.264
	IC”	-.012	.075	-.016	-.149	.874	-.132	.102

The table above 4 shows the impact of transformational leadership on teachers' job performance as determined by linear regression analysis. As a result of both the teachers'

work performance and the leadership change, there is some correlation. Except for the intellectual stimulation, the findings are statistically insignificant. This further implies that transformational leadership qualities or principal or administrators' are not significant statistically predictors of teachers' job performance, with the exception of principals/administrator who foster innovation, critical thinking, and creativity in their staff. Similarly, Abdulla, Ling and Kader (2016) found a link between teachers' creativity and their use of a transformational leadership style in their research. Thus, the hypothesis that "*transformational leadership of principals/administrator has no substantial influence on the work performance of institute teachers*" is ruled out. The findings are consistent with those of other research done across the world Bass (1990).

### Findings in Terms of Leadership Style

- The principals/administrator often demonstrate transformational and transactional leadership on a fairly regular basis. This study's findings are consistent with the MLQ norm, which is defined as (Avolio & Bass, 2004).
- Teachers gave inspiring motivation the highest value (M = 2.69), while principals/administrator gave it the second-highest value (M = 2.87), both of which are in line with the MLQ standard of "quite regularly."
- According to the MLQ standard, "pretty frequently" is a good frequency for idealised influence activity.
- Institute principals/administrator demonstrate some of the characteristics of good leaders, but not to the fullest extent.
- The contingency incentive had the highest mean score of all the transactional leadership traits studied.

### Findings in Context: Job Performance

- It is more probable that female instructors will be better at managing their classrooms. In addition to keeping track of students' development throughout the institute year, these teachers are better able to address student misconduct. In addition, their jobs are more focused on achieving results.
- In principals/administrator, transformational leadership characteristics such as idealised attributes and inspired motivation had no statistically significant association with any job performance indicator. Teachers' ability to deal with student misconduct in an effective and compassionate way was shown to be positively connected with the idealised behaviour of principals/administrator. Principals/administrator who exhibit greater levels of idealised conduct, such as stimulating change, proposing futuristic approaches, and pushing students to achieve accomplishments that go above and beyond standards, are more sympathetic and successful when dealing with student misbehaviour in the classroom.
- Leaders who encourage critical thinking and innovation have more effective, punctual, and dedicated followers.
- For example, principals/administrator who listen to instructors and communicate well tend to influence their subordinates in the same way. As a result, instructors working under the direction of administrators who possess this trait tend to maintain frequent and effective contact with parents and guardians.
- The only transformational leadership trait that is a significant predictor of teachers' job effectiveness is intellectual stimulation.

## CONCLUSION

There are several reasons why a teacher may be satisfied or dissatisfied with their employment. According to the author, many instructors have claimed poor work satisfaction as the reason for their departure from the profession. It's important to realise that teacher turnover may have an influence on a institute's academic progress. The institution has built a relationship with the two because it fears that it would deviate from its stated objectives. Thus, it is critical to take measures in this regard in order to increase teachers' overall

happiness with their professions. As a result, we may be certain that the education of our children and grandchildren will be in the capable hands of qualified educators.

The research uses quantitative analysis to find a link between work happiness and effective leadership that transforms organisations. So it follows that if teachers embraced the leadership style being used by their senior management, they would be more satisfied with their work. Various criteria, such as their compensation, coworker and student relationships, and the institution's long-term objectives, have been included in this study's literature review to explain instructors' job satisfaction.

Three different leadership styles were studied in order to get a conclusion about the hypotheses put forth in the research transformative leaders are able to keep their subordinates' confidence in them despite the challenges they face. When it comes to transactional leadership, compared it to enlisting the use of incentives and threats to persuade employees to work toward a common objective. After a reduction in an employee's work performance has been noted, suggests that this leadership style may be used to discipline the employee. Laissez-faire was also examined as a third kind of leadership style. In this leadership style, the leader assumes that the status quo can be maintained indefinitely without the need to effect change. In this way, staff can carry out their duties as they have done in the past.

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