

## THE IMPACT OF TEACHER AS A TRANSFORMATIONAL LEADER ON STUDENT PERFORMANCE

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### ABSTRACT

*This study examines the relationship of teacher as a transformational leadership factors with student performance among 200 colleges and universities student of sahiwal division. It explores correlation of idealized influence, intellectual stimulation, inspirational motivation and individual consideration. These factors have positive and direct relation with student performance. Linear regression analysis demonstrated that transformational leadership factors i.e. idealized influence, intellectual stimulation, inspirational motivation and individual consideration non significant relation with student performance. SPSS is used to find out results. These results will discuss in the article.*

**Key words:** Idealized influence, Intellectual stimulation, inspirational motivation and individual consideration student performance

### Introduction

Leadership has different styles and every style having its own importance in different situation. Success of managers evaluated through the success of its project on the bases of leadership style. Common styles in leadership are autocratic, democratic, bureaucratic and laissez-faire but leaders having influential power to their subordinate to work more effectively. How leaders influence their subordinates through their

behaviour. This study resulted that decision and people oriented leaders having positive relation with the success of project or event (wahab, Shahibi, Ali, Bakar, & Amrin, 2014 )) Transformational leadership is important antecedent in organizational performance it increases job satisfaction of followers in educational sector. Leadership characteristics understanding is important aspect towards employees' job satisfaction and it enhance morale of employee performance. Moreover leaders are able to enhance their skills to motivate their followers, and commitment towards goals. Different leadership styles are suitable in different conditions so leaders will able to choose that style and achieve organizational goal (Munir, Rahman, Malik, & amor, ( 2012 ))

Commitment of teachers towards goal is highly important, if teachers as leaders are willing to do extra work then they are able to inspire their student as a followers, then leaders effectively manage class. In 2011 education was ultimate goal of Malaysia and this reform was due to insufficient number of human capital. Teachers having very important role in any economy (Selamata, Nordinb, & Adnanc, ( 2013 ))

Teacher's organizational commitment effect student outcomes indirectly. Followers who have empowerment are more committed towards organization and follow their leaders. Followers having trust on their leader and this trust is enhancing through transformational leadership style. When followers having empowerment they show better performance

and their confidence level is higher. This study having positive correlation with psychological empowerment and organizational commitment (Hamida, Nordina, Adnanb, & Sirun, ( 2013 ) )

21<sup>st</sup> century demanding new skills and ability from student then teacher should lead class in more effective innovative and flexible teaching method. One of the basic issues is in service teachers training. Teachers having strong impact over their student so their personality must be influencing form them (Ellerani & Gentileb, ( 2013 ) )

### **Problem statement**

Many studies conducted on transformational leadership and performance of subordinates how transformational leadership is affecting teacher satisfaction (Munir, Rahman, Malik, & amor, ( 2012 )) The novelty of this study to check the impact of transformational leadership at individual level performance of students how the teacher has impact over the student performance. The teacher transformational leader style impact over student

### **Research questions**

To what extent idealized influences has impact over students' performance?

What is the impact of intellectual stimulation student performance?

To what extent inspirational motivation has impact over students' performance?

What is the impact of individual consideration student performance?

### **Research objectives**

To examine idealized influences over students' performance.

To investigate intellectual stimulation has impact over students' performance.

To investigate inspirational motivation has impact over students' performance.

To examines individual consideration impact on student performance.

### **Literature review**

In present literature, relationship of education level and class room management having significant impact. If teacher is skilled and educated having efficacy to manage class. Leadership style influence teachers efficacy of classroom management, through their leadership style teacher influence student how to motivate them and how students are able to achieve their goal (Albari.A.M, Darabi.R.2013).Transformational leadership having four main characteristics through these values leaders influence their subordinates or followers which are charismatic, motivational, intellectual stimulation and individual

consideration. These four factors increase the trust of their students and enhance their commitment towards attaining goals. Transformational leaders inspire students to give creative solution of problems while transactional leaders having reactive approach. Transformational leaders interpret the organizational mission and values on which it base and encourage their followers to attain their vision of organization (Castanheira & Costa, (2011) )

### **Commitment to change**

(Chiun, Ramayahb, & Runa, (2010) ) .The effects of teacher leadership style and commitment to change. How student respond to commitment to change when their leaders having transformational style. Employees have active participation in problem solving and giving creative ideas to sort out problem.

The purpose of this study to examine the long range theory most effective component to increase the student's performance. The results having positive impact that transformational leadership is positively correlated to limitedness about world and relation but no significant relationship with dysfunctional limitedness perceptions (Barut, Gökalp, Akdenk, Kalafat, & Mentese, (2010) ) (Oguz, (2010)) Studied the leadership style and organizational citizenship behaviour. Organizational citizenship behaviour is extra role behaviour which is not in your job role but it enhances organization performance. How leadership style affect this organizational behaviour of leaders and how subordinates respond. Transactional and transformational leadership styles having positive correlation, but laissez fair leadership and transactional style having no significant relation.

In literature transformational leadership style is used to change culture in Maldives, they having traditional style schools first they bring change in Male school. Transformational leadership having significant results with culture of primary school, transformational leader having three main goals they are constantly collaborating, developing and maintaining staff, helping staff to solve problem effectively and enhancing skills and knowledge (Ngang, 2011)

### **Creativity and innovation**

Transformational leadership is helpful to enhance creativity and fluency of innovative ideas. Flexibility is necessary for the survival of any organization when it is flexible towards innovative ideas and implement these organization grow rapidly. To implement such ideas and increase the trust of student's transformational leadership style is very effective. Almost every kind of organization facing dynamic and rapid change in technology

either in manufacturing sector or educational. Flexibility is generating new ideas and it is valuable skills it allows students to thinking run come up with new ideas (Sharmaa, Nagarb, & Pathakc, ( 2012 ) )

### **Motivation**

They need help of each other to perform task and leaders are necessary in their environment that motivate them and guide to achieve their goal. Leadership behaviour concerning two conceptualization factor tasks oriented and human oriented as in behavioural theory (Katkat, ( 2014 )) Organizational performance is challenge for today. Students are very important resource for educational institute and they are the word of mouth so the mental fitness of them is very focusing issue on work place. Stress leads them towards anxiety and the performance of student decreases. Teacher as a transformational leadership play vital role to manage stress and improve efficiency of employee performance. According to Lazarus (1995) stress is defined as imbalance between the demands of perceived environment and their abilities to cope that demands. Task related stress lead towards the physical illness, low productivity and poor performance at work place. To manage stress leader cooperation and support is very necessary. (elci, sener, Aksoy, & Alpan, 2012 ). Stress having various definition that cover strain notion” (Webster’s Online Dictionary, 2012) or “the nonspecific response of the body to any demand placed upon it” (Selye, 1956). Stress is seriously threat for human life in today’s world it having destructive effect on individual and social life. This stress in an organization having impact on personal and social life, performance of job, physical and mental health and individual job satisfaction. There are few factors which relate to stress condition.

### **Individual consideration**

Individual level factor which is directly related to job duties of individual each role in our life having conflict with that role. So decision making, follow up and continuous monitoring of material and instrument, sharing of information with peer is helpful to release stress. Transformational leadership give support to manage stress at work place and manage conflicts to enhance performance of their subordinates.

On group level if teacher having less supportive behaviour, no interest to guide their student ,non flexible behaviour, and focusing on negative aspects of their student , highlight their weakness and ignore their strength leads towards decreasing performance. Intensive use of information technology is main source of stress on organizational level. The person working outside the organization create stress full

condition to their family these conflicts create imbalance between family life and career and this give road to stress (Shafieipour, Ghasemi, & Aslani, 2011)

### **Theory and hypothesis**

#### **Leadership and performance**

Transformational leadership having different behaviour, norms and values which having impact on his/her subordinates, leader motivates the worker to outperform beyond the expectation of leaders (Yukl, 1989) . Teacher as transformational leaders enhance the interest of student in the organizational goals and commitment towards the organization where the feel free to share their ideas (Bass, 1985). Traditionally transformational leadership divided into four elements namely (1) idealized influence (2) intellectual stimulation (3) inspirational motivation (4) individual consideration (Bass B. M., (1990).

#### **Idealize Influence**

Idealize influence refer to behaviour of collectivism where group benefit is more important than individual demonstrating high ethical norms and values and teacher is being a role model towards his/ her students (Bono, 2004). Inspirational motivation and idealize influence when combine it is called charisma. Charismatic leadership’s focus from individual to collective benefits, and having positive influence on their student’s behaviour (Yorges, Weiss, & Strickland, 1999). As a result students are committed and own the organization so for that individuals involve in vision and achieve their goal (House & Howell, 1992).

**Hypothesis 1:** *Idealized influence of teacher has positive and direct relationship with student performance.*

#### **Intellectual Stimulation**

Second important component of transformational leadership which is intellectual stimulation which makes the student active thinker within organization, and students involve in organization. Transformational leadership enhance cohesiveness, commitment to goal and organization, involvement and performance (Shamir, House, & Arthur, 1993). student who having supportive coordination of teacher, quality coaching and inspiration except challenging task and sacrifice personal goals over the organizational benefits, involving and satisfying and highly engaged with their duties. Satisfaction of worker related to student performance of subordinates and ability to manage their work through the supportive behaviour of their leader (Avery, McKay., & Wilson, 2007.) On the bases of

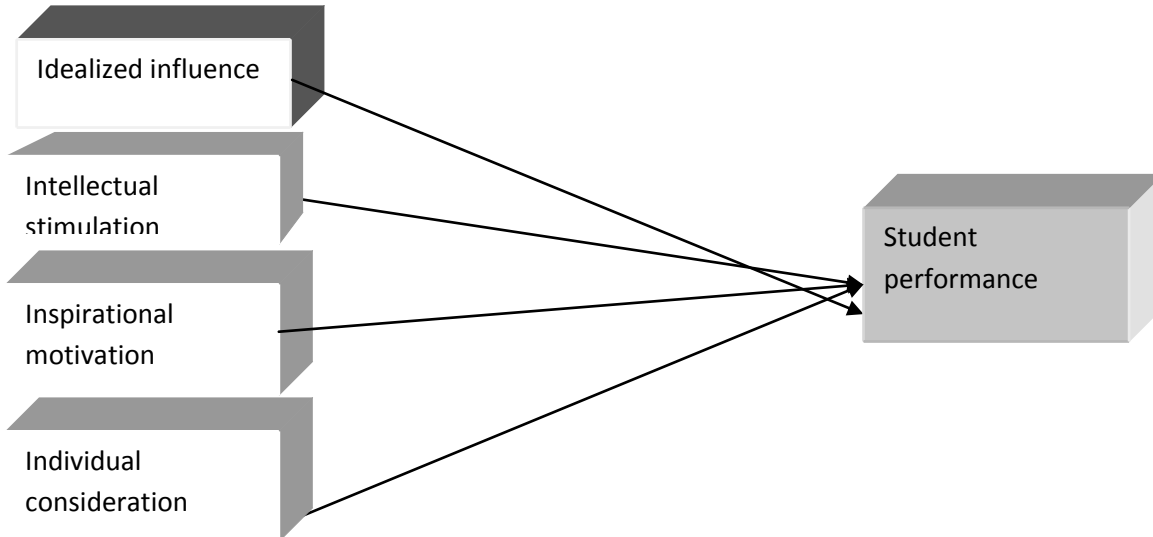
finding we predict that transformational leadership style enhance student performance.  
**Hypothesis 3:** *Intellectual stimulation of teacher has positive and direct influence over student performance.*

### Inspirational Motivation

Third component is Inspirational motivation having main concern with motivation and it focus on communication of future vision and

symbol use to interpret this vision (Den Hartog, 1997). In other words leader is enthusiastic and optimistic about future vision (Bono, 2004). Teacher gives vision to the students and communicates future. Student become enthusiastic to achieve their future.  
**Hypothesis 3:** *Inspirational motivation of teacher has positive and direct influence over student performance*

### Transformational leadership (teacher)



### Individual consideration

Fourth and last component of transformational leadership is individual consideration, it refer to support, coaching and stimulating the student. Teacher consider students feelings emotions and their needs to grow (Den Hartog, 1997) Everyone is unique in nature and seek attention that integrate with the development stage in which they are exist (Bass & Avolio, 1990).

**Hypothesis 4:** *Individual consideration of teacher has positive and direct influence over student performance*

General transformational leadership having different impact on job performance in existing research (Howell & Avolio, 1993) used leadership measurement, support for innovation and internal locus of control are unit of performance of 78 managers in large Canadian financial institution. Higher internal locus of control predicted that higher performance. Transformational leadership having positive impact on effectiveness of leadership and performance of subordinates (Burke, Stagl, Klein, & Goodwin, 2006). Satisfaction and transformational leadership having strong relationship with each other,

which leads towards high performance (Trottier, Van, & Wang, 2008). Transformational leadership showed individual consideration towards individual growth of subordinates by spending time to coach and teach to raise their performance which enhances organizational performance (11. Epitropaki, 2005).

### Methodology

This study attempted to describe correlation among the variables. The sampling frame based on student's colleges and universities in sahiwal. 200 questionnaires were collected from 250 distributed questionnaires. The response rate was 80%. Questionnaires having close ended question used 5 point Likert scale. Transformational leadership was evaluated by idealized influence, intellectual stimulation, inspirational motivation and individual consideration. The MLQ questionnaire consists of close-ended questions applying five-point Likert scale. Every independent variable has 3 items. Dependent variable student performance is evaluated with 3 items.

## Results and analysis

### Reliability

**Table 1**

**Reliability coefficients**

Scale	Cronbach alpha coefficient	Items
Idealized influence	0.840	4
Intellectual stimulation	0.832	3
Inspirational motivation	0.726	3
Individual consideration	0.639	3
Student performance	0.953	3

Table-1 shows that instrument used in this study was reliable with cronbach's alpha value of 1<sup>st</sup> independent variable (idealized influence) 0.840, with cronbach's alpha value of 2<sup>nd</sup> independent variable (intellectual stimulation) 0.832, with Cronbach alpha value 3<sup>rd</sup> independent variable (inspirational

motivation) 0.726 and with Cronbach alpha value 4<sup>th</sup> independent variable (individual consideration) 0.639 and with Cronbach alpha value dependent variable (student performance) 0.953. this shows that our test is reliable.

### Correlation

**Table 2**

**Pearson's coefficient of correlation matrix for key variables in the study**

Variables	I.I	I.S	I.M	I.C	S.P
<b>I.I</b>	1.00				
<b>I.S</b>	0.842	1.00			
<b>I.M</b>	0.984	0.917	1.00		
<b>I.C</b>	0.908	0.872	0.930	1.00	
<b>S.P</b>	-0.059	-0.082	-0.070	-0.105	1.00

Correlation is significant at the 0.01 level (2-tailed), N = 200, I.I= Idealized influence, I.S= Intellectual stimulation, I.M=Inspirational motivation, I.C= Individual consideration, S.P= Student performance.

Table-2 shows that relation between all variable is positive and strong. Among many variable relationships is significance. Idealized influence has strong and positive correlation with intellectual stimulation, as teacher personality having positive attributes it has impact on student performance which is positive and strong at significance level 0.01.

Intellectual stimulation has positive and strong relation with idealized influence and significance level at .01. Inspirational motivation has significant relation with inspirational motivation and idealized influence at value of .01. Individual consideration has positive and direct relation

with idealized influence, intellectual consideration and inspirational motivation.

### Regression

Table of regression measure the total variance in dependent variable because of independent variable. In table-3 adjusted  $R^2$  is -.02. This value indicates that there is no variation in dependent variable which is student performance due to teacher one unit change in independent variable which idealized variable, intellectual stimulation, inspirational motivation and individual consideration. The F value is 0.913 at .457 which shows that its value is insignificant because it is greater than .01

Independent variables	Standard error	Beta-value	t-value	p-value
Idealized influence	.443	.290	11.195	.000
Intellectual stimulation	.977	.030	.389	.698
Inspirational motivation	.426	-.119	.091	.927
Individual consideration	1.377	-.285	-.117	.907

Moving towards the beta value of independent variable idealized influence is 0.290 with t value 11.195 and significance level of 0.00. The beta variable intellectual stimulation is 0.030 with t value of 0.389 and significance level of 0.698. The beta value of third independent variable inspirational motivation -.119 with t value 0.091 and significance level 0.927. Last and fourth independent variable individual consideration beta value is -.285 with t value -0.117 and significance level is 0.907. The beta value indicates that change in dependent variable due independent variable. Results indicate that relation is insignificant between independent and dependent variable.

### Conclusion

This study examine the impact of transformational leadership style of teacher and its impact on student performance among the 200 college and universities students. The regression results demonstrated that idealized influence, intellectual stimulation, inspirational motivation and individual consideration insignificant relation with student performance. In this study results indicates that there is no significant relation between independent and dependent variables results are disperse because of age factors. The

student below 18 year has no understanding about idealized influence, intellectual stimulation, inspirational motivation and individual consideration. There is less social environment in the colleges between student and teacher. Their relation is not strong with each other. Student above 18 year may be has significant relation with their teacher. At that level there is consideration of individual students and teacher has good relation with their student. Many other factors also affecting student performance like study time cooperation with fellows.

### Limitation

Limitation of the study is that it consider only teaching sector. Data is gathered form only sahiwal division so generlizability of that study is not applicable. This study is cross sectional future longitudinal study will facilitate more causal evaluation. Data was collected only form student not form teachers so common method biases the use of multiple method for evolution may decrease the limitation of the current study.

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