Comparative Effects of Teachers Transformational and Transactional Leadership Styles on Students' Academic Achievement at school level in Khyber pakhtunkhawa Pakistan

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Abstract

This research aimed to exploring **"**Comparative Effects of Teachers Transformational and Transactional Leadership Styles on Students' Academic Achievement at school level in Khyber pakhtunkhawa Pakistan**"**. The objectives of the study were 1) To evaluate the transformational leadership style of male and female teachers in public schools; 2) To calculate difference in the transformational leadership style of male and female teachers in public schools; 3) To check the impact of transformational leadership style of public school teachers on the students' academic achievement. Total Seven hypotheses were developed to achieve those objectives. Population of the study was teachers of public schools who teaching to class 10th students. Data was collected only from public schools which were affiliated with BISE Malakand. Questionnaire was used to get data from public school teachers. From the collected data the mean scores of the participants were compared. Statistical method of t-test and ANOVA were applied to calculate the difference and co-relation will be interpreted by using Statistical Package for Social Science (SPSS). 0.05 was the significance level of SPSS and 3 was test value in this study. From the research it was concluded that, in the opinions of public school teachers there is no significance difference in their transformational and transactional leaderships. Also from the opinions of public school teachers about gender wise that there was no significance difference in their transformational and transactional leaderships. Furthermore it was concluded that from the opinions of public school teachers that there was no significance difference between transformation and transactional leaderships and students' academic achievement. In public schools teachers may assign different project to improve their leadership skills. In different course like (B.Ed), (M.Ed) etc related to teaching not involved any leadership training, thus in

leadership training courses may be included in curriculum. Since teacher leadership involved directly in the class, thus Ministry of Education may come up with effective ways to improve the teacher's leadership skills. Teacher's in-service programs may be conducted for the development leadership skills of teacher through proper training.

Keywords: Transformational leadership style (TFLS), Transactional Readership style (TSLS), Students' Academic Achievements

Introduction

People who have strong command of making judgments with respect to the future of others or who are the one to decide the objectives of their business, institutions or organizations are called leaders, while Leadership is describe as combine effect of responsibility and duty, to protect followers and institution to achieve specific goals (Torlak et al., 2021). While in schools for a long time, principal or other administration staffs are identify as a leader, but in the recent years large recognitions have been approved that more importance should be given to teacher as a "leader" (Sinha & Hanuscin, 2017). Since the students' academic achievement are directly connected with the teacher and if the goal of the teacher is to boost academic achievement of students, then teacher as a leader should elaborate their behavior with every opportunity for the success (Du et al., 2020). The satisfaction of employee's job achievement was highly effected by the leadership styles. Similarly impact of leadership styles can be observe in the process of teaching learning by improving teacher leadership styles to achievement students' academic goals (Qiang et al., 2023). Different Leadership styles are there, for academic achievement such that Transformational leadership style (TFLS) and Transactional leadership styles (TSLS). TFLS occupy overall personality, communication skills and character of a leader in order to manage others to obtain institutional and self goals and it also affect the students' academic performance (Wallace, 2019). TFLS is adopted leaders who drive their followers for larger goal achievement and brighter vision. By the sharp focus of TFLS work duty, to help their subordinates by motivating, inspiring and educating those by different strategies to become moral leaders by their own knowledge and experiences (Demir et al., 2021). Teachers who have capability to advance skills of their pupils in the institution environment by using different techniques such that unity, discipline, honor and by their character, is the sign of TFLS in teacher discipline (Ibrahim, 2021). According to Harris, et al., (2019), that student of the schools who perform well in the academic achievements is a bright sign of teachers having developed TFLS. Another important leadership style is Transactional leadership style (TSLS). To increase academic related achievements and advance positive influence among students is based on TSLS (Harris et al., 2019). This leadership style is

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convergence on composition and it's based; punishment and reward only, which is the reason that subordinates are scary of doing something new in daily tasks or projects (Łukowski, 2017). The Alliance between the TSLS and students' academic achievement and obligation; all this happens because students must show high academic goals and attempt to reflect the leaders' conflict actions (Echebiri and Amundsen, 2021). Leadership styles of teacher have great potential to provide fabulous school climate for the students to get their academic achievement easy (Ibrahim, 2021). This TFLS have great effect on students' performance in the presence of suitable environment of the school. From there more students will be effective and great influential role in the society and will be the future prestigious leaders.

The aim of this study was to compare transformational and transactional leadership styles of teacher for students' academic achievement at school level. In this study two variables were used; teacher leadership styles (independent variable) and students' academic achievement (dependent variable). In this study hypothesis were; students' academic achievement is highly effected by teacher transformational leadership styles as compare to teacher transactional leadership style.

Statement of the research problem

In the present times work of teacher is not to sharing information with the students, but to enhance his leadership qualities and get achieve his academic goals. In classroom teacher role in the process of teaching and learning is like a leader, because teacher leadership qualities improve students' behavior and as a result notional development can be achieved. To keep in mind the importance of teacher leadership styles, aim of this study was "to compare transformational and transactional leadership styles in the term of the students' academic achievements.

Significance of the research study

Leadership concept play a vital role in the education system of a nation, it always point out leadership styles of teachers impact on students' performance especially on their academic achievement. Teachers' TFLS and TCLS have power to bring change in students' capacity. The aimed of this study was to highlight teacher TFLS and TCLS importance and also these styles were study in relation with different variables. The findings of this study were important and applicable for trainers, educationist, researcher, curriculum planners and curriculum

developers. Its outcome was effective in advance to improve teachers training programs. The findings of this study were providing instructions for the leadership styles of student diversity.

Literature Review

Leader: People who have the authority to make decisions about others future, or those who can decide samples for their organization, institutions or forms are called leaders. While Leadership as a model of character building and obligation that help organization, institution and people (Torlak et al., 2021). Leadership can also be describe as, a person ability to achieve common objectives by the exceed influence of individuals group (Andersen, 2016; Neuza & Patrícia, 2020; Torlak et al., 2021). According to Budur & Poturak, (2020), an honest leader is a person who owns strength, character, developed skills and experience; to not privileged group of subordinates rather they help the subordinates and provide them new opportunities for the achievement of goal. In short Leadership contains people, while Leader want subordinates (Torlak et al., 2021). Leaders positive attitude enhance the followers cooperation to achieve success at the work-place. Structure of an organization also depended on the leadership quality: its helps in organization structure and controlling different tasks, due to the responsibility of leadership it makes followers to take care of every task and eliminate their weaknesses in the work. The leadership qualities enables its followers for the developing their positive attitude and skills. It provides cooperative and free-enterprise atmosphere for the followers in their work place, where they try their best to increase internal effectiveness and provide satisfaction results externally (Budur et al., 2019; Torlak et al., 2019). The most important aspect of the Leadership over decades is that to take attention of the academics that to take interactions and relationship with followers to enhance motive and strengthen individuals for their achievement of specific goal (Łukowski 2017; Reed et al. 2019).

Leadership styles: Style is like a method through which something to perform, while leadership style is like an approach to motivating people, giving direction and plans of implementation to perform something. Macgregor Burn in 1978 was the first who introduced the leadership style, when he wants to divide the leadership concepts into different forms like Transactional and transformational and later in 1985, when Bass studying the concept of political leaders, based on multifactor leadership questionnaire he explained more advance mechanisms between transactional and transformational leadership style (Łukowski, 2017). A person who has the leadership styles may be known from their performance at their work place or even institutional environment, their work will be based on professional setting and skills which influence by the leadership (Chen et al., 2022). In a study Chen et al., (2022), was discovered that

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the performance of students was highly affected by the leadership style of the school teacher, especially in skills, behavior and academic achievement (Eckardt et al. 2021; Jia et al. 2018). From the study of Barnová et al. (2022), concluded that there are different types of leadership styles, such that autocratic, democratic, transactional and transformational, it's concluded that what leadership style is most influence on innovation and affect growth rate of human per capital.

Transformational Leadership Style: Leaders who adapted Transformational leadership style will motivate their followers to develop their own leadership skills and capacity to make meaningful achievements. This leadership provides help followers to motivation, encouraging and decision making by applying different method to become a transformational leader through their own knowledge and experiences (Demir et al., 2021). Transformational leaders provides appropriate environment at work place for their followers to become an active member of the decision making and to achieve high rank position within the organizational system (Tajeddini, 2016). In a study Tepper (2018), found that transformational leader respond better to the team members when they face difficulties or challenges in their work field. Transformational leadership has the power of increase interest as it facilitates, generates, creativity or organizational innovation (Wipulanusat et al. 2017). Furthermore, this style can be analyzed considering four sub-concepts: Individualized influence, Inspirational motivation, Intellectual stimulation and Individualized consideration (Ryu and Shim 2020).
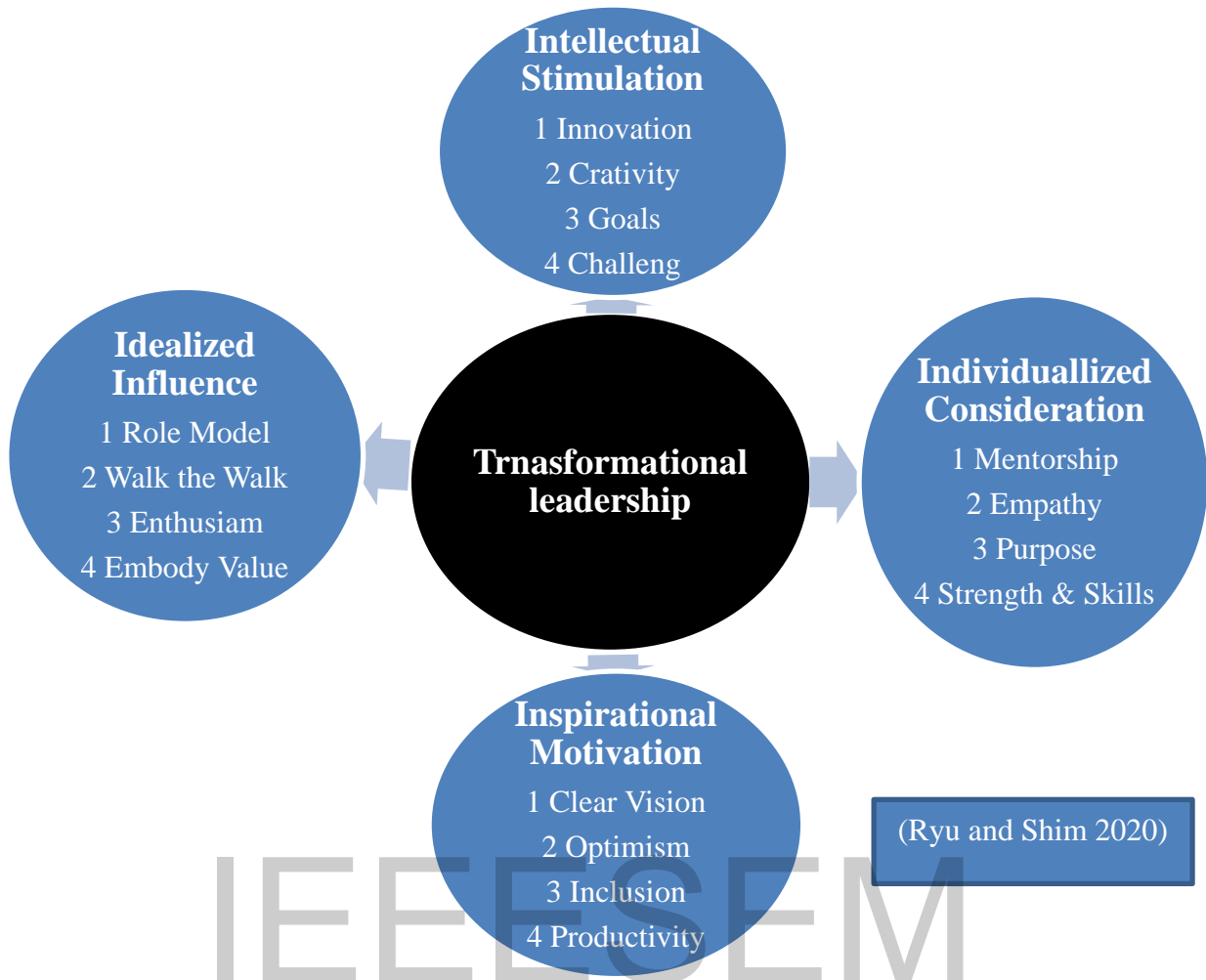
Transactional Leadership Style: Transactional leadership is describe as that how leaders can benefits from their subordinates based on rewards or punishment (Alblooshi et al., 2020). Moreover these rewards or punishment are based on the needs of the followers and closely related with their job satisfaction and achievement (Fakhri et al., 2020; Pasamar et al., 2019). In a study Fakhri et al., (2020), describe that management and rewards are two indicators of the transactional leaders; Managers use the process of reward and punishment to influence workers to complete their goals and achieve the organization goals. The organization obeys stick rules, methods and standards to fixed followers achieve their already adjust goals. According to Hewlett Packard transactional leadership affects followers both positively and negatively. The followers motivates for strive excellence because they aware that there is reward. During the process of reward followers get their own and organizational goals (Baškarada et al., 2017). Therefore this leadership style pointed toward leader-followers trade in different things like rewards, benefits, incentives etc. If the follower cannot get the specific goal, he will be reward punishably (Abdullahi et al., 2020). That type of leaders avoid risks in the organization by doing something new, in short they tight

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control to avoid risks (Jia et al., 2018). In transactional leadership the creativity is limited by the less innovation performance, because goals are set in advance (Alblooshi et al. 2020). Furthermore transactional leadership has full concentration on the given context and afraid to try a something new, because this style is based on classical management (Łukowski 2017).

Teacher Leadership: For a long time, in an institutions/school's principal and other administration stuffs have been only identify as school leaders, but recent year's research proved that in institution/schools more attention should be paid to teachers as a leader (Sinha & Hanuscin, 2017). In education system those teachers who have extraordinary skills in education, help other teachers to achieve institution goals; are offer alternative leadership with executive leadership (Pang and Miao, 2017). Teacher as a leader, lead their students/followers by example through their action, motive, character and behavior. They are responsible for preparing and motivating students through the challenging pedagogy learning environment and activities, and lead them direction toward success. Teachers having such quality sense and skills of responsibilities make them leader although they do not hold any official and authoritative position (Bolkan, S., & Goodboy, A. 2019). In a study Poturak et al., (2020), suggested that effective teaching leadership not just disseminating information to the students, but provide leading qualities to the students for the future. In short leadership is an important tool that can draw teachers to become more effective in the classroom environment (Balkan, & Goodboy, 2019). Teachers as a leader having courage and support not only for their own but also for the students, that they can get classroom goals with the coordination of students by their actions, through which they enhance the learning and leadership qualities in the students' (Demir & Budur, 2019).

Students' Academic Achievements: By the definition of Wikipedia, academic performance or achievement is the consequence of education; they boost student, teacher or institution to achieve their goals (at 17th March, 12:40 P.M). Academic achievement affected by many factors which improve students' performance academically, basic of these to interactions with people and socialization. Moore (2019), studies a review on students' academic achievement historically. This review indicates academic achievement in the school can highly be influenced by motivation, attitude and self-control. Although by the effect of these factors enhance the achievement, but already set goals that students achieve cannot be define as students' academic achievement outcome. According to Chrisp (2019), that students' academic achievement can be increased in the school when modify educational resources, access to proper nutrition and factors related to social-emotional. Also, most of the students spend their time with teacher

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experience in the classroom, thus teachers must show behavior, motive and role to enhance the academic success. Professional development must be providing to teachers for improving their capacity that necessary for students' academic needs, because education is not "all-size-fits-one". According to Jambo and Hongde (2019), teacher's leaderships also play an important role in the academic achievement. The leading quality of the teachers like decision making have highly influence the students' academic achievement.

Teachers' leadership style and Students' Academic Achievement: Students' academic achievement depends upon the teacher leadership and the goal is that for the students to enhance academic achievement in their institution, then school leaders must enhance their character to fulfill the need of the students in the school for the academics success (Du et al., 2020). From the research it have been verified that teaching behaviors in the different leadership styles is one of the main factor that play remarkable importance for the student's requirements, satisfaction and despair (Aelteman at al., 2019; De meyer at al., 2016; Garcia-Gonzalez et al., 2019; Vasconcellos at al., 2020). Thus for students' academic achievement teachers leadership styles are a dynamic technique in the classroom management. Teacher's leadership technique to involve students to obtains high courage and confidence. And fulfill the academic excellence and achievement objectives of the institutions. However the teachers must develop their leadership capabilities, because it plays an important role in an improving instructional quality of teachers inside and outside the classroom. The teachers having leadership quality have the ability to motivate students to get academic achievement (Ucar and Dalgic, 2021). Anderson (2017), stated that teacher's transformational leadership behaviors committed and motivated the students to create the inspire environment of trust for the academic achievement.

Objectives of the research Study:

Following objectives were achieved through this study:

1. To evaluate the transformational leadership style of male and female teachers in public schools;
2. To calculate difference in the transformational leadership style of male and female teachers in public schools;
3. To check the impact of transformational leadership style of public school teachers on the students' academic achievement;

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Hypotheses of the research study:

H_{o1} From the opinions of public school teachers, there is no significance difference in their transformational leadership;

H_{o2} From the opinions of public school teachers, there is no significance difference in their transactional leadership;

H_{o3} From the opinions of public school teachers about gender wise that, there is no significance difference in their transformational leadership;

H_{o4} From the opinions of public school teachers about gender wise, that there is no significance difference in their transactional leadership;

H_{o5} From the opinions of public school teachers, there is no significance difference between transformation leadership and students' academic achievement;

H_{o6} From the opinions of public school teachers, there is no significance difference between transactional leadership and students' academic achievement;

H_{o7} From the opinions of public school teachers (gender wise), there is no significance difference between students' academic achievement;

Delimitation of the research study

The study was delimited to the below parts:

1. The data was collected only from the public school sector of male and female teachers who taught to class 10th students only

2. The data was collected only from those public schools that affiliated with BISE Malakand.

Research Design

Research aim was to study comparative teachers effects based on transformational and transactional leadership styles on academic achievements of students at school level in Khyber Pakhtunkhawa. The data was collected through survey approach. According to Walliman (2019), in research to describe the recent events quantitative research in term of survey approach is design, in this type of research data is collecting through questionnaire. On the basis of survey research design, the current research was to examine the impact of TFLS and TSLS of school teachers on students' academic achievement.

Population of the research study

All Teachers who taught to class 10th of public schools registered with Board of Intermediate and secondary education (BISE) Malakand was total population of this study. All the teachers

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were selected, because researcher investigated the TFLS and TCLS of teachers and their impacts on students' academic achievement of all level (Science/Arts).

Variables in this research study

1. Teachers Transformational and transactional leadership styles (Independent Variable)
2. Students' Academic Achievement (Dependent Variable)

Sample of the research study

The sample form the stated population was taken to compare the effects of TFLS and TCLS on student's academic achievement. 10 male and 10 female public secondary schools affiliated with the BISE Malakand KPK were selected. Only those teachers were selected who taught to class 10th of strength 500.

Instrument of Research

To examine the relationships between dependent and independent variables quantitative research design. In this research data gather for the investigation of variables and statistical analysis (Question Pro, 2021). Questionnaire was used to get data from the students' academic achievement (dependent variable) and Teachers transformational and transactional leadership styles (independent variable). Data was collected only from class 10th taught teachers. Likert Rating Scale of Five points (agree, strongly agree, disagree, strongly disagree and don't know) was used for the development of questionnaire. Likert scale of rating is a (five to seven) category scale that is used in questionnaires, where participants show their agreement or disagreement with the given statement (Likert R).

Procedure

After review questionnaire was distributed in teachers. From the collected data the mean scores of the participants was compared. Statistical method of t-test and ANOVA was apply to calculate the difference and co-relation was interpreted by using Statistical Package for Social Science (SPSS)

Data Analysis

Data collected through questionnaires was calculated and examined by using t-test, ANOVA and SPSS. 0.05 was the level of significance and 3 was test value in this study.

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H_{o1} From the opinions of public school teachers, there is no significance difference in their transformational leadership;

Table: 3.1 Transformational Leadership style mean difference of teacher's views:

Test value = 3				Confidential level 95%		
Sector	N	Mean	SD	t-value	Df	p-value
Male teachers	249	32.39	7.541	-1.040	598	0.289
Female teachers	200	33.02	7.095			

From Table 3.1 shows man difference 0.63, p value is greater than 0.05, so our null hypothesis that in the opinions of public school teachers, there is no significance difference in their transformational leadership is accepted

H_{o2} From the opinions of public school teachers, there is no significance difference in their transactional leadership;

Table: 3.2 Transactional Leadership style mean difference of teacher's views:

Test value = 3				Confidential level 95%		
Sector	N	Mean	SD	t-value	Df	p-value
Male teachers	249	49.31	6.095	-1.832	596	0.069
Female teachers	200	48.29	7.588			

From Table 3.2 shows man difference 1.02, p value is greater than 0.05, so our null hypothesis that in the opinions of public school teachers, there is no significance difference in their transactional leadership is accepted.

H_{o3} From the opinions of public school teachers about gender wise that, there is no significance difference in their transformational leadership;

Test value = 3				Confidential level 95%		
Sector	N	Mean	SD	t-value	Df	p-value
Male teachers	249	35.50	7.916	-2.021	597	0.04
Female teachers	200	34.30	6.616			

From Table 3.3 shows man difference 1.20, p value is less than 0.05, so our null hypothesis that in the opinions of public school teachers about gender wise that, there is no significance difference in their transformational leadership is not accepted.

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H_{o4} From the opinions of public school teachers about gender wise, that there is no significance difference in their transactional leadership;

Test value = 3			Confidential level 95%		
Sector	N	Mean	SD	t-value	Df	p-value
Male teachers	249	48.05	7.384	0.674	598	0.470
Female teachers	200	47.68	6.153			

From Table 3.4 shows man difference 0.37, p value is greater than 0.05, so our null hypothesis that in the opinions of public school teachers about gender wise, that there is no significance difference in their transactional leadership is accepted

H_{o5} From the opinions of public school teachers, there is no significance difference between transformation leadership and students' academic achievement;

Test value = 3			Confidential level 95%		
Sector	N	Mean	SD	t-value	Df	p-value
Male teachers	249	37.63	6.241	-2.106	597	0.440
Female teachers	200	36.68	5.423			

From Table 3.5 shows man difference 0.95, p value is greater than 0.05, so our null hypothesis that in the opinions of public school teachers, there is no significance difference between transformation leadership and students' academic achievement is accepted

H_{o6} From the opinions of public school teachers, there is no significance difference between transactional leadership and students' academic achievement;

Test value = 3			Confidential level 95%		
Sector	N	Mean	SD	t-value	Df	p-value
Male teachers	249	15.84	4.465	-1.013	597	0.287
Female teachers	200	15.44	4.632			

From Table 3.6 shows man difference 0.4, p value is greater than 0.05, so our null hypothesis that in the opinions of public school teachers, there is no significance difference between transactional leadership and students' academic achievement is accepted

H_{o7} From the opinions of public school teachers (gender wise), there is no significance difference between students' academic achievement;

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Test value = 3				Confidential level 95%		
Sector	N	Mean	SD	t-value	Df	p-value
Male teachers	249	6.262	2.245	-0.697	598	0.545
Female teachers	200	6.363	2.430			

From Table 3.7 shows man difference 0.101, p value is greater than 0.05, so our null hypothesis that in the opinions of public school teachers (gender wise), there is no significance difference between students' academic achievement is accepted

Conclusion:

From the research it was concluded that, in the opinions of public school teachers there is no significance difference in their transformational and transactional leaderships. Also from the opinions of public school teachers about gender wise that there was no significance difference in their transformational and transactional leaderships. Furthermore it was concluded that from the opinions of public school teachers that there was no significance difference between transformation and transactional leaderships and students' academic achievement. From the opinions of public school teachers (gender wise), there was no significance difference between students' academic achievement.

Recommendation:

Educational administrators of public sector may involve teachers in design making process that enhanced the teacher leadership qualities. In public schools teachers may assign different project to improve their leadership skills. In different course like (B.Ed), (M.Ed) etc related to teaching not involved any leadership training, thus in leadership training courses may be included in curriculum. Since teacher leadership involved directly in the class, thus Ministry of Education may come up with effective ways to improve the teacher's leadership skills. Teacher's in-service programs may be conducted for the development leadership skills of teacher through proper training.

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