

A STUDY ABOUT THE ROLE OF TRANSFORMATIONAL LEADERSHIP IN EDUCATION

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DOI: <https://doi.org/10.5281/zenodo.16960698>

Received	Revised	Accepted	Published
26 May, 2025	08 July, 2025	08 August, 2025	27 August, 2025

ABSTRACT

Contemporary leadership theories—transactional, charismatic, transformational, and interactive have drawn more scholarly attention in recent years due to the substantial shifts in school management practices, instructional organisation, and changing leadership styles as essential elements of educational administration. Each of these theoretical frameworks offers substantial value and impact, both temporally and contextually. This paper, however, will concentrate mainly on transformational leadership because it appears to be the most suitable model for leading students in schools. This idea is founded on the following three points: (1) the moral dimension and ethical underpinning of transformational leadership; (2) the validity of earlier experimental studies demonstrating its efficacy; and (3) documented proof of its successful application by educational leaders in real-world settings.

Key words: Contemporary Leadership, Transformational, Transactional, Charismatic.

INTRODUCTION

According to Amanchukwu, Stanley, and Olofube (2015), who referenced Naylor (1999), educational leadership is the process of persuading people inside an organisation to accomplish its objectives and achieve organizational excellence. Being a leader in the educational field means having a compelling vision for the organisation that not only takes into account the current situation but also looks ahead to future trends. This vision must be communicated at all institutional levels by a competent educational leader in order to establish strategic direction and promote mutual understanding. The creation of educational initiatives, institutional policies, strategic priorities, operational plans, and daily operations should all be guided by this vision.

Thus, anticipating and influencing future results is a crucial aspect of educational leadership. Peretomode (1991) asserts that the foundation of educational leadership is a leader's ability to inspire others verbally and with exemplary behavior, which in turn affects the attitudes, actions, and feelings of employees in the educational system. Coherence

and strategic alignment are promoted throughout the organisation via this impact. However, those in charge of intricate organizations, like colleges and universities, invariably face a number of difficulties, regardless of how successful their leadership is. For the leader to achieve their strategic objectives and guarantee the success of the institution, these need to be effectively controlled and minimized.

Leadership styles described in educational research include instructional, moral, democratic, participatory, transactional, transformational, distributed and strategic styles. One of the main groups leading this discussion, Leithwood et al. (2004), claim that these forms mostly highlight various unique ways of working aimed at building clear norms and guiding people's actions as a team. Leadership in educational contexts, according to their viewpoint, is something simple as well as something complex. Whether leadership is effective is judged mainly by how successful the institution becomes. Even though other leadership strategies are recognized as important, this paper concentrates

on the quality benefits and advantages transformational leadership brings to education and the school setting, mainly by motivating and leading students.

2. Transformational Leadership: Active Role in Ethical Discussions

Burns (1978) sees transformational leadership as standing out from traditional leadership views, mainly because it values having a clear vision for the future, helping followers personally and motivating them to turn into leaders and good people. Many studies have found that transformational leadership is very effective for schools mainly by inspiring cultural changes that lead to better performance and efficiency. Since it is a complex concept, transformational leadership depends on relational theories that value the two-way and dependable connection a leader shares with follower. In such a model, leadership means encouraging interaction and togetherness which helps motivate everyone and promote ethical behaviors.

Unlike what earlier leadership theories did, Burns's (1978) theory made ethics a central part of transformational leadership. Turner said that through their daily interaction, both the leader and their followers experience higher levels of morale and motivation. As a result, leaders' ethical goals are improved by their relationships with followers which demonstrates authentic leadership. Burns describes transformational leadership as moral leadership because he outlines it using moral values. Yukl (2002) also says that to be a truly transformational leader, a person must appeal to high ideals, moral principles and the most important needs of those led. By using charisma or ideal influence such leaders state their values clearly, adopt strong ethics and connect emotionally with their followers which makes them likeable. As the connection develops, they establish trust mainly because of their shared strong ethics and morals. Simola et al. (2012) see transformational leadership as working through collective efforts to transform, encourage and increase the ethical and performance standards seen among followers. When viewed this way, behavior is guided by strong morals, so transformational leadership directs change that matters, is ethical and helps both individuals and organizations through its influence over their structure and strategy.

Miller and Miller (2001, p. 182) note that transformational leadership places more emphasis on ethics in schools than transactional leadership.

Transactional leadership means that the relationship between a principal and teachers mainly relates to trading important resources. Most of these interactions happen just once, are short and consist of nothing more than trading. By comparison, transformational leadership is seen as being more effective and complicated, resulting when teachers and administrators interact in such a way that increases their collective dedication, enthusiasm and strong sense of purpose. Both people influence and inspire each other and this results in their values and goals coming closer together. In this way, a transformational process leads to a stronger, ethical connection thereby inspiring teachers to care for students for a long time and both groups to develop strong morals in the educational setting.

Usually, relational theories and charismatic ones are discussed together because of the way trust, extraversion and strongly held values help a leader and a follower relate. However, charismatic leadership is simply one part of transformational leadership. This idea was explained by Bass (1985), who noted that transformational leadership happens when leaders encourage followers to feel faith, admiration and respect. Bass argues that transformational leaders affect their employees by: (1) making them aware of what is important for the organization and its values, (2) prompting a team approach that puts group targets ahead of personal concerns and (3) encouraging followers to aim for personal improvement and achieving greater goals.

The concept of transformational leadership was further detailed by Bass (1985) by outlining four main parts.

1. **Individualized Consideration** – Leaders notice and address the particular needs, strong points and goals of each person on the team by supporting them personally.

1. **Intellectual Stimulation** – Leaders get employees to rethink common ideas to encourage both progress and new ideas.

2.

3. **Inspirational Motivation** – Leaders talk about a powerful vision, act as good role models, use their charm and demonstrate their achievements to inspire others to reach shared goals.

4. Idealized Influence – Leaders show actions that gain the admiration and trust of the group, boosting followers' self-esteem and being ethical.

With the help of charisma, creativity and proper attention, transformational leaders inspire others to break with tradition and respond flexibly to new situations to reach what is wanted. Emphasizing the wider goals and the contribution group members make helps them understand their own role in the organization. It is often explained in the literature as “generation of feelings” (Bass, 1999) which helps leaders connect with their followers by recognizing what is important to them. Therefore, employees become more aware of the importance and results of what they do. By using transformational leadership, leaders greatly impact group results while also inspiring each member to develop and use their abilities to the utmost. Transformational leaders are known to have strong ethical principles, as mentioned by Charry (2012) which makes them good role models for the rest of the organization.

3. Research on Transformational Leadership in Education

Leithwood (1994) greatly influenced how transformational leadership is viewed in schools. Based on seven studies with numbers, he found that transformational leadership led to significant results in school restructuring and in teachers' judgments of student achievements (Leithwood, 1994, p. 506). According to the research, these six main areas were found in transformational school leadership: (1) setting a clear vision, (2) encouraging everyone to follow group goals, (3) supporting individuals personally, (4) encouraging intellectual growth, (5) demonstrating good behavior and (6) setting high standards for performance (Leithwood, 1994; Geijsel, Slegers, & Van Den Berg, 1999; Jantzi & Leithwood, 1996; Leithwood & Jantzi, 2005).

Leithwood and his colleagues (1999) reviewed 20 studies showing that transformational leadership leads to better outcomes for teachers. The research keeps showing that when teachers experience transformational leadership, they are more willing to work extra and change their teaching methods. Among the most regular outcomes of transformational leadership are better learning in the organization, increased effectiveness and a better culture at the school.

In their later work, Leithwood et al. (2004) explained that helping students learn is supported when school-wide and classroom conditions are

transformed. With this meaning, transformational leadership helps to adjust the school environment so that students can learn more effectively and comfortably.

In the past two decades, a lot of attention in education research has been given to transformational leadership. Since 1999, many studies have investigated transformational leadership and how it affects many aspects of education, consistently showing that it leads to better results. A number of studies indicate that transformational leadership goes hand in hand with teacher satisfaction, increased motivation and commitment in the classroom (Griffith, 2004; Leithwood & Jantzi, 2008; Bolger, 2001). It also encourages career development (Kruger et al., 2007) and makes the workplace better (Leithwood & Jantzi, 2000).

Research also links transformational leadership to improving the school's learning climate (Barnett et al., 2001; Kruger et al., 2007; Silins et al., 2002), school culture (Sahin, 2004; Barnett & McCormick, 2004) and school climate (Blatt, 2002). It has also been tied to less bullying (Cemaloğlu, 2007), better health within the organization (Korkmaz, 2007; Leithwood & Jantzi, 2008) and changed bureaucratic systems in schools (Buluc, 2009). A number of researchers, including Griffith (2004), Leithwood and Jantzi (2008), Marzano, Waters and McNulty (2005), Chin (2007) and Politis (2001), have pointed out a strong tie between transformational leadership and better student achievement (Griffith, 2004; Leithwood & Jantzi, 2008; Marzano, Waters, & McNulty, 2005; Chin, 2007; Polit.

Very diminutive research has been done on teacher leadership when teachers work as a team in the classroom. But a wide range of research has been done on school leadership which mainly examines formal leaders such as principals and administrators and their role in creating a good school atmosphere (Crowther et al., 2002; Leithwood & Jantzi, 2000; Pounder, 2006; Treslan, 2006). Snell and Swanson (2000) mention that teachers' voices do not appear enough in conversations about educational leadership.

Given how education has become more complicated now, it is necessary to think about school improvement for everyone which means leaders, teachers and students. Transformation leadership fits well within a school's organization and culture.

It affects employees' sense of purpose at work and how involved they are with changes.

Those who use transformational leadership in teaching inspire, encourage and equip students to achieve big goals. Instead of offering rewards and penalties, transformational leadership uses students' personal values and reasons to help them grow together with the school's mission, vision and set of values. According to Bartlett (1990) and Senge (1990), learning is all about going through a process of change and growth.

Finally, according to Sergiovanni (2007, p.), It is effective in schools, according to Olsen (72), because transformational leadership matches the way schools function and is able to engage more of people's full potential.

4. Conclusion

With this leadership style, schools have the ability to teach more effectively, improve teaching, enhancement student learning and achievement and increase student engagement in learning. A number of research projects have confirmed that transformational leadership is important in schools. To raise acceptance among teachers, make them perform better and increase job happiness among principals, using a transformational style is especially significant. Using this approach supports the good atmosphere in schools, encourages staff to cooperate in solving challenges and making decisions, promotes progress across every area and boosts the motivation of everyone in the school to pursue equal objectives. It also aims to inspire teachers, support their development and help them remain devoted to the school's aim.

In addition, when teachers use transformational leadership, it influences how well students learn. The focus is on always improving teaching and learning and supports teachers collaborating and growing professionally. Such teachers guide in the classroom and are active in the wider educational field. They bring peers together and push for a team leadership style that improves education.

If teachers use transformational leadership, it considerably influences students' feelings, encouragement, confidence and ability to learn. Students learn how to build knowledge, develop important skills and communicate with others by means of this approach led by the teacher.

Because of this style, teachers feel more committed to the school, report greater levels of satisfaction at work, unite more and their teaching practices

become more impactful. It helps students take part in activities, participate in choosing what to study and encourages them to achieve success, confidence, positive attitudes about their education and good self-view.

Transformational teacher leadership encourages students, inspires them, helps them learn more effectively, contributes to their academic success and develops good relationships with their peers. The main aim of transformational leadership is to help teachers and students improve, unite their goals and encourage everyone to remain committed.

In contrast to other models like instructional leadership, transformational leadership gives a better picture of how both principals and teachers behave. It points researchers to observe workplace conditions and values teachers' decision-making in the school and classroom. It admits that what students should learn keeps changing, so the purposes guiding teachers are rarely definite ahead of time.

A positive school climate should be one of the main goals, so the school becomes a "good and safe environment for students and teachers." Advancing schools can be achieved by applying transformational leadership which is key in this area.

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