THE ROLE OF TRANSFORMATIONAL LEADERSHIP IN ENHANCING TEACHERS' SELF-EFFICACY AND TEACHING PERFORMANCE IN PAKISTANI EDUCATIONAL INSTITUTIONS

Rubab Ali

Lecturer Education department, Fatima Jinnah Women College, Skardu

rubab.kiu@yahoo.com

Corresponding Author: *
Rubab Ali

Abstract
This study investigates the mediating role of self-efficacy in the relationship between transformational leadership and teaching performance. Data were collected from 158 participants across 28 educational institutions in Pakistan and analyzed using regression techniques. Findings reveal that transformational leadership significantly predicts teaching performance, with self-efficacy serving as a key mediator in this relationship. The study is limited by its cross-sectional design and focus on the Rawalpindi/Islamabad region, which may affect generalizability across Pakistan. Despite a relatively small sample size, the results provide valuable insights into an underexplored area in Pakistan, highlighting how self-efficacy enhances the impact of transformational leadership on teaching effectiveness.

INTRODUCTION

Sparks (2022) characterizes transformational leadership as a style that inspires followers to prioritize the organization or community above their personal concerns. The term was introduced by James MacGregor Burns in 1978. Bernard Bass has expanded on this concept, emphasizing its role in facilitating organizational change and fostering innovation. Various contemporary challenges, including the evolving educational landscape, accountability demands, global concerns, and the need for empowerment and engagement, propel the adoption of transformational educational leadership (Onorato, 2013). As stated by Groves (2014), transformational leadership involves leaders inspiring their followers to place the organization or community ahead of their own interests. Critical aspects include articulating a compelling vision,

questioning assumptions, and endorsing new ideas. As observed by Day et al. (2014), leaders provide individualized support and encouragement, recognizing distinct needs and potential. This leadership style fosters positive transformation and encourages innovation and creativity. As highlighted by Bae (2018), accountability in education implies that educators and institutions demonstrate their effectiveness concerning teaching and learning outcomes through clear expectation establishment, performance evaluation, and transparency.

As noted by Alzoraiki et al. (2023), transformational leadership has proven essential for facilitating constructive organizational change and enhancing performance across various sectors, including education. According to Davies (2009), transformational leadership in education is a style that

inspires both educators and students to achieve exceptional results through fostering innovation, accountability, and a strong sense of global duty. Through this style of leadership, teachers are encouraged to surpass traditional methodologies and promote critical thinking, creativity, and collaboration among students (Greimel et al. , 2023). Fundamental elements include setting clear objectives, nurturing a climate of trust and openness, encouraging continuous improvement, and fostering innovation by motivating teachers to experiment with new teaching methods and technologies (Azizah and Mardiana, 2024). In the realm of education, transformational leadership is an adaptable approach that underscores accountability, innovation, and global citizenship. It inspires and energizes both teachers and students to achieve remarkable outcomes (Bakker et al. , 2023). As indicated by Ugwoji (2024), transformational leaders establish clear objectives, promote a culture of accountability, and champion transparency, trust, and ongoing improvement. This aligns with the increasing expectations for measurable results in educational settings.

Within educational settings, transformational leadership strongly prioritizes innovation, encouraging teachers to explore new teaching methods and utilize technology (Andriani et al. , 2018). It promotes professional development and creative problem-solving, equipping teachers to improve student engagement and academic outcomes. Transformational leadership surfaced in the late 20th century, focusing on enhancing followers' motivations and ethical standards. Its significance in education is escalating due to the shifting educational landscape, accountability pressures, and the need to cultivate a culture of excellence and continuous improvement (Godfrey, 2016). By fostering a culture of excellence and ongoing enhancement, transformational leaders can effectively address these challenges. They raise awareness and incite action on global issues such as climate change, social justice, and economic inequality, cultivating a sense of global citizenship among students (Aboagye and Dlamini, 2021).

Self-efficacy, defined by Albert Bandura (1977), pertains to an individual's conviction in their ability to carry out tasks and meet objectives. This conviction affects motivation, persistence, and resilience, which are essential in workplace environments. Bandura recognized four main sources of self-efficacy: mastery experiences, vicarious experiences, verbal persuasion, and physiological states.

Teachers' professional experience can significantly influence performance results. As stated by Rodríguez, Mayo, Gago, and Alvarez (2017), experienced teachers typically possess enhanced skills for managing classroom interactions, modifying teaching methods, creating effective curricula, pursuing professional development, and guiding peers. Consequently, improving employee performance remains the primary challenge for management, as meeting organizational objectives and ensuring sustainability is dependent on its workforce (Farida, Zulkarnaen, and Hidayat, 2022). Initial discussions focused on various environmental factors (Chandrasekar, 2011), (Hafeez et al. , 2019) that impact employee performance and acknowledged that certain demographic factors affect performance; however, there has been limited research on how demographic factors influence employee performance.

The present study contributes to the body of literature on this topic in several ways. It offers recommendations for addressing instructional challenges in emerging regions such as Rawalpindi/Islamabad in Pakistan. The influence of transformative leadership on teaching performance was then examined methodically. Following that, we employed social exchange theory (Blau, 1964) to structure the research model and the leader-employee dynamic. By presenting a contextualized organizational work setting concerning Leadership on the Social Exchange theory, the research enhances the existing body of knowledge (Blau, 1964). The connection between transformative leadership, Self-Efficacy, and teaching effectiveness in Pakistan has not previously been explored.
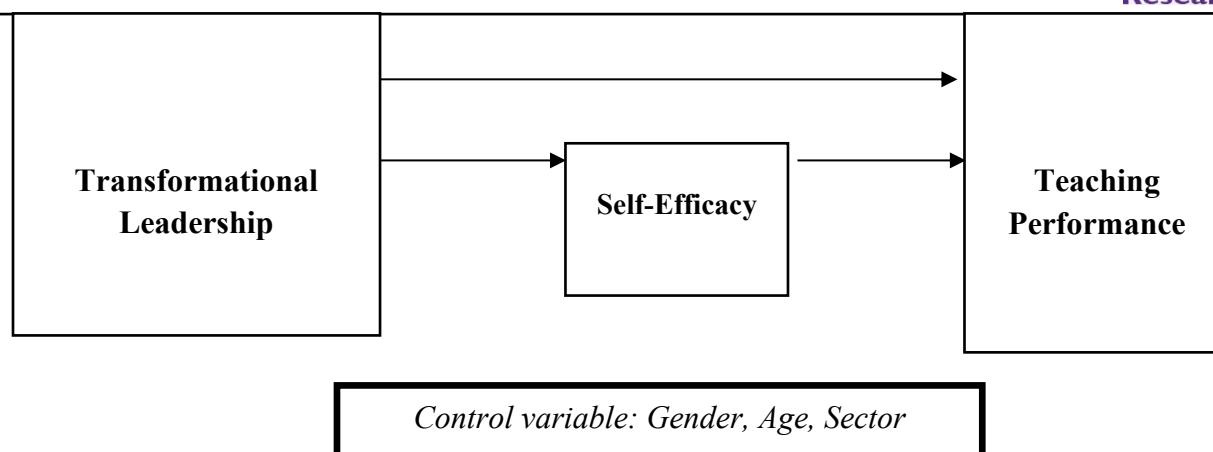
Figure 1: Research Model

Control variable: Gender, Age, Sector

Literature review:

Transformational leadership:

Transformational leadership encourages followers to focus on task results and ignites their higher-level needs, which compels them to prioritize the organization's interests over their own (Yao et al. , 2024). Consequently, in an educational context, principals play a vital role in the development of their schools through performance assessments, establishing standards, pinpointing areas for ongoing enhancement, and motivating staff members to exchange knowledge and seek continual professional and career advancement (Fraihat et al. , 2024). The transformational leadership theory, introduced by Burns in 1978 and further developed by Bass in 1985, underscores the significance of leaders inspiring and motivating their followers to reach collective goals and enact organizational transformation. Although the hypothesis has been widely accepted and linked to positive outcomes, it has also faced scrutiny. A significant aspect of the criticism centers on the potential for moral and ethical shortcomings, as charismatic leaders might exploit their influence for undesirable objectives or personal gain. Critics argue that an excessive emphasis on idealized influence and inspirational motivation could result in the misuse of power and manipulation of followers (Chunhui et al. , 2023). The theory has also been challenged for possibly overlooking the value of follower autonomy and critical analysis, as well as for failing to consider social and cultural factors (Kamilah et al. , 2023). Despite its critics, transformational leadership remains a powerful framework; however, further investigation and analysis are necessary to explore its potential shortcomings and ethical consequences.

Educational institution leaders must engage fully in the educational system to both contribute to and benefit from it. In other words, it is essential for leaders at every level to participate in the transformation of the academic environment (Zen et al. , 2024). By creating a culture that fosters moral commitment to student achievement, ongoing performance improvement, and innovation within the educational community, transformational leadership aids in the advancement of schools and communities. According to Ansari and Asad (2024), this leadership style promotes the development of educational approaches that focus on student education and learning. To motivate and encourage followers, transformational leadership places emphasis on vision crafting and community engagement through cultural shifts (Pineda, 2024).

Nonetheless, there is a scarcity of research specifically addressing the application of transformational leadership in public schools within the least developed countries. This leadership style is typically lacking in educational institutions in impoverished nations, but it is particularly absent in the least developed countries due to their centralized educational systems that adhere to traditional academic governance practices (Ateeq et al. , 2024). Burn's concept of transformational leadership behaviors was elaborated upon by Ndarwa and Mulinge (2023), who categorized them into four groups: "idealized influence, intellectual stimulation,

individualized concern, and inspiring motivation. " The details of these categories are as follows:

Ngaithe et al. (2016) describe idealized influence as a transformational leader's ability to convey a clear vision to their followers, inspire them to strive toward it, and take steps to achieve it. Consequently, ideal influence enhances employee performance by articulating shared goals and values, demonstrating determination and confidence, and acting as role models for those they supervise (Olajiga et al. , 2024). To foster and nurture their followers' creativity and innovation, which is an intellectually stimulating endeavor, transformational leaders frequently motivate their followers to utilize problem-solving strategies (Hu et al. , 2013). In the context of organizational learning and change, intellectual stimulation involves encouraging followers to innovate and advance in appealing manners (Jung et al. , 2003). Additionally, the development of an environment that supports job performance relies on intellectual motivation. Afsar and Umrani (2020) suggest that a challenging situation can stimulate an employee's creativity and lead to new ideas for improvement and resolution.

As followers achieve an optimal level of potential, the leader recognizes them with personalized consideration. The leader provides coaching, mentorship, and professional opportunities to followers, as emphasized by Wanza (2024), all of which promote their growth and development. Furthermore, individualized attention relates to how managers support their employees and consider their needs regarding task completion. The leader offers guidance and advice based on these needs to perform these responsibilities effectively (Zhang et al. , 2024). Transformational leaders who inspire and motivate others promote active engagement, establish clear expectations, and foster commitment to organizational goals. Despite challenges, leaders remain dedicated to the community's objectives (Pineda, 2024). As previously noted, inspiring motivation includes leaders' duties to articulate and clarify visions to inspire and motivate their followers to achieve set goals (Judson et al. , 2024).

Self-Efficacy (mediating variable):

Self-efficacy, a key concept in Albert Bandura's Social Cognitive Theory, denotes an individual's confidence in their ability to perform actions required to achieve certain performance goals (Bandura, 1977). It affects the decisions people make, the effort they invest, their persistence during challenges, and their resilience in the face of setbacks (Bandura, 1997). Elevated self-efficacy leads to increased motivation, better task performance, and a firmer dedication to objectives (Schunk and Pajares, 2002).

In educational environments, self-efficacy has been positively associated with academic success, motivation, and learning techniques (Zimmerman, 2000). Students who possess high self-efficacy are more inclined to engage in challenging activities and endure through obstacles. Likewise, in workplace settings, self-efficacy impacts job satisfaction, task performance, and the ability to adapt to changes (Stajkovic and Luthans, 1998). This is especially vital in fast-paced work environments where employees frequently need to acquire new competencies and handle uncertainties.

In the realms of digital technology and e-commerce, self-efficacy influences users' acceptance of new technologies and systems. For example, computer self-efficacy is a significant predictor of individuals' intentions to utilize information systems (Compeau and Higgins, 1995). Recently, self-efficacy has been examined concerning online consumer behavior, where increased online shopping self-efficacy is linked to more regular e-commerce engagement and higher user satisfaction (Eastin, 2002). Notably, self-efficacy is a changeable attribute, making it an appealing target for interventions. Training initiatives, cognitive-behavioral techniques, and mentoring programs have demonstrated effectiveness in boosting self-efficacy in both educational and workplace contexts (Lunenburg, 2011).

Teaching performance:

A substantial amount of literature examines the connection between school leadership and its influence on students' educational results (Shen et al. , 2020). Certain research has indicated the importance of identifying the factors that lead to effective school performance, based on the belief that

effective teaching involves many obvious and subtle elements. Essentially, effective teaching performance functions as a pathway to achieve an outcome (from input to output), characterized by a supportive atmosphere and a learning environment that integrates effective instructional strategies, well-structured instructional programs, and adequately managed supervision and support, all aimed at fostering educational advancement and innovation through parental involvement in the school's mission and vision (Joseph and Eze, 2021). The educational success of students is considered to be linked to the management of the school and signifies the factor of teaching effectiveness. Therefore, it is the responsibility of school leaders to assess how prepared teachers are for instruction by applying a new evaluation policy.

As noted by Akpa et al. (2021), the concepts of effectiveness and efficiency are crucial for assessing and measuring organizational performance; effectiveness relates to how well public policy aligns with the goals of the organization. Thus, it is essential for school leaders to develop supportive educational environments; they must steer the educational process and ensure that it aligns with the aims and results of the organization (Jarl et al. , 2021). Therefore, the hypotheses put forward by the study, taking into account the framework, are as follows:

H1: "Transformational leadership has a significant positive effect on teaching performance"

H2: "Transformational leadership has a significant positive effect on Self-Efficacy"

H3: "Self-Efficacy has a significant positive effect on teaching performance"

H4: "Self-Efficacy mediates the relationship between transformational leadership and teaching performance"

RESEARCH METHODOLOGY:

Data were collected from a variety of both full-time and part-time employees in the educational field of Rawalpindi/Islamabad Pakistan. Participants for the data gathering were selected using convenience sampling techniques. Data collection was carried out through online soft copies via WhatsApp, Facebook, and Email, in addition to hard copy methods. A

Table 1: Distribution and Characteristics of Sample

hidden letter was included with the surveys that explained to participants the purpose of the research. It also informed participants that their responses to this survey would be treated with confidentiality and anonymity. Their answers are used solely for academic purposes. A total of 171 questionnaires were distributed, with 160 returned and 158 of them being usable. Usable data resulted in a response rate of 92. 39%. Table 1 presents details about the distribution and characteristics of the sample. Based on the findings, men constituted 69. 62 percent and women, 30. 37%. Seventy-two percent of the total respondents were unmarried, while 86 percent were married. The remaining respondents (43. 67%) were part-time employees, accounting for the majority of respondents (56. 32%). Additionally, 15. 82% of respondents were aged between 18 and 25. In contrast, 50. 63% of respondents fell within the age range of 26 to 33, and 56% of respondents were between the ages of 41 and 60. Out of all responders, 82. 27% fulfilled their duties in Teaching and Management, 3. 16% operated in the maintenance department, 6. 32% provided technical services, and the remaining 8. 22% worked in clerical positions. Among the respondents, 37. 97 percent had job experience varying from 0 to 5 years, 50. 63 percent had experience spanning 6 to 10 years, 8. 22 percent had experience ranging from 11 to 20 years, and 3. 16 percent had experience between 21 and 30 years. There were no respondents with job experience exceeding 30 years.

Measures

Transformational Leadership was evaluated using twelve items (Bass and Avolio, 1995). Ten items were taken from the research on Self-Efficacy, which served as the mediating variable (Chen et al., 2001). All variables in the research were evaluated using a 5-point Likert scale, with 1 signifying strong disagreement and 5 signifying strong agreement. The reliability of Transformational Leadership, as assessed by Cronbach's alpha, was (0. 799). The items were evaluated utilizing a 1–5 Likert scale, where 1 stood for Strongly Disagree and 5 stood for Strongly Agree. The reliability of Self Efficacy's Cronbach alpha was (0. 811). Table 1: Characteristics of Sample Distribution.

Variable	Categories	No	(%)
Gender	Male	110	69.62
	Female	48	30.37
	Total	158	100
Marital Status	Signal	72	45.56
	Married	86	54.43
	Total	158	100
Age	18-25	25	15.82
	26-40	80	50.63
	41-60	53	33.54
	Over 60	0	0
	Total	158	100
Work status	Full time	89	56.32
	Part time	69	43.67
	Total	158	100
Position	Teaching /Management	130	82.27
	Maintenance	05	3.16
	Technical Service	10	6.32
	Clerical	13	8.22
	Total	158	100
Experience	0-5	60	37.97
	6-10	80	50.63
	11-20	13	8.22
	21-30	5	3.16
	Over 30	0	0
	Total	**158**	**100**

Teaching effectiveness (dependent variable). To assess Teaching effectiveness, sixteen items were employed (Danielson, 1996). Each item was rated using a Likert scale from 1 to 5, where 1 indicated "Strongly Disagree" and 5 indicated "Strongly Agree. " The reliability of the Teaching effectiveness Cronbach alpha was (0. 808).

Controlling element / Controller Variable The control variables for the study were age, gender, and sector, according to a prior study from 2023. The study utilized the following coding for variables: Age (1 = under 25 years, 2 = 26-30 years, 3 = 31-40 years, 4 = 41-50 years, 5 = 51-60 years, and 6 = over 60), gender (1 = male, 2 = female), and section (1 = public, 2 = private).

RESULTS

One-way ANOVA was used to analyze the differences in Teaching performance based on the demographic variable explored in this research. The One-Way ANOVA findings (see table 2) showed that the mean Teaching performance value did not vary significantly by Gender, Age, and Sector.

Table 2: One-way ANOVA

	TP	
Sources of variation	**F statistics**	**p-value**
Gender	.311	.746

Age	1.888	.155
Sector	.899	.444

TP= Teaching performance

Statistical Tools: Means, standard deviation, correlations, Reliabilities and multiple regression analysis also using SPSS 22 version.

Results

Table 3: Means, Standard deviation, correlation and Reliabilities

	Mean	SD	1	2	3	
TL	3.77	0.77	(0.799)			
SC	3.88	0.88	0.562**	(0.811)		
TP	3.59	0.90	0.633**	0.811**	(0.808)	

TL= "Transformational Leadership", **SC**= "Self-Efficacy", **TP**= "Teaching Performance"

As shown in Table 3, the relationship between Transformational Leadership and Teaching performance is strong and affirmative (0. 633, p =. 000), thereby confirming hypothesis 1. In addition, hypothesis 2 is supported by the positive relationship between Transformational Leadership and Self Efficacy (0. 562, p =. 000). Teaching performance exhibits a positive correlation with Self Efficacy (0. 811, p =. 000), thereby substantiating hypotheses 3 and 4 correspondingly.

Regression Analysis:

The current research utilized the Baron and Kenny (1986) mediation condition. Regression analysis was employed to assess the variable primary effect and mediating effect. The results of the regression analysis are presented in Table 4. The findings reveal that Transformational Leadership exerts a highly positive and significant effect on Teaching performance (β = 0. 888, R2 = 0. 277, p =. 000), resulting in the acceptance of Hypothesis 1. Given the pronounced positive and significant impact of Transformational Leadership on Self Efficacy (β = 0. 799, R2 = 0. 222, with p =. 000), Hypothesis 2 has been accepted. The results also indicate that Self Efficacy has a significant and positive influence on Teaching performance (β = 0. 816, R2 = 0. 944, p =. 000). Therefore, hypothesis 3 is accepted.

Table 4: Regression Analysis

	Self-Efficacy			Teaching performance		
Predictor	B	R^2	$\blacktriangle R^2$	B	R^2	$\blacktriangle R^2$
Direct effect						
TL	0.799***	0.222	0.220***	0.888***	0.277	0.278***
SC				0.816***	0.944	0.945***
Indirect effect						
TL X SC				0.288***	0.888	0.889***

N = 158. TL = Transformational Leadership, SC = Self Efficacy
*=p < .05. **= p < .01. ***= p < .001. ns = not significant

The findings from the mediating regression analysis displayed in Table 3 indicate that Self-Efficacy serves as a mediator between Transformational Leadership and Teaching performance (β = 0. 288, R2 =0. 888, $\blacktriangle$R2 = 0. 889, p =. 000). Therefore, Hypothesis 4 is

upheld. This study examines the relationship between Transformational Leadership and Teaching performance, with Self Efficacy functioning as a partial mediator.

Discussion:

The hypotheses are fully supported and validated by the research. Evidence suggests that Transformational Leadership has a beneficial effect on Teaching performance. This endorsement aids in achieving better job performance. A favorable view of organizational support enhances employee performance and decreases the likelihood of turnover. Earlier research reveals that the following leadership qualities contribute to improved job performance:

• Rewards
• Appreciation
• Opportunity to learn

Managerial Implications:

The research indicates that enhancing effectiveness as a school leader or head requires supporting teachers in their roles. When educators face challenges, the leader or head ought to initially recognize the problem and offer clear advice on how to resolve it. Furthermore, leaders and heads should permit their team members to engage in problem-solving scenarios.

Limitation and Future Direction

The findings of this research, performed within the education field of Rawalpindi/Islamabad Pakistan, may not be relevant to other contexts. Following investigations could include other sectors across the country to discover and reveal trustworthy and dependable results. In this research, employee demographics (e. g. , age, gender, sector) were taken into account; hence, future studies might integrate various demographic factors. The results and conclusions of the present research are sourced from the education sector. Future investigations could examine comparisons among different sectors.

REFERENCES

Aboagye, E., & Dlamini, S. N. (Eds.). (2021). Global citizenship education: Challenges and successes. University of Toronto Press.

Afsar, B., and Umrani, W. A. (2020). Transformational leadership and innovative work behavior: the role of motivation to learn, task complexity and innovation climate. Eur. J. Innov. Manag. 23, 402–428. doi: 10.1108/EJIM-12-2018-0257

Akpa, V. O., Asikhia, O. U., and Nneji, N. E. (2021). Organizational culture and organizational performance: a review of literature. Int. J. Adv. Eng. Manage. 3, 361–372. doi: 10.11648/j.ajlm.20210603.12

Alzoraiki, M., Ahmad, A. R., Ateeq, A. A., Naji, G. M. A., Almaamari, Q., and Beshr, B. A. H. (2023). Impact of teachers' commitment to the relationship between transformational leadership and sustainable teaching performance. Sustain. For. 15:4620. doi: 10.3390/su15054620

Andriani, S., Kesumawati, N., & Kristiawan, M. (2018). The influence of the transformational leadership and work motivation on teachers' performance. International journal of scientific & technology research, 7(7), 19-29

Ansari, A. N., and Asad, M. M. (2024). Role of school leaders in cultivating professional learning communities and culture in Pakistani schools: an exploratory case study. J. Prof. Capital Community 9, 135–153. doi: 10.1108/JPCC-03-2023-0022

Ateeq, A., Abro, Z., Milhem, M., and Alzoraiki, M. (2024). "Work stress and organizational commitment: a case study of Al Wisam International School in the Kingdom of Bahrain" in Information and communication Technology in Technical and Vocational Education and training for sustainable and equal opportunity: Business governance and digitalization of business education. ed. A. Ateeq (Berlin: Springer), 359–374.

Azizah, I., & Mardiana, D. (2024). Learning Transformation: Increasing Student Achievement through Discovery Learning. Dirasah International Journal of Islamic Studies, 2(2), Article 2. https://doi.org/10.59373/drs.v2i2.42

Bae, S. (2018). Redesigning systems of school accountability: A multiple measures approach to accountability and support. Education Policy Analysis Archives, 26, 8-8.

Bass, B. M., & Avolio, B. J. (1995). The Multifactor Leadership Questionnaire (MLQ) Manual. Mind Garden, Inc.

Bakker, A. B., Hetland, J., Kjellevold Olsen, O., & Espevik, R. (2023). Daily transformational leadership: A source of inspiration for follower performance? European Management Journal, 41(5), 700–708. https://doi.org/10.1016/j.emj.2022.04.004

Blau, P. M. (1964). Exchange and power in social life (pp. 94–99).

Chandrasekar, K. (2011). Workplace environment and its impact on organizational performance in public sector organisations. International Journal of enterprise computing and business systems, 1(1), 1–19. Retrieved from http://www.ijecbs.com.

Chunhui, W., Long, R., Yongxin, M., Bin, Z., and Lin, S. (2023). Analysis of the current distribution status and exploration investment of global copper resources. China Mining Magazine, 32, 1–6. doi: 10.12075/j.issn.1004-4051.20230662

Danielson, C. (1996). Enhancing Professional Practice: A Framework for Teaching. ASCD.

Davies, B. (2009). The Essentials of School Leadership. 1–224.

Day, D. V., Fleenor, J. W., Atwater, L. E., Sturm, R. E., & McKee, R. A. (2014). Advances in leader and leadership development: A review of 25 years of research and theory. The leadership quarterly, 25(1), 63-82.

Farida, S., Zulkarnaen, I., & Hidayat, A. (2022). The influence of leadership and work motivation on employee performance in the non-medical section of Buah Hati Hospital, Ciputat, South Tangerang. International Journal of Social and Management Studies, 3(3), 163–175. Retrieved from http://www.ijosmas.org.

Fraihat, B., Zowid, F., Ayasrah, F., Rababah, A., Ahmad, A., and Othman, O. (2024). The impact of cloud computing on supply chain performance the mediating role of knowledge sharing in utilities and energy sectors. Decis. Sci. Lett. 13, 377–390. doi: 10.5267/j.dsl.2024.1.008

Godfrey, D. (2016). Leadership of schools as research-led organisations in the English educational environment: Cultivating a research-engaged school culture. Educational Management Administration & Leadership, 44(2), 301-321.

Greimel, N. S., Kanbach, D. K., & Chelaru, M. (2023). Virtual teams and transformational leadership: An integrative literature review and avenues for further research. Journal of Innovation & Knowledge, 8(2), 100351. https://doi.org/10.1016/j.jik.2023.100351

Groves, K. S. (2014). Examining leader–follower congruence of social responsibility values in transformational leadership. Journal of Leadership & Organizational Studies, 21(3), 227-243.

Hafeez, I., Yingjun, Z., Hafeez, S., Mansoor, R., & Rehman, K. (2019). Impact of workplace environment on employee performance: mediating role of employee health. Business, Management and Economics Engineering, 17(2), 173–193. https://doi.org/10.3846/bme.2019.10379

Hu, H., Gu, Q., and Chen, J. (2013). How and when does transformational leadership affect organizational creativity and innovation? Critical review and future directions. Nankai Bus. Rev. Int. 4, 147–166. doi: 10.1108/20408741311323344

Jarl, M., Andersson, K., and Blossing, U. (2021). Organizational characteristics of successful and failing schools: a theoretical framework for explaining variation in student achievement. Sch. Eff. Sch. Improv. 32, 448–464. doi: 10.1080/09243453.2021.1903941

Joseph, A. A., and Eze, O. U. (2021). Innovative management strategies for enhancing administrative effectiveness of secondary schools in Abeokuta south education zone of Ogun state. COOU. J. Educ. Res. 6:11.

Judson, E., Hailu, M. F., and Chhetri, N. (2024). Transformational leadership qualities of effective grassroots refugee-led organizations. Soc. Sci. 13:103. doi: 10.3390/socsci13020103

Jung, D. I., Chow, C., and Wu, A. (2003). The role of transformational leadership in enhancing organizational innovation: hypotheses and some preliminary findings. Leadersh. Q. 14, 525–544. doi: 10.1016/S1048-9843(03)00050-X

Kamilah, M., Mamduh, U., Damayanti, I. A., and Anshori, R. (2023). Ethical leadership: Literature study. Indones. J. Contemp. Multidiscip. Res. 2, 655–680. doi: 10.55927/modern.v2i4.4753

Ndarwa, H., and Mulinge, D. (2023). Influence of transformational leadership on risk-based pricing model: A case of Kenya commercial banks within Nairobi County.

Ngaithe, L. N., K'Aol, G. O., Lewa, P., and Ndwiga, M. (2016). Effect of idealized influence and inspirational motivation on staff performance in state owned enterprises in Kenya.

Olajiga, O. K., Olu-lawal, K. A., Usman, F. O., and Ninduwezuor-Ehiobu, N. (2024). Conceptual framework for effective communication strategies in high-risk industries: insights from the energy sector. World J. Adv. Eng. Technol. Sci. 11, 080–090. doi: 10.30574/wjaets.2024.11.2.0092

Onorato, M. (2013). Transformational leadership style in the educational sector: An empirical study of corporate managers and educational leaders. Academy of Educational Leadership Journal, 17(1), 33.

Pineda, C. (2024). Understanding Leaders' experiences of a leadership institute: A combination of transformational leadership, cross-sector collaboration, and charitable foundations as catalysts.

R.S. Barth, The culture builder, Educ. Leader 59 (8) (2002) 6–11.

Rodríguez, R., Mayo, I., Gago, A., & ´Alvarez, R. (2017). Initiation into teaching from the perspective of primary school teachers: Differences between newly qualified and experienced teachers. Journal of New Approaches in Educational Research, 6(2), 103–111. Retrieved from https://www.learntechlib.org/p/180106/.

Shen, J., Wu, H., Reeves, P., Zheng, Y., Ryan, L., and Anderson, D. (2020). The association between teacher leadership and student achievement: a meta-analysis. Educ. Res. Rev. 31:100357. doi: 10.1016/j.edurev.2020.100357

Sparks, J. R. (2022). The Organizational Leadership Framework. Liberty University.

Ugwoji, C. A. (2024). The Role of Transformational Leadership in Promoting Corporate Governance Effectiveness in Nigeria. In Corporate Social Responsibility Disclosure in Developing and Emerging Economies: Institutional, Governance and Regulatory Issues (pp. 59-71). Cham: Springer International Publishing.

Wanza, S. F. (2024). Leadership in social service non-profit organizations: An interpreative phenomenlogical analysis of executive leadership high attrition levels and proposals for change.

Wu, F., & Zhou, Q. (2023). Do 'humble' leaders help employees to perform better? Evidence from the Chinese public sector. Australian Journal of Public Administration. https://doi.org/10.1111/1467-8500.12582

Yao, N., Guo, T., and Zhang, L. (2024). How CEO transformational leadership affects business model innovation: a serial moderated mediation model. J. Manag. Psychol. 39, 421–434. doi: 10.1108/JMP-10-2022-0515

Zen, I. S., Mehlmann, M., and Titisari, P. W. (2024). "Learning for change as an experiential and transformative learning method for sustainable development planning in Siam reap, Cambodia" in Science education for sustainable development in Asia. eds. H. Fujii and S. K. Lee (Berlin: Springer), 245–270.

Zhang, J., Javaid, M., Liao, S., Choi, M., and Kim, H. E. (2024). How and when humble leadership influences employee adaptive performance? The roles of self-determination and employee attributions. Leadersh. Organ. Dev. J. 45, 377–

Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. Psychological Review, 84(2), 191–215.

Schunk, D. H., & Pajares, F. (2002). The development of academic self-efficacy. In A. Wigfield & J. S. Eccles (Eds.), Development of achievement motivation (pp. 15–31). Academic Press.

Zimmerman, B. J. (2000). *Self-efficacy: An essential motive to learn.* Contemporary Educational Psychology, 25(1), 82–91.

Stajkovic, A. D., & Luthans, F. (1998). *Self-efficacy and work-related performance: A meta-analysis.* Psychological Bulletin, 124(2), 240–261.

Compeau, D. R., & Higgins, C. A. (1995). *Computer self-efficacy: Development of a measure and initial test.* MIS Quarterly, 19(2), 189–211.

Eastin, M. S. (2002). *Diffusion of e-commerce: An analysis of the adoption of four e-commerce activities.* Telematics and Informatics, 19(3), 251–267.

Lunenburg, F. C. (2011). Self-efficacy in the workplace: Implications for motivation and performance. International Journal of Management, Business, and Administration, 14(1), 1–6.

Chen, G., Gully, S. M., & Eden, D. (2001). Validation of a New General Self-Efficacy Scale. Organizational Research Methods, 4(1), 62–83