



Principals' Perceptions of Transformational Leadership in Secondary School of Muzaffarabad Azad Kashmir

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ABSTRACT

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This study investigates the Levels of transformational leadership among secondary school principals in Muzaffarabad, by a focus on its essential role in shaping educational environments. Transformational leadership, characterized by its emphasis on inspiring and motivating followers, encouragement innovation, and driving progressive change, holds significant importance in the realm of educational institutions. The research employs a quantitative methodology, involving 90 secondary school principals, to investigate into the comprehension and implementation of transformational leadership. Descriptive statistics indication a moderate level of transformational leadership displayed by principals across various dimensions. The findings add valuable understandings to the continuing discourse on educational leadership, involvement associations for the development of impactful platforms and knowledgeable policies. This research highlights the requirement for nuanced leadership approaches to promote educational consequences in Muzaffarabad, underscoring the transformative prospective of effective leadership in the energetic landscape of secondary education.

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1. Introduction

Transformational leadership states to a leadership style regarded as by a leader's capability to inspire, motivate, and influence followers to succeed discriminating levels of performance and individual growth. It includes encouragement of vision, encouraging improvement, and providing individualized maintenance to followers, constructing a positive and transformative managerial culture. In the perspective of this study, transformational leadership will be evaluated constructed on the Multifactor Leadership Questionnaire (MLQ) adapted for educational situations. This includes measuring the dimensions of charisma, inspiration, intellectual stimulation, and individualized consideration as articulated by Avolio, Bass, and Jung (1999). Extensive international research has unequivocally affirmed that the adept implementation of transformational leadership within educational organizations yields resoundingly positive outcomes. Such leadership practices exert a profound influence on the learning environments, elevating them to unprecedented heights. Furthermore, they intricately shape the internal states and behaviors of teachers, forging a remarkable transformation that ultimately cultivates a heightened sense of job satisfaction among these dedicated professionals. This collective impact not only develops the educational landscape but also contributes to the generally well-being and fulfillment of teachers within their professional realms (Kouni, Koutsoukos, & Panta, 2018).

The principal is the essential player in the school environment, according to Johnson and Perkins (2009), who said that the last ten years of studies on the present request for educational improvements and effective schools both highlighted this. The majority of studies

on effective schools find that strong principle leadership is essential for improving learning in classroom instruction and a school's overall performance. His example sets the tone for learning and boosts employee self-confidence refer to the principal's leadership skills being crucial to achievement school child-centered, inventive, and energetic, if students perform to the best of their abilities, and if it has a good foundation for exceptional teaching. Additionally, there are concerns regarding children's academic progress and the professionalism of the teachers. Similarly, Gurr, Drysdale, and Mulford (2006) examine that successful principals may demonstrate a dependable set of values. Earlier study showed that school administrators affected students' academic progress either directly or indirectly (Ibrahim, Baharun, Harun, & Othman, 2017). In all management disciplines, leadership is a fundamental process that involved a number of accountabilities that strength assists an organization achieve the objectives. To this end, experts in leadership and academics offer association's real-world recommendations for successful organizational performance (Bayram & Dinç, 2015). In the circumstance of educational institutions, particularly secondary schools, effective leadership plays a central role in shaping the learning environment, prompting teaching practices, and ultimately impacting the academic and personal development of students. Transformational leadership in secondary schools enthusiasms beyond administrative tasks; it encompasses the ability to inspire educators, engage students, and create a culture of continuous improvement. Understanding how secondary school principals perceive and enact transformational leadership is essential for enhancing the overall educational experience and outcomes.

1.1. Significance of the Study

The significance of exploring Levels of transformational leadership among secondary school principals in Muzaffarabad in the potential benefits for educational institutions and the broader community. Effective leadership is a foundation of successful schools, prompting teacher self-confidence, student achievement, and the inclusive school climate. By inquiring into the Levels of transformational leadership, we can gain visions into the leadership styles that contribute to a positive and dynamic learning atmosphere.

Additionally, in a promptly changing world, where educational patterns are developing, understanding how leaders in secondary schools identify and implement transformational leadership can notify leadership development programs and policies. It can also shack light on potential areas for improvement, facilitating educational stakeholders, comprising policymakers, educators, and parents, to work together in encouragement a more effective and receptive educational system. As secondary schools in Muzaffarabad attempt to encounter the diverse necessities of students, educators, and the community, this research aims to add to the remaining address on educational leadership. By exploratory the Levels of transformational leadership, we search for to provide actionable visions that can enhance the leadership practices of secondary school principals, finally contributing to the overall development of educational consequences in Muzaffarabad and theoretically allocation as a model for related contexts. In the subsequent sections of this research article, were delve into the present literature on transformational leadership, contextualize its relevance in secondary education, outline the research objectives, and detail the methodology employed to search the Levels of transformational leadership among secondary school principals in Muzaffarabad.

1.2. Research Objectives

To assess the levels of secondary school principals in Muzaffarabad regarding the key principles and components of transformational leadership. By examining the comprehension levels of transformational leadership among secondary school principals, this objective aims to establish a baseline considerate of the leadership concept within the particular educational perspective of Muzaffarabad. This insight is crucial for leadership development programs and interventions to address any potential gaps in knowledge or awareness.

2. Literature Review

The exploration of Levels of transformational leadership among secondary school principals in Muzaffarabad aligns with well-established theoretical frameworks and previous research in the field of transformational leadership. According to Bass, a transformational leader is someone changes their followers by seeing a future that is connected to achieving objectives, then offering strategies for doing so. By doing so, the transformational leader may inspire followers to take action in the workplace. Change agents are those with the ability to

radically alter the flow of an organization in a good way. Transformational leaders are change agents (Usman, 2020). Transformational leadership practices is the foundation of leadership is distinct styles that inspires assistants avoid self-interest in enthusiastic to work for improved of the institution inachieve essential goals; instructing into visualizationwas increase the level of inspiration as well as followers established enormous goals modifications". They might be able to succeed in their endeavors (Friedman & Langbert, 2000).

Transformational leadership possess a remarkable combination of visionary ideas and profound human values. Moreover, they possess a remarkable ability to exert their influence over subordinates, thereby directing and inspiring those concerning altruistic and collective achievements for organization. The facets, constituents, and domains that contribute to the occurrence of transformational leadership are outlined as follows:

- a) Idealized Influence (the essential characteristic & management with behavior)
- b) Inspirational Motivation (The authority and moving understanding subordinates)
- c) Intellectual Stimulation (The stimulation of rational capabilities other)
- d) Individualized Consideration (considerate about requirements of individually)

Transformational leadership is leadership unique style that influences social structures in individual performance. With the definitive objective of transforming subordinate into leaders, it ideal form conveys about significant and positive modification in the supporters. Burns proposed transformational leadership for the first time in 1978, and Bass later developed same idea in 1985. He defines transformational leadership as the capacity to encourage individuals to developed aware of the goals of the professional and to follow their own individual interests. Conferring to Avolio et al. (1999), transformational leaders are individuals who continuously give inspiration, have the capacity to communicate their views clearly, and can model appropriate behavior for followers. Constructive transformational leaders inspire their team members to develop their potential and work towards higher accomplishments. Four components make up transformational leadership: inspiration for motivation, individual concern, encouragement, and attraction (B. M. Bass & Avolio, 1994). An effective leader who encourages his staffs towards put apart their own interests in support of administration's achievement is known as a transformational leader. They are capable of inspiring supporters to effort firm to accomplish mutual goals by attending to the requirements of their followers' self-development, fluctuating followers' attentiveness of problems at indicator by supporting others in inspecting ancient problems in innovative methods, and changing followers' consciousness of the issues at indicator .The need for change is identified, a new visualization is established, commitment to executing the concept is developed, and followers are transformed both individually and mutually in transformational leadership (Gull, Bukhari, Qamar, & Tanvir, 2022).

The characteristics of transformational leadership include: idealistic impact; intellectual stimulation; individual concerns; and inspiring dedication (Alkhoori, Sedik, & AL-Shami, 2021). Amongst the four aspects, it is stated that transformational leadership characterized by a leader who requires attractiveness in convey opinion, emphasizes expectation, demonstrates the most essential beliefs, highlights the significance of goals, assurance, and the ethical implications of resolutions, requires visualization and logical task. As a result, followers were following the leader, which was inspiring them to show loyalty, pride, respect and passion. A leader that promotes transformational leadership inspires their team members to be more innovative, gets rid of hesitation when it comes to sharing ideas, and encourages them to find fresh solutions to issues rather than just making conventions (Khan, Khan, Soomro, & Khan, 2020).

1. Idealized Influence (Charisma): The importance on idealized influence as a component of transformational leadership (Khanin, 2007) is substantiated by research in organizational psychology and leadership. Scholars such as Shamir, House, and Arthur (1993) highlight the significance of leaders serving as role models, earning trust and admiration. The theoretical underpinning is further supported by empirical studies demonstrating the positive impact of charismatic leadership on followers (Givens, 2008).
2. Inspirational Motivation: The role of inspirational motivation in transformational leadership is corroborated by studies emphasizing the leader's capacity to create a

convincing vision (B. Bass & Riggio, 2010). The work of Adeel, Soaib, Suhaida, and Ramli (2020) and B. M. Bass and Avolio (1994) provide empirical evidence supporting the notion that leaders who inspire and motivate followers contribute to organizational effectiveness and commitment to shared goals.

3. Intellectual Stimulation: The concept of intellectual stimulation aligns with the transformative nature of leadership. Research by Lowe, Kroeck, and Sivasubramaniam (1996) and B. M. Bass and Avolio (1994) emphasizes the significance of leaders stimulating creativity and critical thinking. Intellectual stimulation has been associated with increased innovation and adaptability within organizations, as validated by studies exploring the impact of transformational leadership on organizational consequences (Bycio, Hackett, & Allen, 1995).

The focus on individualized consideration resonates with the foundational idea that transformational leaders determine sincere concern for the individual needs and development of each follower (B. M. Bass & Avolio, 1993). Studies by Avolio, Gardner, Walumbwa, Luthans, and May (2004) highlight the positive relationship between individualized consideration and follower consequences such as job satisfaction and assurance. The use of theoretical frameworks such as Burns' original work and subsequent models like the Multifactor Leadership Questionnaire (MLQ) and Full Range Leadership Model (Avolio, Sosik, Jung, & Berson, 2003) provides a comprehensive understanding of transformational leadership. These frameworks have been widely employed in research to measure and categorize leadership styles, establishing a solid foundation for the present study. Exploring transformational leadership in secondary schools is supported by empirical studies in educational leadership. Research by Leithwood and Day (2007) underscores the positive influence of transformational leadership on teacher morale, student achievement, and overall school culture.

The literature on Levels of transformational leadership, as examined by Avolio et al. (2004) provides valuable insights into how follower Levels are connected with outcomes such as job satisfaction and commitment. Considerate these nuances are crucial for modifying leadership approaches to the specific needs and prospects of followers, particularly in the context of secondary education. Transformational leadership encourages followers to develop the expectations while simultaneously developing the skills of those around them (Squires, 2018). Through their responses, transformational leaders try to reach a consensus with their followers. Leaders as well as their supporters are interconnected and that are dependent with another and followers share the same goal for the organization. For this reason, it is important to assure the followers' pleasure because good leadership can be seen in the way they perform. Additionally, when a firm offers its employees high levels of job satisfaction, this fosters excellent employee-employer relationships. Consequently, it is imperative that teachers receive motivation from the relevant organization, through assistance of job satisfaction, and their leaders (Silns & Mulford, 2002).

2.1. Transformational Leadership Theory

At the core of this theoretical framework is Bass and Avolio's Transformational Leadership Theory (Stewart, 2006), which posits that effective leaders inspire then motivate their followers to achieve beyond self-interests. The theory identifies four key dimensions of transformational leadership:

2.1.1. Charisma

Principals who exhibit charisma are perceived as visionary and able to inspire and influence others through their passion and commitment to educational excellence (Ndiritu, 2012).

2.1.2. Inspiration

Transformational leaders motivate and stimulate their followers intellectually, encouraging them to better their specific expectations and contribute to the organization's overarching goals (Pawar, 2016).

2.1.3. Intellectual Stimulation

Leaders who engage in intellectual stimulation foster creativity and critical thinking among their followers, encouraging them to explore new ideas and approaches (Ogola, Sikalieh, & Linge, 2017).

2.1.4. Individualized Consideration

Transformational leaders establish individualized consideration by identifying and addressing the exceptional needs and aspirations of individually follower (Zacher, Pearce, Rooney, & McKenna, 2014).

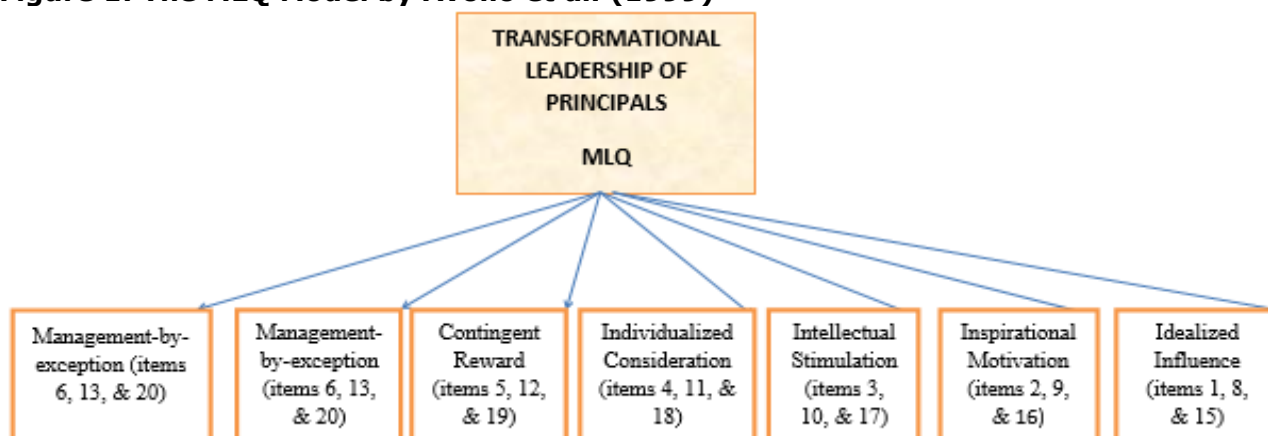
2.1.5. Integration of Recent Studies

The theoretical framework incorporates insights from more recent studies that have extended and enriched the understanding of transformational leadership in educational settings. Litz and Blaik-Hourani (2020) have highlighted the practical applications of transformational leadership, emphasizing its relevance in fostering positive outcomes in school environments.

2.1.6. Contextual Considerations

Recognizing the contextual nuances of educational leadership, this framework acknowledges the influence of cultural, organizational, and regional factors on the manifestation of transformational leadership. The specific context of secondary education in Muzaffarabad, Azad Kashmir, introduces unique challenges and opportunities that may shape principals' Levels and practices.

Figure 1: The MLQ Model by Avolio et al. (1999)



3. Methodology

The methodology of this study adopts a quantitative research design, utilizing a structured survey instrument to gather data. The choice of a quantitative approach facilitates the systematic collection and analysis of numerical data, facilitating the exploration of patterns, trends, and associations among variables. The specific objectives of assessing understanding, exploring levels, and investigating transformational leadership align well with the capabilities of quantitative research, allowing for measurable and statistically supported findings. The research population consists of all male and female secondary school principals in the district of Muzaffarabad. With 114 government high schools in the area, a convenient sampling technique is employed, considering participants who are readily accessible for study. To ensure an accurate representation, the researcher follows the sampling technique suggested by Chuan and Penyelidikan (2006) resulting in a sample size of 90 secondary school principals, both male and female, drawn from both urban and rural areas to ensure diversity.

Inclusion criteria focus on current secondary school principals with atleast of three years of leadership experience, ensuring a substantial understanding of their roles. Principals are selected based on their active role in Muzaffarabad secondary schools, with additional considerations such as tenure to establish a baseline level of experience. This approach aims to capture a representative sample for a comprehensive overview of transformational leadership levels in the region. Data collection involves structured surveys distributed in print format based on participant preferences. The survey comprises questions related to the understanding

of transformational leadership and perceived leadership. The Multifactor Leadership Questionnaire (MLQ), developed by Avolio, Bass, and Jung in 1999, serves as the survey instrument. The MLQ, rooted in Bass's transformational leadership theory, assesses leadership styles and has been widely utilized in organizational and educational research. Given the national language of Pakistan is Urdu; the survey includes Urdu translations for each questionnaire item to enhance respondent understanding. Surveys are chosen for their efficiency in reaching a large number of participants, ability to quantify responses, and structured format ensuring consistency. The anonymity provided by surveys encourages honest and unbiased responses. Quantitative data collected through surveys were analyzed using statistical methods such as descriptive statistics, mean, and standard deviation, providing a comprehensive summary of key variables through SPSS 21 Version.

4. Results

4.1. Reliability Of MLQ

The reliability data show that the Cronbach's alpha range for all the transformational leadership ideas included the MLQ evaluation practice questionnaire ranged from 0.764 to 0.802 so it is near to required measurement established by B. M. Bass and Avolio (1993) features transformational leadership for current study's alpha findings varied from 0.822 to which is good especially for a quantitative study.

Table 1: Reliability Statistics

Cronbach's Alpha	N of Items 21
.822	Factor 7

4.2. Transformational Leadership of Principals

Table 2: Descriptive Statistics

	Mean	Std. Deviation	N
Idealized Influence	3.5000	1.09162	90
Inspirational Motivation	3.3852	.51667	90
Intellectual Stimulation	3.2407	.64965	90
Individual Consideration	3.3407	.61803	90
Contingent Reward	3.3407	.59330	90
Management by exception	3.3407	.57405	90
Laissez-faire Leadership	3.2148	.77300	90

The table presents the descriptive statistics for the level of transformational leadership of principals, established various dimensions. Here's an interpretation of the table:

4.1.1. Idealized Influence

The mean score for idealized influence is 3.5000, indicating a moderate level of idealized influence exhibited by principals. The standard deviation of 1.09162 suggests that the scores are somewhat spread out, with some principals having higher or lower scores.

4.1.2. Inspirational Motivation

The mean score for inspirational motivation is 3.3852, indicating a moderately high level of inspirational motivation demonstrated by principals. The small standard deviation value 0.51667 shows that the scores are relatively close together, with less variation among principals in this dimension.

4.1.3. Intellectual Stimulation

The mean score for intellectual stimulation is 3.2407, indicating a moderate level of intellectual stimulation provided by principals. The standard deviation of 0.64965 suggests that there is some variability in the scores, with some principals showing higher or lower levels of intellectual stimulation.

4.1.4. Individual Consideration

The mean score for individual consideration is 3.3407, indicating a moderate level of individual consideration displayed by principals. The standard deviation of 0.61803 suggests that there is some variation in the scores, with different levels of individual consideration observed among principals.

4.1.5. Contingent Reward

The mean score for contingent reward is 3.3407, indicating a moderate level of contingent reward practices employed by principals. The standard deviation of 0.59330 suggests that there is some variability in the scores, with different degrees of contingent reward implementation among principals.

4.1.6. Management by Exception

The mean score for management by exception is 3.3407, indicating a moderate level of management by exception approach utilized by principals. The standard deviation of 0.57405 suggests that there is some variation in the scores, with different levels of management by exception observed among principals.

4.1.7. Laissez-faire Leadership

The mean score for laissez-faire leadership is 3.2148, indicating a moderate level of laissez-faire leadership exhibited by principals. The higher standard deviation of 0.77300 suggests that there is relatively more variability in the scores, with some principals displaying higher levels of laissez-faire leadership compared to others. Based on the descriptive statistics, the principals in this study seem to demonstrate a moderate level of transformational leadership across various dimensions, with some variability observed in certain aspects of their leadership styles.

5. Discussion

The reliability investigation of the Multifactor Leadership Questionnaire (MLQ) in this article shows a strong internal consistency, by a Cronbach's alpha of 0.822. This result is reliable by the range of 0.764 to 0.802 detected through all transformational leadership dimensions in the MLQ assessment research survey. The nearness of these values to the standards recognized by B. M. Bass and Avolio (1993) accentuates the reliability of the survey instrument for evaluating transformational leadership in the present study. This aligns by present literature that highlights the prominence of using reliable instruments for correct dimension of leadership concepts (Antonakis, Avolio, & Sivasubramaniam, 2003). Revolving to the descriptive statistics of transformational leadership dimensions among secondary school principals, the mean scores offer understandings into their leadership behaviors. The moderate levels of idealized influence, inspirational motivation, intellectual stimulation, individual consideration, contingent reward, and management by exception, as well as the marginally inferior but static moderate level of laissez-faire leadership, resonate with findings in the literature (Nichols Jr, 2016). The practical consistency in standard deviations through dimensions proposes variety in leadership styles among principals, highlighting the understanding that leadership is a complicated and context-dependent occurrence (Wilson, Cook, & Teater, 2018).

The results give to the influence literature on transformational leadership by provided that a comprehensive understanding of how principals in the district of Muzaffarabad express these leadership dimensions. The outcomes recommend that these educational leaders, on average, display a moderate level of transformational leadership, upholding the importance of seeing various dimensions when evaluating leadership efficacy (Aafaqi, 2004). Yet, the variability in scores specifies that individual principals may highlight convinced characteristics of transformational leadership further than others, strengthening the circumstantial environment of leadership behavior (Antonakis et al., 2003). In assumption, the study's results align with and encompass the current literature on transformational leadership, provided that valuable understandings into the leadership practices of secondary school principals in Muzaffarabad. The vigorous reliability of the MLQ emphasizes the validity of the outcomes, and the descriptive statistics contribute to the wider understanding of how transformational leadership is established in the educational perspective. These results can notify future research and guide determinations to improve leadership progress programs in secondary schools.

The moderate level of idealized influence (mean = 3.5000) replicates the central view of transformational leadership, give emphasis to the role of principals as role models. Preceding studies by Wyllie (2020) emphasize the importance of idealized influence in building expectation and appreciation among followers. The perceived consistency is consistent with research by Shamir et al. (1993), recognizing individual differences in the effectiveness of

leaders in representing themselves as role models. The moderately high score for inspirational motivation (mean = 3.3852) aligns with recognized literature highlighting the importance of leaders inspiring and motivating followers. Transformational leadership, as intellectualized by B. M. Bass and Avolio (1993), emphasizes the leader's role in producing a convincing vision and encouraging assurance to communal goals. The low standard deviation resonates with research by Avolio et al. (1999), suggesting a consistent motivational approach amongst effective leaders. The moderate level of intellectual stimulation (mean = 3.2407) corresponds with the literature stressing the role of transformational leaders in fostering creativity and innovation. Studies by B. M. Bass and Riggio (2006) emphasize the leader's responsibility in stimulating followers' creativity and critical thinking. The observed variability aligns with research by Lowe et al. (1996), acknowledging differences in the extent to which leaders engage in intellectual stimulation.

The moderate level of individual consideration (mean = 3.3407) is consistent with the literature highlighting the importance of leaders demonstrating genuine concern for individual needs and development. B. Bass and Riggio (2010) emphasizes that transformational leaders personalize their approach to followers. The variability observed resonates with research by Stewart (2006), recognizing individual differences in the demonstration of individual consideration. The identified moderate levels and variability in contingent reward, management by exception, and laissez-faire leadership styles are in line with the multifaceted nature of leadership behaviors discussed by Givens (2008). Previous studies, such as those by Borgmann, Rowold, and Bormann (2016), acknowledge the complexity of leadership practices, indicating that leaders may employ these styles to varying extents.

6. Conclusion and Recommendations

In examining the levels of transformational leadership among secondary school principals in Muzaffarabad, this study has provided valuable insights into their leadership behaviors. The robust reliability of the Multifactor Leadership Questionnaire (MLQ) reinforces the validity of the findings, indicating a strong internal consistency with a Cronbach's alpha of 0.822. This aligns closely with the established measurement standards by B. M. Bass and Avolio (1993), adding credibility to the assessment of transformational leadership in the current study. The descriptive statistics reveal a moderate level of transformational leadership across various dimensions. Principals, on average, exhibit a balanced leadership style with mean scores suggesting a moderate influence of idealized leadership, inspirational motivation, intellectual stimulation, individual consideration, contingent reward, management by exception, and laissez-faire leadership. The observed variability in scores underscores the multifaceted nature of leadership, acknowledging differences among principals in their approaches.

6.1. Recommendations

6.1.1. Leadership Development Programs

The findings emphasize the need for targeted leadership development programs for secondary school principals in Muzaffarabad. Such programs could focus on enhancing specific dimensions of transformational leadership where there is variability among leaders.

6.1.2. Individualized Coaching

Considering the variability in leadership styles, individualized coaching sessions can be implemented to help principals strengthen specific aspects of transformational leadership, fostering a more consistent and effective leadership approach.

6.1.3. Peer Learning Communities

Establishing peer learning communities among principals can offer a stage for involvement best practices and visions. This cooperative approach can donate to a more uniform and prominent standard of transformational leadership.

6.2. Theoretical Implications

The study offers to the theoretical understanding of transformational leadership by given those best visions into how secondary school principals in Muzaffarabad apparent these leadership dimensions. The moderate levels and inconsistency observed align with the multidimensional views of leadership behaviors discussed in the literature. This strengthens the concept that effective leadership is context-dependent and differs among individuals.

6.3. Practical Implications

Practically, the study offers visions that can notify involvements and policies to improve the leadership effectiveness of secondary school principals. The detected moderate levels of transformational leadership recommend a foundation for additional improvement, although the variability highlights the importance of tailored approaches to leadership training and maintenance. In assumption, this study not only emphasizes the reliability of the MLQ but also offers practical and theoretical visions that can contribute to the continuing discourse on transformational leadership in educational situations. The recommendations put forward aim to sustenance the continuous development of leadership performs among secondary school principals in Muzaffarabad and elsewhere.

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