PalArch's Journal of Archaeology
of Egypt / Egyptology

Relationship between Teachers' Transformational Leadership Style and Students' Academic Achievement at the University Level in Khyber Pakhtunkhawa

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Abstract: *Leadership style has a vital function and place in pedagogical activities and institutional efficiency, because it possesses a main role in the teaching-learning process. The current study reflected at the relationship between teachers' transformational leadership style and student academic achievement at the university level. Head of the Departments of Social Sciences and Master's level students made up the population of this study. Twenty-nine Heads of Departments (HODs) and two hundred and six students from five public sector universities in*

Khyber Pakhtukhawa were selected through simple random and stratified (proportionate) sampling techniques. Similarly, CGPA score of the third semester students was collected from the HODs of concerned department.   Data was collected through a five likert scale questionnaire, the reliability co-efficient of which was 0.82 and 0.86 for HODs and students respectively. The data was analyzed using both descriptive and inferential statistics. A significant relationship was found between teachers' transformational leadership style and students' academic achievement.

Introduction: Leadership in the organizational structure involves relations with individuals and things with a view to achieve the targeted goals. It is the capacity to plan, organize, manage and harmonize the activities of institution, regarding human and material resources for the attainment of targeted goals (Adenounmu, 1986).

Adeyemi (2004) stated that leadership leads and directs activities of group members in a desirable direction in order to attain the goals of the organization. In this regard, leadership could be seen as the process of influencing the activities of an organization toward goal setting and goal achievement (Akerele, 2007).

Teacher leadership does not mean teachers' power. Its purpose is to motivate and direct the students in the right direction to enhance their inner potentialities through effective teaching learning process. In other words it is an ability to dig out the hidden skills and abilities of the teachers to improve students' achievement at gross-root level. Teacher leadership is an activity which influences students and creates interpersonal interaction between teachers and their students. It means that teacher leadership must have idealized influence on the students and it must intellectually stimulate and inspirationally motivate the learners towards targeted goals and objectives (De Vries, 2008).

The term 'academic performance' has been described as the scholastic standing of a student at a given moment. It refers to how an individual is able to demonstrate his or her intellectual abilities. This scholastic standing could be explained as the grades obtained in a course or groups of courses taken (Daniels & Schouten, 2010; Owoyemi, 2000).

Literature Review:

The role of a teacher in the educational institution is very important. As a leader, teacher performs different roles with different styles to lead the young leaders of tomorrow (students). Teachers plan some objectives according to the vision and then make strategies to achieve the overall goals of the institution. Leaders adopt different roles and styles in the changing situation. Teachers perform different roles, with different teachers' leadership styles such as democratic style, autocratic style, transformational style and transactional style. Teachers have to use the combination of these different teachers' leadership styles in the prevailing changing scenario. They try their best to influence and motivate the students whole-heartedly towards the achievement of pre-determined goals.

Successful educational leadership works on effective organizational environment that provides support to students' learning and teachers' instruction in the organization. The main objectives of teacher leadership are not only to enhance students' academic achievement but to provide them an environment in which they can develop their overall faculties. Teachers' leadership styles can affect students' learning process as well as their personality. The approaches and techniques followed by educational leaders can enhance students' knowledge, skills, ability, integrity, consistency and competency and can also work for the intellectual, social, emotional and physical development of the students. Effective instructional leaders are involved in the

curricular as well as in the co-curricular activities, which has great influence on the students' academic achievement. Teacher leadersip is also important for the development and maintenance of an effective institution. Similarly, instructional leaders encourage others to adopt effectiveness in instructional practices as well as using their knowledge and skills regarding subject matter (Cotton, 2003; Ribonson & Otinger, 2008).

Teachers work with different leadership styles in the classroom situation and the behavior which they exhibit as leaders have an effect on students' learning outcomes. Teachers provide leadeship to the students in teaching learning process by using different styles. Teachers should not concentrate on a single style but have to use different leadership styles in the changing situation. The leadership styles have significant co-relation with the students academic achievement (Bolkan & Goodboy, 2010).

According to Fullan (2005) and Sharma (2002) teacher leadership is an important skill and ability to inculcate vision, intuition, insight and rational planning in the institution to ensure quality performance of the students as well as the participation of the community as a whole. The institution should be a centre for all activities of the students. Leadership in education is a collective responsibility of the community, in order to take steps to enhanec improvemt of the institution for the students perfomance. Leadership is closely related to the attitude of self. It includes self assesment as well as leading the cause of community. Thus the institution can creates an environment for real learning which leads to better academic achievement of the learners. Effective leaders also promote a moral purpose to bring large scale improvement by accepting changes and implementing developmental plan for the institution.

Teacher leadership can provide help to the group members to divert concentration from what the teachers are going to teach to what the students' learn in the interactive process. Teachers working as instructional leaders have also to provide support to educational institutions' effectiveness and to the improvement of students' academic achievement. Educational leaders plan for the accomplishment of overall goals and objectives of the institutions. Educational leaders have to analyze critically the administrative as well as the leadership skills and practices in these institutions. But majority of the teachers are still engaged in using the old and out-dated paradigms which are based on the impermeable check and balance system, maintaining status-quo as well as similarity in teaching learning process in these institutions. Involvement is the most important factor in the teaching as well as in the learning process, concentrating on the learning activities, redesigning assessment process for improving students' learning. Encouraging distributed leadership in order to enhance self-efficiency, which is the most important indicator for converting educational institutions into teaching learning communities (Balse, Balse & Phillips, 2010; Smylie, 2010).

Teacher leadership can also provide intrinsic motivation to the students by means of their communicative style. It means that what the teachers can do or say in the classroom can effect students' motivation. The leader ensures the provision of services with commitment, courage, wisdom and intelligent decision making process. Teacher leadership is supportive, facilitative as well as an agent of changes. It inspires the group members for consultation and interdependence as they are committed for the achievement of the targeted goals. Thus leadership develops a relationship of mutual understandings which transform the followers into leaders and convert leaders into moral agents. Teacher leadership is totally based on self-sacrifice. It is the most effective relationship among the leaders and their followers whose aim is the real changes and achievement based on common goals. The leader nurtures the followers to sharpen their

competencies, communication and creativity by continuous learning from the surroundings (Plax & Kearney, 2010).

Teacher leadership gives concrete and practical shape to the students' vision regarding different issues in the institution. It means that their views and feedfack regarding different activities is encouraged. Students will be involved in decision making process at grossroot level. Leaders stress on the empowerment of students and the application of practices to ensure each person's leadership capability. Teacher leadership exploits good qualities of human resources, engages the students freely and also provides them support and cooperation for learning, growing and developing. A teacher leader must have the ability to create emotional attachment and strong relationship to develop an excess to grossroot level. (Houser & Frymier, 2009).

Accoding to Glanz (2002) teacher leadership does not represent a formal authority or position but it represents the courage or stand that what the leader does is right in the face of opposition. The leader has to speak out while facing many problems and hurdles that may supress individual initiatives. It is the capability to analyze the situation and contextual problems critically as well as to select a course of right action in response to the pressing requirements of the situation, to make desirable decisions. Teacher leader has to find out the possibilities to take the initiatives

Teachers' Transformational leadership style is the process of influencing major changes in the attitudes and assumptions of organization members and building commitment for the organization's mission, objectives, and strategies. In this type of leadership the leaders empowering followers to participate in the process of transformative leadership (Kristic, 2012). While Bass stated that transformational leadership occurs when leaders broaden and elevate the interests of their employees, when they generate awareness and acceptance of the purposes and mission of the group, and when they stir their employees to look beyond their own self-interest for the good of the group. Therefore, in a nutshell, it can be stated that transformational leadership develops admiration, loyalty, trust, and respect in the follower for their leader. To raise the above one's own boundaries, transformational leadership motivates the followers to do more than expected tasks (Hallinger (2007 ; Kristic, 2012).

According to Masood et al., (2006) transformational leaders have influence on their followers to provoke them to the highest level of moral purpose. This can be accomplished by adopting effective managerial skills which strengthen emotional bonds with their followers. Transformational leadership transforms skills and experiences between leader and his/her followers for the creation of high level of intellectual capability and stimulation towards tasks. The leader gives inspirational motivation to develop self-esteem of the group members. A leader tries to instill his/her skills and experiences into their group members. The leader also takes care for the emotions of his/her followers to improve outcomes of the organization. (Davis, Darling-Hammond, LaPointe & Myerson, 2005).

Characteristics of Transformational Leadership
- Leaders give attention to the individual requirements of the group members.
- Leader cares for emotions of the group members.
- Leader develops vision among group members.

Objectives of the Study
1. To investigate the relationship between teachers' transformational leadership style and students' academic achievement at the u university level
2. The check the impact of teachers' transformational leadership style on students' academic achievement at the university level

Delimitations of the study
This study was delimited to five (05) public sector universities of Khyber Pakhtunkhawa, twenty-nine (29) heads of the social sciences departments (HODs) and two hundred and six (206) students of the concerned departments from the selected universities. Private sector universities were not under the purview of this study.

Research Methodology
The study was cross-sectional survey and co-relational quantitative design was used to collect data from the respondents.

Population
All heads and master level students of the social sciences departments of the public sector universities of Khyber Pakhtunkhawa were included in the population of the study.

Sample and Sampling Techniques
Through simply random and stratified (proportionate) sampling techniques twenty-nine (29) HODs and two hundred and six (206) students were selected as a sample group for the study.

The data were collected using a questionnaire, consisting of themes underpinning teachers' leadership styles. Items concerning all four major teachers' leadership styles (democratic, autocratic, transformational and transactional) were incorporated in the data collection instrument.

Reliability of the Instrument
The questionnaire was pilot tested in Shaheed Benazir Bhutto University Dir Upper on eight HODs and sixty master level students of the social sciences departments. The reliability co-efficient value obtained was .72 and .82 for HODs and students respectively. After the pilot testing of the instrument, it was administered to the respondents for final data collection. The collected data were analyzed and interpreted with the help of SPSS version 19 using Mean scores, Standard Deviation and Pearson Correlation.

Data Analysis and Presentation

Table No: 1 Components of Teachers' Transformational Leadership Style

Items	N	Minimum	Maximum	Mean	Std. Deviation
Transformational Leadership Style.	29	2.10	5.00	4.18	.923
Valid N (list wise)	29				

Table shows the teachers' transformational leadership style in the five selected universities. Teachers' transformational leadership style was found to have the highest mean value 4.18 which indicates that it has the highest level of observance of teachers' leadership styles at the university level in the teaching-learning process.

Table No: 2 Components of Teachers' Transformational Leadership Style

Items	N	Minimum	Maximum	Mean	Std. Deviation
Transformational Leadership Style.	206	1.00	5.00	4.01	1.053
Valid N (list wise)	206				

This table reflects that teachers' transformational leadership style in the five selected universities, which has the highest mean value 4.01 which indicates that it has the highest level of observance in the teaching-learning at the university level.

Table No: 3 Relationships between Teachers' Transformational Leadership Style and CGPA

Style & CGPA	Mean Score	Std. Deviation	R	r^2	Sig.
Transformational	4.11	1.053	0.976	0.952	.000
CGPA	3.67	1.766			

This table indicates the mean scores, standard deviation and Pearson correlation value of the respondents. Majority of the respondents agreed that teachers' transformational leadership style has significant effect and close co-relation with the students' academic achievement (CGPA). The mean score of teachers' transformational leadership style was 4.11 with standard deviation value 1.053 and students' academic achievement (CGPA) mean score 3.67 with standard deviation value 1.766.

Teachers' transformational leadership style in the classroom situation has strong positive co-relation which is reflected by the Pearson r value 0.976. The effects is shown by the r^2 value 0.952 which illustrates that 95% of the students academic achievement can be influenced by their teachers' leadership style in the teaching learning process, thus hypothesis Ho_1 is accepted.

Table No: 4 Correlation Matrix of teachers' Leadership Style and CGPA

	CGPA		Transformational
Transformational Pearson Correlation	0.976** 0.000 206	0.984** 0.000 206	1 206

Sig (2-tailed)
N

The table indicates the relationship between teachers' transformational leadership style and students' academic achievement (CGPA score), which shows a strong positive correlations between teachers' transformational leadership style and students' academic achievement (CGPA score) (r = 0.976, P = .000).

Discussion

The results show that teachers' transformational leadership style was the most prevalent leadership style used by the university teacher in teaching-learning process, which was supported by the findings of (Simkins, 2006). The finding was not in consistence with the findings made in earlier studies of (Ige, 2001). A significant positive correlation was found between teachers' transformational leadership style and students' academic achievement. The finding was also consistent with the findings made by (Adeyemi, 2011) who found that group members work more efficiently under this leadership style. The impact of transformational leadership style was found on the students' academic achievement which was however, supported by the findings of (Obilade, 2011) . Similarly, the findings of the study was not in accordance with the findings of the studies of (Goldstein & Noguera 2006 ; Liberman, Beverly & Alexander, 1994) in which they have found a strong negative relationship between teachers' transformational leadership style and students' academic achievement .

Conclusions

On the basis of the findings of the study it is concluded that those university teachers who used democratic leadership style in their teaching were on the highest level, which indicates that it is sufficiently an above average observance level. Given the HODs and students responses, it is concluded that the selected universities, teachers' transformational, transactional and autocratic leadership styles in the teaching-learning process were on an above average level of observance. It is also concluded that the selected universities teachers did not rely on a single style of leadership but use a composite of these four styles, depending on the requirement and situation of their teaching. It is also concluded from the study that there was a significant negative correlation between teachers' democratic, transformational, transactional and autocratic leadership styles and students' academic achievement.

Recommendations

It is recommended that the university teachers ought to acknowledge constructive criticism, allocate task for learners, give attention to personal requirements of the students, instill vision among them and make sure active participation and transformative learning style in the curricular and co-curricular activities. It would be worthwhile for high authorities to organize refresher courses, workshops, symposiums and seminars for university teachers on regular basis in order to improve their skills and abilities for the achievement of targeted goals in the schedule time.

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