

Significance of Transformational Leadership in Strengthening School Development

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ABSTRACT

In today's educational context, strong leadership is crucial for creating a conducive learning atmosphere and accomplishing organizational objectives. A new paradigm in school administration is transformational leadership, which emphasizes long-term planning, team building, intellectual challenge, and personalized attention. The impact of transformational leadership on educator engagement, contentment in the workplace, loyalty to the school, and overall effectiveness is the primary emphasis of this research. The study highlights the importance of strong leadership from school administrators in ensuring long-term school growth and better student results. The study found that in order for modern educational institutions to be more successful in the long run, they must use transformational leadership methods.

Keywords: Transformational Leadership, School Development, Motivation, Performance, Education.

I. INTRODUCTION

Progress in education is a movement toward bettering human condition and educating people across the world. It takes the active participation of many stakeholders for educational goals to be achieved. Consequently, education must be given priority, care, and attention. The quality of education, and by extension, human development, depends on ongoing development efforts in the area of education. The leadership style that a school principle employs while carrying out his leadership responsibilities significantly impacts the performance of his school institution. The leadership style of the principal can have an impact on the level of motivation among teachers. Optimising productivity, increasing work happiness, motivating subordinates, and adapting to new situations are all aspects of the principle leadership model that have a significant impact on the efficacy and efficiency of high-quality teacher performance.

One of the choices utilised by the principle to give high motivation to teachers, particularly teacher knowledge of performance improvement, is the delegation style, which is related to the principal's leadership style in improving teacher work motivation. Teachers' work happiness and organisational

dedication, as well as the leadership of their principals, have a favourable impact on student achievement. Consistent with that, the purpose of this research is to examine how a principal's transformational leadership style motivates teachers to perform better. Leadership style and dedication to the organization contribute to teachers' work satisfaction at educational institutions.

The concept of leadership has been around for a while. A leader is essential for every group's smooth operation and successful completion of its objectives. A leader is necessary to guide an organization toward its stated objectives and to implement positive changes to educational programs in accordance with the beliefs and priorities of those in charge. Teachers' work happiness and organisational dedication, as well as the leadership of their principals, have a favourable impact on student achievement. The focus here is on school or educational institution teachers who report high levels of work satisfaction due to the dedication and leadership style of their employer. When a teacher is happy in his work, he or she is more likely to put up their best effort in the classroom. This is because a teacher's confidence in the school's dedication and leadership increases, which in turn benefits both the teacher and the pupils. A leader's ability to articulate a larger purpose and then materialise it into measurable objectives is essential.

The leader is responsible for resolving organisational goals, but the success of any given endeavour depends on the buy-in and cooperation of those under their command. Thus, it is critical for leaders and subordinates to establish a cordial connection in order to accomplish objectives easily. In order for educational institutions to reach their full potential, they require capable leaders. Leaders should keep an eye on what teachers need and offer them advice and resources to help them become more efficient in their work. Instilling a new conviction in subordinates and motivating them to attain organisational goals are hallmarks of this style of leadership.

The principle is entrusted with the responsibility of heading the school administration and is essentially a school functional officer. The emphasis is thus on the principal's responsibilities rather than the role of education. To be an effective administrator, one must be able to take on the duty of leading the school while also comprehending it as a complicated and distinctive institution. The leader keeps an eye on the students while they study. All members of the school community contribute to the advancement of the institution via their knowledge, skills, and ideas, which the principal uses to inspire teachers to raise the bar for student and community service and academic achievement.

Leadership with the power to transform followers into better versions of themselves or the entire company is known as transformational leadership. To fulfil his role as a transformational leader, one must be able to inspire followers to make the most of what the group already has on hand in order to achieve its stated objectives. A leader and manager approach is analogous to both transactional and transformational leadership. To put it another way, a transactional leader operates in a more bureaucratic, mechanical setting that tends to support the status quo, whereas a transformational leader is always evolving, emerging at times of crisis. Organisational performance, employee happiness on the work, and overall health and happiness are all areas that can benefit from transformational leadership.

II. TRANSFORMATIONAL LEADERSHIP

Burns (1978) was the first to propose the idea of transformational leadership, and Bass (1985) elaborated on it. His definition of transformational leadership is the capacity to foster in workers both an awareness of and investment in the organization's goals and the opportunity to pursue their own passions and aspirations. A transformational leader is someone who consistently provides positive reinforcement, has excellent communication skills, and can model the desired behaviour for their team members to follow. Rather of sitting on their hands, transformational leaders actively push their teams to reach their full potential. There are four components to transformative leadership: stimulating thought, caring about people as individuals, magnetic presence, and inspiring others to achieve their goals.

Exemplifying excellence for those under you, motivating others to "do the right thing," and being willing to put yourself out there for the greater benefit of your company are all components of charisma. The following have faith and respect for the charismatic leader. A leader's greatest wish is that their followers would look up to them as an example. Such leaders never put themselves first and are always prepared to share risks with their followers.

Taking into account the unique qualities of each employee is the focus of the second tenet of transformative leadership. Respecting the diversity among their followers, transformational leaders take into consideration the individuality of each employee. When you take the time to get to know your employees, listen to their concerns, and meet their unique requirements, you are demonstrating personalised care. Or, put another way, principals help teachers reach their full potential by providing them with opportunities to grow and develop.

The third component of transformational leadership is intellectual stimulation, which entails making an atmosphere that inspires people to use their abilities in a creative way. Teachers will be able to ask new questions and change their ideas and views when principals foster intellectual stimulation. This approach gets rid of ineffective and outmoded ways of tackling problems and replaces them with modern, better techniques.

Finally, leaders inspire their followers to better their performance and accomplish organisational goals through a process known as motivational inspiration. Leaders that are able to motivate their teams do things more efficiently by setting an example and promoting common values and principles. Inspiring and motivating followers to finish tasks is possible through this technique and the application of purpose to work.

With the ability to influence, inspire, and mentor their followers, as well as have a profound effect on people's attitudes, a transformational leader cultivates a purpose that goes beyond immediate objectives. The requirements of leaders are often understood, respected, and believed by their followers. If a principal wants to make changes to their company, they should take on the position of a transformational leader. On the other hand, school teachers' mindsets and actions are transformed by transformational leadership.

A leader whose capacity to inspire others, bring out the best in them, and ultimately accomplish remarkable results is known as transformational leadership. While a transformational leader does have a broader vision than other types of leaders, they nonetheless show personal interest in their employees on an individual level in order to foster authentic connections. Despite a transformative leader's lofty standards, their followers put their faith in them and work tirelessly to accomplish goals they thought were unattainable.

III. CHARACTERISTICS OF TRANSFORMATIONAL LEADERSHIP

Leaders that are able to alter their organizations have certain traits. A few examples are:



Figure 1: Transformational leadership

1. Idealized Influence

Model the behaviour you desire to observe. To inspire others to follow in their footsteps, transformational leaders behave in a manner that exemplifies the qualities they preach. This type of leader is able to put others at ease simply by being themselves emotionally. Being a transformative leader means earning the respect and trust of those around you. A person's admirers and respecters are more likely to have their followers. Therefore, make an effort to develop into someone who is upbeat, energetic, and dedicated to their job.

2. Inspirational Motivation

The ability to motivate one's people to greatness is a hallmark of transformational leadership. In doing so, they inspire their followers with their own enthusiasm for the goal and provide them the tools they need to achieve it. The ability to see the big picture and share that vision with one's followers is a hallmark of transformational leadership.

3. Intellectual Stimulation

A transformational leader is one who inspires their people to question established norms and think critically. Inspiring their followers to think outside the box and try new things is one way they achieve this.

4. Individualized Consideration

A transformational leader sees each follower as unique and gives them the tools they need to thrive. They achieve this by actively listening to their followers, offering constructive criticism, and assisting with skill development.

IV. STEPS OF TRANSFORMATIONAL LEADERSHIP IMPROVEMENT

Improvements in education necessitate ongoing change, much like national progress. It is imperative that a principal have strong transformational leadership qualities in order to guide the school through challenging times and facilitate its rapid maturation. Through working together, we are able to improve the transformational leadership of our principals in a methodical way. This is achieved through the following: ideation; vision development; power distribution; credibility and success.

Transformational Leadership Improvement is Based on Forming the Ideas

It is the principal's thinking activity about the objective existence that gives rise to the school idea, which in turn dictates the school's growth orientation. However, problems with school management serve as a mirror for the development of educational concepts. For a principal to demonstrate transformational leadership, he or she must first have ideas for solutions. The principal has the power to articulate the school's improvement direction and use ideas to lead the faculty and staff through each step of the process. Everyone in the school, not only the principals, has a stake in the school's mission and vision. It is hard to turn a school concept into a school action if the members and staff of the school do not support the notion. School members' knowledge of the school idea is the primary criterion for recognition. There is both a literal and an expanded sense to the school notion, according to the students and faculty. A greater level of literacy is required to comprehend both the literal and expanded meanings of a given concept. Everyone in the school has to have a firm grasp on what connotation is. Second, it's carried out when the students agree on a school notion and then demonstrate it through an activity. Recognizing the importance of school spirit does not imply that each student's unique individuality is ignored. Since each team member comes from a different place, the concept will have a varied impact on their growth.

Building Shared Vision is the Core of Transformational Leadership Improvement

Having a shared vision for the future of the school helps motivate its members to work together toward a common goal. When people at a school discover bravery and unity in a common goal, the school's fundamental competencies improve and its character shines. Principals' visions differ greatly from school visions. The only possible explanation is that it is the school's plan for its future and development. A principal exemplifies transformational leadership when he or she inspires faculty and staff to work toward a common goal. School members are motivated to strive with well-defined

objectives and open lines of communication when there is a clear vision. In their pursuit of understanding and realizing their vision, school members have the opportunity to gather wisdom and develop as a community.

Gaining Credence is the Key to Enhance Principals' Transformational Leadership

The improvement of the school is greatly impacted by gaining credibility. When the principal and teachers work together with sincerity, the school can grow. The partnership will fail if there is insufficient confidence. The primary rationale for this is that school staff members are interdependent subsystems that, when viewed as a whole, require one another's trust and support. Another reason is that when students trust one another, it shows how much they respect one another. Members of the school have an innate need to be respected and to be respected by others. It follows that the member will be able to respect others if he or she is respected at school. Thirdly, the school's positive interpersonal climate is shown in the members' mutual trust in one another. Improved educational efficacy, higher levels of goal achievement, and a more relaxed and uninhibited work environment are all possible outcomes. As a result, the principal's vital transformational leadership is adopting an acceptable leadership style, earning the respect of school members, and encouraging them to work together for an advantage. Principals may improve their transformative leadership by gaining credibility. Members' varied goals for their own academic and personal growth mean that they will contribute in diverse ways to the achievement of the school's mission. Here, a leader who wishes to demonstrate transformational leadership throughout the school development project should set the stage, draw on the expertise of higher-ups, and encourage, respect, and rely on his team members at every turn to boost morale and enthusiasm. Key performance in transformative leadership is choosing diverse behaviour based on different individuals.

Sharing Power is The Opportunity to Enhance the Principal's Transformational Leadership

The school members are the source of the principal's power. The principle may have the position of administrative head, but he will be powerless in the absence of commissioned school members. The principal is entrusted with the responsibility of serving the school's members under the commissioned by members. In this way, the principal is fulfilling his duty and exercising his power simultaneously. Thus, maximizing the impact of school development efforts boils down to two main issues: how to distribute interests and authority effectively. In addition to the principal's belief that every student can and will flourish as a leader, the practice of power sharing signifies a return of authority to the school community. This shows that the greatest approach to motivate the members is to share authority, which implies respect and trust. There is a certain amount of accumulation necessary to accomplish transcendent success in the step-by-step process of school improvement. Therefore, it is the responsibility of both teachers and students to work diligently toward the improvement of their school. The school may achieve greater efficacy when all members actively participate in management in a good way, which builds a foundation of collaboration. Thus, fostering member excitement, helping them realise their potential, and promoting school development are the core of power sharing.

Experiencing Success is The Lifblood of Transformational Leadership Improvement

Both students and teachers can benefit from school reform initiatives. With time, schools should be able to make strides toward betterment. At the same time, students may experience the joy of accomplishment. As a result, they acquire a sense of self-confidence and school responsibility, which in turn generates fresh motivation for educational advancement. The sustainability of education rests on this circulation. More chances for success should be the goal of the transformative leadership of the principal. Taking advantage of the opportunity might be a success or a failure depending on the members' own perspectives on chance and their own ability. Principals should work on their transformational leadership to better provide members with chances that are a good fit for them so that they have a better chance of succeeding. Maintaining momentum is the key to successful school development. Following a triumph, one must begin anew. In order to implement any kind of change, the current structure of school management must allow for the drawing of resources. Because social systems are where school improvement occurs and school growth is inherently dynamic. The school will not be successful unless it has a dynamic development plan. The success of a school depends on the integration of its resources. Our study has shown that incorporating resources into school development efforts is advantageous. Manpower, material resources, and financial strength were all provided by the university and education administration. Schools have a lot of resources. Integrating resources undoubtedly helps scholars advance their academic careers by opening up new avenues for the integration of theory and practice. If a school's leader, the principle, uses this chance to hone their transformational leadership skills, the school will undoubtedly benefit greatly.

V. CONCLUSION

Rapid school improvement can only be achieved via the transformative leadership of principals. It can assist the school in finding relevant solutions to challenges and achieve varying levels of development at different stages. A leader goes through an embryonic, formative, and mature stage as they develop their transformational leadership style. Forming ideas, creating a common vision, distributing power, establishing credibility, and enjoying success are all examples of the transformational leadership abilities displayed by the principle. Numerous instances in practice demonstrate the critical importance of administrators' leadership in the growth of schools. The onus is on the principal to foster more transformative leadership.

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