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Original Article

COMPARING THE INFLUENCE OF TRANSFORMATIONAL AND TRANSACTIONAL LEADERSHIP STYLES ON STUDENTS' ACADEMIC PERFORMANCE

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ABSTRACT

This study aimed to compare the influence of transformational and transactional leadership styles on students' academic performance. The main objective of the study was to compare the influence of transformational and transactional leadership on students' academic performance. The main research question was to what extent does the comparing influence of transformational and transactional leadership style on students' academic performance at secondary level. Quantitative research approach with survey technique methods were used for data collection in the study. The population of study were all the male and female secondary school head teachers of District Sargodha. From 190 male and female secondary school 114 head teachers were selected in Sargodha Tehsil by using multistage sampling technique. This study was quantitative in nature so, questionnaires were used to gather the data from the respondents. Descriptive statistics i.e. frequency, percentage, mean and standard deviation were used in analyzing the data. In inferential statistics such as t-test was used to find out the conclusions. The results of the study were that there was a significant difference between academic performance of students under transformational and transactional leadership styles at secondary level. On the basis of conclusion, it was recommended that develop leadership through targeted training and mentoring programs that emphasize inspiration, collaboration, and innovation.

I. INTRODUCTION

Today, Transformational and transactional leadership are two different approaches to guiding and motivating teams. Transformational leaders motivate and empower their admirers, fostering a collective vision and encouraging personal growth. They focus on long-term goals and create a culture of innovation and change. In contrast, transactional leaders emphasize structure, rewards, and punishments to drive performance. They set clear expectations and use incentives to motivate followers to achieve specific objectives. While both styles can be effective, transformational leadership is often related with higher levels of employee engagement, commitment, and overall performance (Odumeru & Ogbonna, 2013; Purwanto et al., 2020). Regarding this, different leadership styles exist for academic achievement, such as Transformational leadership style (TFLS) and Transactional leadership style (TSLS). Transformational leadership style occupies overall personality, communication skills, and

character of a leader in order to manage others to obtain institutional and self-goals, and it also affects the students' academic performance (Wallace, 2019). Transformational leadership style is adopted by leaders who drive their followers toward a larger goal and a brighter vision. By the sharp focus of Transformational leadership style, work duty, to help their subordinates by motivating, inspiring, and educating them by different strategies to become moral leaders by their knowledge and experiences (Demir et al., 2021).

Another important leadership style is the Transactional leadership style (TSLS). Increasing academic-related achievements and advancing positive influence among students is based on the transactional leadership style (Harris et al., 2021). This leadership style is convergence on composition and it's based; punishment and reward only, which is the reason that subordinates are scared of doing something new in daily tasks or projects (Łukowski, 2017). The alliance between the transactional leadership style and students' academic achievement and obligation; all this happens because students must show high academic goals and attempt to reflect the leaders' conflict actions (Echebiri & Amundsen, 2021). This transactional leadership style has a great effect on students' performance in the presence of a suitable environment of school. From there, more students will be an effective and great influential role in society and will be the future prestigious leaders. However, Transformational leadership with its importance on inspiration, stimulus, and individualized consideration, can have a profound impact on academic performance. When educators embody transformational leadership qualities, they create a learning environment that nurtures knowledgeable curiosity, critical thinking, and a growth mind-set. Students feel empowered to take ownership of their learning, develop a deeper understanding of the subject matter, and strive for excellence. Moreover, transformational leaders often serve as role models, motivating students to reach their full potential and develop their own leadership skills (Kitur et al., 2020; Li & Liu, 2022).

In contrast, transactional leadership in education focuses on establishing clear expectations, providing rewards for achieving goals, and implementing corrective measures when necessary. While this approach can be effective in promoting compliance and ensuring students meet basic requirements, it may not necessarily cultivate intrinsic motivation or a passion for learning. Students might focus on achieving grades or avoiding punishment rather than genuinely engaging with the material. However, when used in conjunction with transformational leadership, transactional leadership can provide structure and accountability, further enhancing academic performance (Berkovich & Eyal, 2021). So, academic performance acts as a universal measure of a student's intellect within a particular educational framework. Throughout a designated timeframe, it is expected that a student will dedicate considerable effort to attain academic success (Darmawan et al., 2023). In secondary schools, academic achievement is assessed through the average test scores of students (Murunga & Obuba, 2017). Poor academic performance can result in students missing out on advancement opportunities in higher education, restricted access to vocational institutions, and diminished job prospects in their chosen fields (Gupta & Mili, 2016). In this regard, leadership plays a pivotal role, as leaders, particularly educators, are individuals whose decisions and actions significantly influence students' academic trajectories. They not only guide classroom instruction but also shape educational goals and foster learning environments that can either support or hinder student achievement.

II. METHOD

This chapter comprises information about the design and methodology followed while completing the research. It also includes detailed population and study samples; instrument of data collection, data collection method and data analysis techniques. A quantitative method with descriptive and inferential research approach was used in the study.

Participants

For the data collection about comparing the influenced of transformational and transactional leadership style on students' academic performance, population of the study contain all secondary schools of district Sargodha. Multistage sampling technique was used in the research. The procedure of samples taken out as:

1) First, Sargodha Tehsil was purposefully selected from all the Tehsils of Sargodha district.
2) On the basis of 60% selection criteria, 114 secondary schools were randomly selected from total 190 secondary schools of Tehsil Sargodha.

3) From each secondary school, one head teacher was selected.

Measures

The data was collected through questionnaires. The tools were developed by the researcher to comparing the influence of transformational and transactional leadership styles on student's academic performance. A 5-point Likert scale with 1=never, 2=rarely, 3=sometimes, 4=often, 5=always was used. **[I]** Questionnaire for head teachers about transformational leadership styles: Questionnaire for head teachers about transformational leadership style consisted of 4 constructs. In which 7 statements were for idealized influence, 4 for inspirational motivation, 7 for intellectual stimulation and 4 for individual consideration. This scale was filled by the head teachers who followed the transformational leadership style. **[II]** Questionnaire for head teachers about transactional leadership style: Questionnaire for head teachers about the transactional leadership styles consisted of 4 constructs. In which 5 statements for contingent reward, 4 for active management –by-exception, 5 for passive management – by- exception, 7 for rule & policy enforcement. This scale was filled by the head teachers who followed the transformational leadership style. **[III]** Validation of research instruments: Expert opinion was sought to validate the instrument for construct checking and face validity. The expert was five in number and had a Ph.D in education degree. These experts were requested to check the content as well as face validity. They were also checked to match the indicators and statements of instruments with the objectives of study, difficult level and sentence structure in English. Initially 50 items were developed using a literature review for both questionnaires. They related all items on three points Likert Scale, not necessary, useful, and essential. After their responses 7 item were deleted so, the remaining item were 43. After including expert recommendations, the instruments were pilot tested.

Procedure

Questionnaires were administered to 40 head teachers. To find out the reliability co-efficient Cronbach alpha (α) the data were collected. It was drawn through SPSS software and found the reliability of a questionnaires. Cronbach alpha Reliability of the questionnaire about transformational leadership style was 0.957 and questionnaire about transactional leadership style was 0.930, which was acceptable according to the recommendation of law 40 (2004). In which he said that if the coefficient is more than 0.80 and ranges from 0.60 to 0.79 then it will be considered as acceptable. Descriptive statistical techniques i.e. mean, frequency, percentage, standard deviation and inferential statistical techniques such as independent sample t-test will be used for data analysis using SPSS software. Instrument was administered through self-visits for collecting the data. Respondents were 114 in number. Questionnaire containing covering letter and demographic information were handed over to every respondent on personal basis. From which the response from the head teachers of secondary schools was 84% which was considered according to the recommendations of Larossi in 2006 that 80-85% of the responded questionnaires return rate is at the good level.

Table I: Response rate of research respondents

Category of respondents	Questionnaires handover	Questionnaires received	Respondents rate
Head Teachers	135	114	84%

It was very difficult to collect the data from the head teachers of different secondary schools of district Sargodha.

Data Analysis

The data collected through the research instruments were coded and tabulated before analyzing and interpreting it statistically. Following scoring procedures were adopted for the questionnaire: -

Weights were given to the responses as
Always = 5, Often = 4, Sometimes = 3, Rarely = 2 and Never = 1
All the data collected from the head teachers were categorized on their average mean score basis. Categorization of the mean score was given as
Mean score = less than 2.5 = poor
Mean score = 2.5 – 3 = Satisfactory
Mean score = 3.1 – 4.00= Good
Mean Score = 4.1 – 4.50 = Very Good
Mean Score = 4.51 – 5.00 = Excellent

- SPSS software was used to analyze the data. Following were the tests applied for statistical measurements.

III. RESULTS

Analysis of Transformational leadership style w.r.t to different levels is as follows
Research Question I: To what extent does transformational leaders will achieve these levels?

Table II: Analysis of Transformational leadership style w.r.t to different levels

Transformational leadership style					
Levels	Mean score	Frequency	Percent	Weighted mean	SD
Poor	1.00-2.50	0	0%	3.11	0.67
Satisfactory	2.00-3.00	9	15.8%		
Good	3.01-4.00	34	59.6%		
Very good	4.01-4.50	13	22.8%		
Excellent	4.51-5.00	1	1.8%		
Total		57	100%		

In table 2 it is indicated that overall, 1.8% of head teachers having frequency 1 viewed excellent level towards transformational leadership style while 22.8% of the head teachers having frequency 13 showed very good level towards transformational leadership style, whereas 59.6% of the head teachers having frequency 34 showed good level with mean score= 3.11 and SD= 0.67 towards their transformational leadership style.

Analysis of Transactional leadership w.r.t to different levels is as follows
Research Question II: To what extent does transactional leaders will achieve these levels?

Table III: Analysis of Transactional leadership style w.r.t to different levels

Transactional leadership style					
Levels	Mean score	Frequency	Percent	Weighted mean	SD
Poor	1.00-2.50	0	0%	3.29	0.73
Satisfactory	2.50-3.00	6	10.5%		
Good	3.01-4.00	31	54.4%		
Very good	4.01-4.50	17	29.8%		
Excellent	4.51-5.00	3	5.3%		
Total		57	100%		

In table 3 it is indicated that overall, 5.3% of head teachers having frequency 3 viewed excellent level towards transactional leadership style while 29.8% of the head teachers having frequency 17 showed very good level towards transactional leadership style, whereas 54.4% of the head teachers having frequency 31 showed good level with mean score= 3.29 and SD= 0.73 towards their transactional leadership style. Analysis of idealized influence is as follows;

Research question III: To what extent does the idealized influence exist with respect to transformational leadership style is necessary for secondary students.

Table IV: Idealized influence with respect to transformational leadership style

Statement	Always f (%)	Often f (%)	Sometimes f (%)	Rarely f (%)	Never f (%)	Total f (%)	*M*	*SD*
1. take actions that build my teachers' trust in the organization.	5 5.6%	26 32%	21 26%	2 2.5%	3 3.7%	57 100%	3.49	0.91
2. I consider the moral and ethical implications when making decisions.	3 3.7%	33 40.7%	18 22.2%	3 3.7%	0 0 %	57 100%	3.63	0.67
3. I act as a positive role model for my staff.	4 4.9%	24 29.6%	23 28.4%	4 4.9%	2 2.5%	57 100%	3.42	0.86
4. I presents a clear vision for academic success.	6 7.4%	33 40.7%	15 18.5%	3 3.7%	0 0%	57 100%	3.74	0.72
5. I sets high expectations for both myself and my teachers.	6 7.4%	32 39.5%	14 17.3%	5 6.2%	0 0%	57 100%	3.68	0.78
6. I demonstrates leadership through personal conduct and dedication.	1 9.9%	8 42%	34 17.3%	14 0%	0 0%	57 100%	3.56	5.09
7. I gains teachers' trust and confidence through fairness and consistency.	13 16%	24 29.6%	18 22.2%	1 1.2%	1 1.2%	57 100%	3.82	0.87
Total	38 9.5%	180 45%	143 35.8%	32 8%	6 1.5%	399 100%	3.62	1.42

Table 4 shows that 32% of the head teachers with mean score= 3.49 and SD=0.91, responded as often towards statement that *they take actions that build their teachers' trust in the organization*. 40.7% of the head teachers with supporting mean score =3.63 and SD = 0.67, responded as often towards statement that they consider the moral and ethical implications when making decisions. 29.6% of the head teachers with mean score =3.42 and SD = 0.86, responded often towards statement that they act as a positive role model for their staff. 40.7% of the head teachers with mean score =3.74 and SD=0.72, responded as often towards statement that they present a clear vision for academic success. 39.5% of the head teachers with mean score =3.68 and SD=0.78, responded as often towards statement that they set high expectations for both themselves and their teachers. 42% of the head teachers with supporting mean score =3.56 and SD=5.09, responded as often towards statement that they demonstrate leadership through personal conduct and dedication. 29.6% of the head teachers with mean score =3.82 and SD=0.87, responded as often towards statement that they gain teachers' trust and confidence through fairness and consistency. Overall, many of (54.5%) head teachers with supporting mean value =3.62 and SD=1.42, responded as always towards the idealized influence exist with respect to transformational leadership style is necessary for secondary students. This shows the trend that the idealized influence exist with respect to transformational leadership style is necessary for secondary students.

IV.DISCUSSION

The present study investigated the psychological correlates and predictors of erotomanic delusion tendencies among young adults, focusing on the roles of cognitive misinterpretation biases, self-esteem, and attachment insecurity. The multiple regression analysis revealed that the overall model accounted for 26.4% of the variance in erotomanic delusion tendencies, with cognitive misinterpretation biases emerging as the strongest positive predictor ($\beta = .41, p < .001$) and self-esteem acting as a significant negative predictor ($\beta = -.18, p = .006$). These findings align with cognitive models of delusions, which postulate that reasoning errors, jumping to conclusions, and biased attributional styles lead individuals to misinterpret ambiguous social cues (such as fleeting glances, routine courtesy, or digital interactions) as profound signs of romantic interest. Furthermore, the strong positive correlation between erotomanic tendencies and all seven domains of the Davos Assessment of Cognitive Biases Scale—particularly safety behaviors ($r = .49, p < .01$) and belief inflexibility ($r = .46, p < .01$)—suggests that once an erroneous romantic belief is formed, individuals engage in rigid cognitive processing and protective behaviors that maintain and reinforce the delusion despite contradictory evidence.

Although overall attachment insecurity did not emerge as a unique independent predictor in the regression model after controlling for cognitive biases and self-esteem ($\beta = .12, p = .083$), bivariate analyses demonstrated significant associations, notably a positive correlation with attachment anxiety ($r = .24, p < .01$) and a negative correlation with attachment dependence ($r = -.20, p < .01$). This indicates that individuals grappling with abandonment fears and interpersonal sensitivity are more vulnerable to developing romantic fixations as a maladaptive mechanism to fulfill unmet relational needs. Simultaneously, lower self-esteem significantly exacerbates these tendencies, as individuals with negative self-evaluations may seek external validation and illusory affection from others to bolster their self-worth. These insights highlight the clinical importance of early psychological screening and targeted interventions focusing on cognitive restructuring, reality testing, and interpersonal security during young adulthood.

V. CONCLUSION

The trend indicates that secondary school head teachers may be more motivated toward inspiring, motivating, and engaging students through transformational leadership style, rather than relying on transactional leadership style. The study's findings reveal a clear trend indicating that transformational leadership is both widely practiced and deemed vital by secondary school head teachers, especially in fostering academic achievement. An examination of the four core elements of transformational leadership—idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration—demonstrates that a substantial number of head teachers regularly exhibit behaviour consistent with this leadership approach.

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