

A Study on Transformational Leadership Competence and Work Culture Among School Teachers in Warangal District

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ABSTRACT

In recent years, transformational leadership has become more important in boosting organisational performance and bringing about good change in many other fields, including education. This research looks at the different kinds of schools in the Warangal area and how their work cultures relate to transformational leadership. The study analysed teachers' opinions of leadership ability and organisational culture using a quantitative research technique utilising a descriptive survey design. A total of 230 teachers were chosen for the study using a purposive selection method. The results showed that teachers thought leadership approaches were generally successful; nevertheless, they gave lower ratings to empowerment and managing change and higher ratings to network building and visioning. Perceptions of leadership competency and work culture did not vary significantly between school types, according to the ANOVA results. Although more effort is required to empower educators and enhance change management strategies, the study finds that transformational leadership is critical in creating a healthy school work culture.

Keywords: *Leadership Competence, Organizational Culture.*

I. Introduction

When it comes to education, teachers are vital, since they mould the brains of their pupils and set them up for success in life. It is imperative that educators engage in a variety of CPD programs to guarantee their efficacy in the classroom. The goal is for educators to stay abreast of research in the field so they can continue to deliver their pupils cutting-edge lessons. Teachers can improve their methods of instruction, expand their knowledge of current topics, and learn new skills through ongoing professional training and development opportunities. Teachers can enhance their subject matter knowledge and teaching skills by participating in workshops, seminars, and conferences. Better results are often seen from educators that possess good skills.

To succeed in the modern digital world, organisations need strong leadership that can propel change. Any group, including schools, relies heavily on its leadership to determine its trajectory and level of success. One of the many leadership styles is transformational leadership. When a leader exhibits transformational leadership, they inspire their subordinates to give their all in whatever they do. The goal of transformational leadership is to bring about positive change and expansion within a company. The capacity to create a compelling and motivating vision for the school is a hallmark of transformative leaders in education. Students might be motivated to embrace strong principles and cultivate excellent character when given a clear and compelling goal. School administrators have the power to improve their schools' culture and performance by adopting a transformational leadership style. This entails encouraging students to think creatively, providing them with the tools they need to succeed academically, and generally caring for them as people. Educational leadership scholars have poured a lot of time and energy into studying the notion of transformative leadership. A number of studies have shown that

transformational leadership improves several aspects of educational institutions, including the quality of instruction, the efficiency of programs, and the academic outcomes for students.

What makes for a peaceful, effective, and productive work climate is the values, norms, and behaviours practiced in an organization's work environment. A group's consistent answer to both internal and external challenges is its culture, which consists of the fundamental assumptions and ideas held by its members. Organisational culture significantly and positively affects teacher performance, according to prior studies. Given that a positive organisational culture may boost teacher performance, it's crucial for schools to cultivate one in order to provide a welcoming workplace for educators.

II. Review of Literature

Çakır, Tuba & Özgenel, Mustafa (2024) this research aims to show how school culture mediates the effect of principals' transformational leadership style on school satisfaction. The research was conducted using the relational survey model and quantitative research methods to achieve this aim. The study's three variables—transformational leadership style, school culture, and its mediating role—are all dependent on one another. There are 403 public school educators from Istanbul's European side who made up the research sample. Tests for mediation and correlation were applied to the data. Based on our findings, there is a strong correlation between school principals' transformational leadership styles and teachers' perceptions of school happiness, success, task, and support cultures, as well as their own personal cultures. The school climate is positively and directly impacted by a transformational leader's style of leadership. Adding school culture to this two-way street keeps the transformational leadership style's impact on school happiness in check, but the support and task culture "partially mediates" this relationship between the two, so the impact is still there.

Aulia, Nurulita et al., (2023) The purpose of this research is to examine the direct and indirect relationships among school principals' transformational leadership, school climate, job satisfaction, and the professionalism of public elementary school teachers in Karang Intan District, Banjar Regency, as well as to provide a description of these factors. The research used a descriptive-quantitative approach and was based on a correlational analysis. Two hundred and twenty-three individuals made up the study population, and 143 individuals were selected at random from that pool. The instruments used for data collection have been subjected to validity and reliability tests; they include a transformational leadership questionnaire (n=24), a work climate survey (n=44), a job satisfaction survey (n=20), and a teacher professionalism survey (n=44). Data analysis to evaluate the hypothesis through the use of path analysis. The study's findings indicate a series of direct relationships between various factors and teacher professionalism, including: 1) school principals' transformational leadership and professionalism in the classroom; 2) work climate and professionalism in the classroom; 3) job satisfaction and professionalism in the classroom; 4) principals' transformational leadership and job satisfaction; 5) work climate and job satisfaction. Additionally, there is an indirect relationship between transformational leadership and professionalism in the classroom through job satisfaction; and 7) work climate with professionalism in the classroom through job satisfaction.

Chang, Chia-Ming et al., (2021) At the individual level, this study aimed to investigate the connection between a principal's transformational leadership and physical education teachers' creative teaching behaviours at junior and senior high schools in Taiwan. At the school level, it sought to understand the impact of an innovative school climate on these teachers' creative teaching behaviours, and at the moderator level, it sought to understand how an innovative school climate affected the relationship between a principal's transformational leadership and physical education teachers' creative teaching behaviours. After sending out 800 surveys to PE instructors at 59 different middle and high schools, we

were able to acquire 477 valid responses to include in our research. By employing hierarchical linear modelling, we were able to determine that, on an individual level, physical education teachers' creative teaching behaviours are positively affected by a principal's transformational leadership. On a school level, students' creative teaching behaviours are positively affected by an innovative school climate. The relationship between a principal's transformative leadership and the creative teaching practices of physical education teachers is unaffected by an innovative school climate at the school level. In addition to laying the groundwork for future multilevel research, this study offers implications and applications for cross-level studies.

Eres, Figen. (2011) The purpose of this study was to first ascertain, through teacher perceptions, the levels of motivation among primary school teachers and the extent to which school principals exhibited transformational leadership qualities. Secondly, to examine the connection between teacher motivation and principals' transformational leadership abilities. The sample includes 397 randomly selected subject and classroom teachers from Ankara's major boroughs. Study participants reported feeling "partly satisfied" with their level of motivation, whereas school principals reported feeling "rarely." The study concluded that there was no significant correlation between administrators' transformational leadership traits and teachers' levels of motivation.

III. Research Methodology

Research Design

This study, based on the quantitative research approach and design.

Sources of Data

Primary and secondary data were also utilised in the study. Teachers in the Warangal district's public, private, and aided/mission schools were the ones that filled out the primary data collection form. This gave us first-hand accounts of how they felt about school culture and transformative leadership. To give theoretical context, back up the questionnaire design, and help in the interpretation of results, secondary data were culled from books, journals, research papers, and institutional records.

Sampling Technique

Purposive sampling technique was used to select the respondents.

Sample

A total of 230 teachers participated in the study.

Research Instrument

Data were collected using a structured questionnaire designed to measure both transformational leadership competence and work culture in schools.

Data Analysis

The collected data were analyzed using SPSS software (Version 20). To summarise the teachers' impressions of transformational leadership and work culture, descriptive statistics were produced, including mean, standard deviation, frequency, and percentage. A one-way ANOVA was used to investigate potential disparities in perceptions among different types of schools (public, private, and aided/mission). To identify relevant differences or relationships, a criterion of statistical significance of $\alpha = 0.05$ was established.

IV. Data Analysis and Interpretation

Table 1: Gender Distribution of Teachers

Particulars	Frequency	Percentage (%)
Male	105	45.7
Female	125	54.3
Total	230	100.0

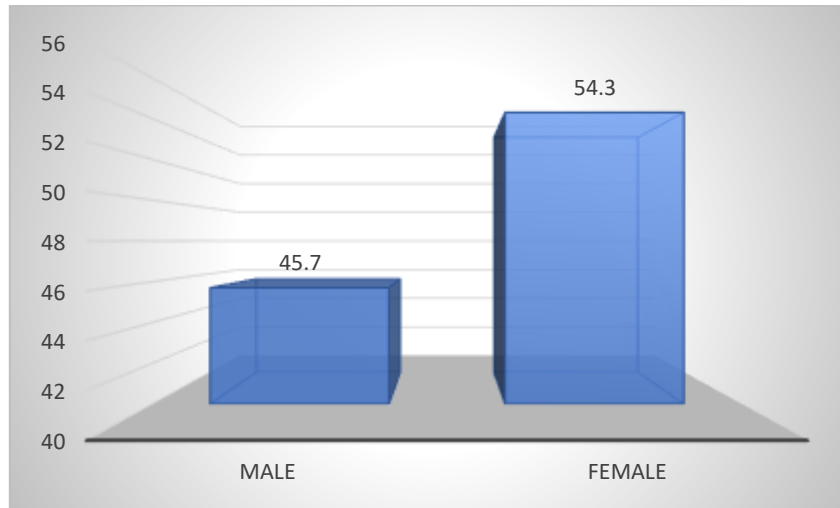


Figure 1: Gender Distribution of Teachers

With a modest majority of female instructors, the gender distribution of the teaching staff is fairly balanced. Among the 230 instructors that participated in the survey, 125 are female (54.3%) and 105 are male (45.7%).

Table 2: Age Distribution of Teachers

Particulars	Frequency	Percentage (%)
21–30	50	21.7
31–40	95	41.3
41–50	55	23.9
51 and above	30	13.1
Total	230	100.0

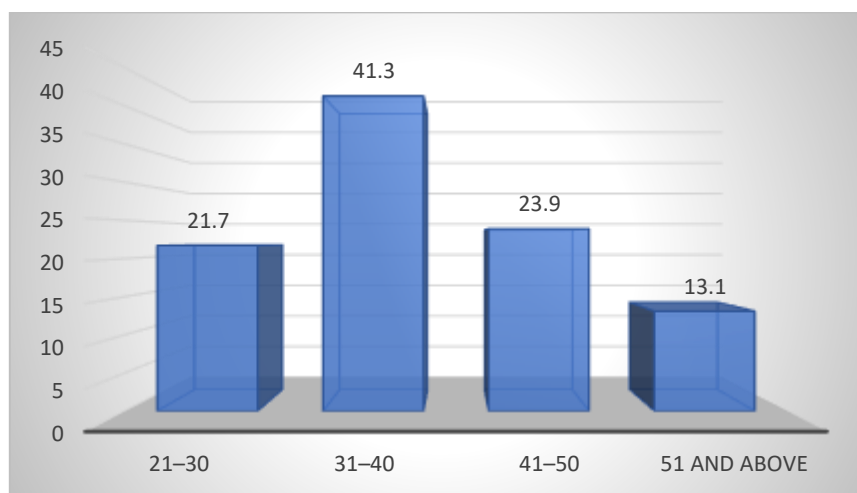


Figure 2: Age Distribution of Teachers

Of the total number of teachers surveyed, 95 (41.3%) are in the 31–40 age bracket, making up the largest single demographic within the working-age population. Next in line at 21.7% are educators between the ages of 21 and 30, with 23.9% falling into that bracket. At only 13.1%, those aged 51 and over make up the smallest demographic.

Table 3: School Type Distribution of Teachers

Particulars	Frequency	Percentage (%)
Government	90	39.1
Private	100	43.5
Aided/Mission	40	17.4
Total	230	100.0

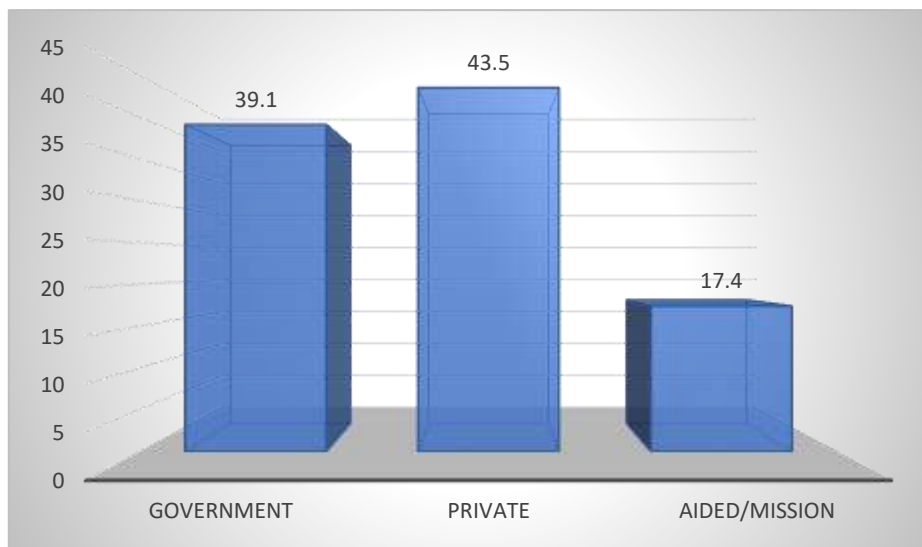


Figure 3: School Type Distribution of Teachers

With 100 teachers (43.5%), private schools had the greatest proportion of responses among all school categories. Government schools come in second with 90 teachers (39.1%). The smallest group of responses, consisting of 40 teachers (17.4%), are from aided/mission schools.

Table 4: One-Way ANOVA of Teacher Leadership Competence and Work Culture Across School Types

Variable	Source of Variation	Sum of Squares	df	Mean Square	F	Sig.
Leadership Competence	Between Groups	1250.562	2	625.281	2.134	0.121
	Within Groups	67000.128	227	295.153		
	Total	68250.690	229			
Work Culture	Between Groups	412.890	2	206.445	1.056	0.349
	Within Groups	44400.220	227	195.597		
	Total	44813.110	229			

No statistically significant variation in teachers' assessments of leadership competency and work culture across different types of schools was found in the one-way ANOVA study. Government, private, and aided/mission schools do not differ significantly with respect to leadership competency ($F(2, 227) = 2.134, p = 0.121$), which is higher than the conventional alpha criterion of 0.05. When it comes to work culture, the F value ($2, 227$) = 1.056 with $p = 0.349$ is similarly higher than the 0.05 criterion, which means that there is no significant variance between kinds of schools.

V. Conclusion

Leadership that transforms and the culture of the school with further work and thought put into it, it can have a good effect, namely raising teachers' professional competency, which in turn helps students reach their learning goals. Another responsibility of the principle is to ensure that teachers are held accountable for creating a positive school culture. This culture should be backed by conducive working circumstances that enable teachers to perform to their full potential. It is the responsibility of school principals to provide an encouraging environment by expanding creative extracurricular activities. It is expected that teachers may enhance their performance by honing their skills in lesson preparation, delivering, and assessment.

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