

p-ISSN : 2708-2113 | e-ISSN : 2708-3608

DOI(Journal): 10.31703/gesr
DOI(Volume): 10.31703/gesr/.2024(IX)
DOI(Issue): 10.31703/gesr.2024(IX.i)

www.gesjournal.com

Global Educational
Studies Review



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GLOBAL EDUCATIONAL STUDIES REVIEW
HEC-RECOGNIZED CATEGORY-Y

VOL. IX, ISSUE I, WINTER (MARCH-2024)


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Double-blind Peer-review Research Journal
www.gesjournal.com
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Article Title

Descriptive Study of Transformational Leadership Influence on Professional Development of Teachers at Higher Education Level

Global Educational Review

p-ISSN: 2708-2113 e-ISSN: 2708-3608

DOI(journal): 10.31703/glsr

Volume: IX (2024)

DOI (volume): 10.31703/glsr.2024(IX)

Issue: I (Winter-March 2024)

DOI(Issue): 10.31703/glsr.2024(IX-I)

Home Page

www.gesjournal.com

Volume: IX (2024)

<https://www.gesjournal.com/Current-issues>

Issue: I-Winter (March-2024)

<https://www.gesjournal.com/Current-issues/9/1/20234>

Scope

<https://www.gesjournal.com/about-us/scope>

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Abstract

The descriptive research study examined the impact of transformational leadership on university teachers' professional development. My study set out to evaluate the impact of transformational leadership on university-level teacher professional development. The aim of the research was to ascertain the impact of transformational leadership on the professional development of university teachers. This change in self-interest raises the ideals, maturity, and concern for the goal of the follower. This is an essential part of the Full Range Leadership Model. Transformational leadership has been suggested by researchers as a crucial component of a teacher's effectiveness. The researcher used a quantitative research design with the target population of 30 teachers of the psychology department of NUML University Islamabad. The sample size for the target population was 20 teachers. The delimitation of the study was teachers of the psychology department evening shift at NUML University Islamabad. The researcher developed a questionnaire and used a manual percentage formula for the research findings.

Keywords: Transformational, Professional, Inspiration, Empowered

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Pages: 67-76

DOI:10.31703/gssr.2024(IX-I).08

DOI link: [https://dx.doi.org/10.31703/gesr.2024\(IX-I\).08](https://dx.doi.org/10.31703/gesr.2024(IX-I).08)

Article link: <http://www.gesjournal.com/article/A-b-c>

Full-text Link: <https://gesjournal.com/fulltext/>

Pdf link: <https://www.gesjournal.com/jadmin/Author/31rv1oIA2.pdf>

Citing Article

08	Descriptive Study of Transformational Leadership Influence on Professional Development of Teachers at Higher Education Level						
	Author	Nayyar Sultana Aleena Chaudhry Hina Shaukat		DOI	10.31703/gssr.2024(IX-I).08		
Pages	67-76	Year	2024	Volume	IX	Issue	I
Referencing & Citing Styles	APA	Sultana, N., Chaudhry, A., & Shaukat, H. (2024). Descriptive Study of Transformational Leadership Influence on Professional Development of Teachers at Higher Education Level. <i>Global Educational Studies Review</i> , IX(I), 67-76. https://doi.org/10.31703/gesr.2024(IX-I).08					
	CHICAGO	Sultana, Nayyar, Aleena Chaudhry, and Hina Shaukat. 2024. "Descriptive Study of Transformational Leadership Influence on Professional Development of Teachers at Higher Education Level." <i>Global Educational Studies Review</i> IX (I):67-76. doi: 10.31703/gesr.2024(IX-I).08.					
	HARVARD	SULTANA, N., CHAUDHRY, A. & SHAUKAT, H. 2024. Descriptive Study of Transformational Leadership Influence on Professional Development of Teachers at Higher Education Level. <i>Global Educational Studies Review</i> , IX, 67-76.					
	MHRA	Sultana, Nayyar, Aleena Chaudhry, and Hina Shaukat. 2024. 'Descriptive Study of Transformational Leadership Influence on Professional Development of Teachers at Higher Education Level', <i>Global Educational Studies Review</i> ; IX: 67-76.					
	MLA	Sultana, Nayyar, Aleena Chaudhry, and Hina Shaukat. "Descriptive Study of Transformational Leadership Influence on Professional Development of Teachers at Higher Education Level." <i>Global Educational Studies Review</i> IX.I (2024): 67-76. Print.					
	OXFORD	Sultana, Nayyar, Chaudhry, Aleena, and Shaukat, Hina (2024), 'Descriptive Study of Transformational Leadership Influence on Professional Development of Teachers at Higher Education Level', <i>Global Educational Studies Review</i> , IX (I), 67-76.					
TURABIAN	Sultana, Nayyar, Aleena Chaudhry, and Hina Shaukat. "Descriptive Study of Transformational Leadership Influence on Professional Development of Teachers at Higher Education Level." <i>Global Educational Studies Review</i> IX, no. I (2024): 67-76. https://dx.doi.org/10.31703/gesr.2024(IX-I).08 .						



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Title

Descriptive Study of Transformational Leadership Influence on Professional Development of Teachers at Higher Education Level

Abstract

The descriptive research study examined the impact of transformational leadership on university teachers' professional development. My study set out to evaluate the impact of transformational leadership on university-level teacher professional development. The aim of the research was to ascertain the impact of transformational leadership on the professional development of university teachers. This change in self-interest raises the ideals, maturity, and concern for the goal of the follower. This is an essential part of the Full Range Leadership Model. Transformational leadership has been suggested by researchers as a crucial component of a teacher's effectiveness. The researcher used a quantitative research design with the target population of 30 teachers of the psychology department of NUML University Islamabad. The sample size for the target population was 20 teachers. The delimitation of the study was teachers of the psychology department evening shift at NUML University Islamabad. The researcher developed a questionnaire and used a manual percentage formula for the research findings.

Keywords: [Transformational](#), [Professional](#), [Inspiration](#), [Empowered](#)

Introduction

Good schools are built on the foundation of good teachers, and there are major benefits when administrators spend time and resources improving the knowledge and abilities of educators. In fact, studies indicate that teachers can increase student achievement by about 21 percentage points when they receive significant, high-quality professional development.

The first wave concentrated on teaching abilities such as paying attention, giving clear demonstrations, etc. The

subject matter and how students learn each subject were the main topics of the second wave, which started in the 1990s. According to a Learning for Justice article about these studies, professional development that concentrates on the following areas can have a major impact on teachers' classroom practices and raise student achievement: It should give teachers the tools they need to apply what they learn in the classroom, in addition to the skills and knowledge they already possess. Professional development improves student learning when it is connected to the tools educators employ, the state and local academic standards, and the process of



evaluating and assessing students' development. The ideal professional development program should be comprehensive, directly relate to the subject matter being taught, and support teachers as they implement their newfound knowledge in the classroom through mentorship. Connie Deng, (2022).

The theory of transformational leadership states that in order to recognize the need for change, a leader must work with groups of people or followers to see beyond their immediate self-interests. Creating a vision to guide the change through inspiration, persuasion, and implementation in cooperation with committed group members; This change in the followers' personal interests elevates their expectations for the change's success as well as their standards of maturity and ideals. The "four Is" are the four unique behaviors that transformational leaders usually display. These consist of inspiring motivation, individual consideration, idealized influence, and intellectual stimulation.

Transformational leadership raises followers' morale, productivity, and motivation through a variety of strategies. These strategies include encouraging followers to take on greater responsibility for their work, assisting them in making the connection between a project and the organization as a whole, providing an example for them to follow in order to inspire and pique their interest in the project, and identifying their strengths and weaknesses so that the leader can assign them to tasks that will enhance their performance.

Understanding the potential advantages of

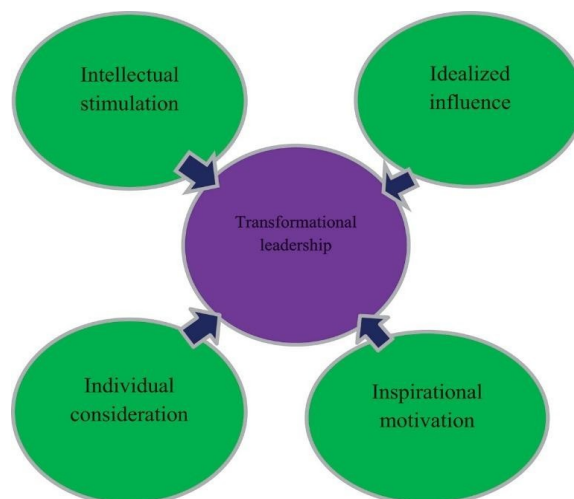
transformational leadership for a business is also essential. Transformational leadership improves performance, engagement, loyalty, and follower commitment. Followers go above and beyond to support, encourage, and obey their leader without compromising their sense of self-worth in order to develop an emotional bond with them. Chen, J.(2019)

When leading a team of workers, transformational leaders excel at self-management, inspiring others, sharing a collective consciousness, and adapting to changing circumstances. Although it can be used, transformational leadership is probably most effective when it is genuine to the person receiving it. Instead of making decisions only for themselves, these leaders consider how their actions will benefit the community and their organization. By all accounts, a good leader is a transformational one.

The main goal of transformational leadership in teacher professional development is to uplift and encourage educators to reach their full potential. These leaders foster an atmosphere that is upbeat and encouraging, making teachers feel appreciated and inspired to advance. They offer professional learning opportunities, mentorship, and guidance. Transformational leaders assist educators in enhancing their methods, which improves student outcomes, by encouraging creativity and teamwork. It's similar to having a mentor and cheerleader all in one. Bass, B. M., & Riggio, R. E. (2022).

Theoretical Framework

Figure 1.1



James MacGregor Burns created the transformational leadership theory, which focuses on how leaders can encourage and inspire followers to put aside their own interests in favor of appealing to higher-order needs. When it comes to the professional development of teachers, transformational leadership can help them become more creative, introspective, and growth-oriented.

The rationale of the Study

Teachers are inspired and motivated by transformational leaders who set high standards, present a clear vision, and extend support. Teachers are motivated to actively participate in professional development activities and pursue ongoing improvement because of this: Workplaces with transformational leaders are upbeat and encouraging, an environment where teachers feel valued and appreciated. This leads to increased job satisfaction, as teachers feel their efforts are recognized and their professional growth is supported. Through mentorship and guidance, transformational leaders help teachers develop their instructional skills and adopt innovative teaching practices. They encourage teachers to reflect on their teaching methods, experiment with new strategies, and continuously refine their approaches. (Tuchman & Isaacs, 2018).

Transformational leadership positively impacts teacher professional development by increasing motivation, job satisfaction, and collaboration among teachers. It leads to improved teaching practices and ultimately benefits student outcomes. It's a win-win situation for everyone involved. (Turiye, 2018).

Significance of the Study

The study investigates the role transformational leadership plays in teachers' professional development. It examines how leaders who serve as role models, inspire motivation, stimulate intellectual curiosity, and provide individualized support can foster a culture of ongoing growth among teachers. Effective transformational leadership has been found to positively impact teachers' job satisfaction. Transformational leaders encourage teachers to think creatively and adopt innovative teaching practices. By fostering a culture of intellectual stimulation, leaders inspire

teachers to explore new approaches, experiment with teaching methods, and implement evidence-based strategies that can enhance student learning outcomes. Overall, the study underscores the importance of transformational leadership in education, highlighting its potential to positively shape teacher professional development, job satisfaction, teaching practices, student achievement, and the overall school culture.

Statement of the Problem

In order to better understand how transformational leadership affects teachers' motivation, job satisfaction, adoption of creative teaching techniques, and, ultimately, student outcomes, this study will look at how it affects teachers' professional development. This study aims to offer insights and suggestions for developing a nurturing and empowering atmosphere that promotes ongoing professional development by examining the connection between transformational leadership and teacher development.

Research Objectives

1. To assess the influence of transformational leadership on the professional development of teachers.
2. To identify the level of transformational leadership of professional development of teachers.
3. To analyze the influence of transformational leadership on the professional development of teachers.

Research Questions

1. What is the influence of transformational leadership on the professional development of teachers?
2. How much transformational leadership is applied to teachers' professional development? How to investigate the influence of transformational leadership on the professional development of teachers?

Literature Review

Niphadkar & Kuhil, Citation

When managers give their employees the freedom and inspiration to see company objectives as their own personal

ones and to put all of their effort into reaching those goals (Bass, Citation [1990](#)). When employees see transformational leadership in action, they are inspired to go above and beyond expectations. In addition to setting a good example, transformational leaders work to actualize a distinct future vision for the company (Bush, Citation 2007; Jensen et al., Citation 2019).

According to some, the goal of transformational leadership is to improve worker performance on an individual and group level as well as the efficacy of the organizational structure. This kind of leadership comprises motivating people or teams to reach and exceed higher goals. These leaders start by evaluating their surroundings to determine the daily transformation process. Then he makes an even bigger effort to improve the quality.

Because of this, this leadership is especially helpful in encouraging employees to perform their jobs to a high standard by balancing their personal and professional objectives. (Bass & Avolio, Reference [2004](#)).

Transformational Leadership

Idealized influence "includes the ability to influence ideas, ideologies, and issues." Conversely, inspiring employees to work hard and giving them clear direction is known as inspirational motivation. The goal of the intellectual stimulation component is to inspire staff members to contribute their ideas and look for solutions to problems. According to Bass and Reggio ([2006](#)), individualized consideration places a strong emphasis on paying attention to each employee's needs and collaborating to help them reach their full potential. However, there are several factors that influence the application of transformational leadership. The challenge of formulating a vision to bring about change is one of the issues facing school leadership. Due to a lack of effective communication and defined goals leaders in educational organizations are not at the level required to transform their organizations. Johnson, L & Fuller, C. ([2021](#))

Job Satisfaction

Improved attitudes toward work among employees result from performance reviews and appraisals and are correlated with job satisfaction. It conveys a person's perspective on their work in all of its forms. It is the extent to which workers' basic needs such as safety, food, trust, coworker relationships, and security are satisfied while they are employed. For workers, job satisfaction is essentially a journey when they complete tasks that are not final (Basu, Citation 2016).

Job satisfaction can also be explained by an individual's general attitude toward their work, which includes interactions with coworkers, compensation, the work environment, supervision, the nature of their job, and fringe benefits (Badmapriya & Bharathi, Citation 2018). It is therefore linked to the working environment (i.e., duties, perks, income, and job security), general employee traits (i.e., values, attitudes, and interests), and the results that result from the combination of these elements. Tension, friendship, competition, cooperation, looseness, and rigidity are a few examples of these results. (Klassen, [2008](#)).

Therefore, job satisfaction is a positive outlook or a gauge of how content or happy workers are with their jobs, and it is essential in motivating people to commit, exert the effort required to complete tasks, and get acknowledged for their accomplishments. Therefore, a key element in the education sector for greater school goal achievement is teachers' job satisfaction. Werang et al. (Citation [2017](#)) assert that the primary factor influencing teachers' job satisfaction is their contentment in their teaching roles. However, factors like the working environment, a teacher's rapport with their coworkers, and opportunities for advancement can have a positive or negative impact on their job. Zhuofei Lu, ([2023](#)).

Ethiopian research indicates that teachers are dissatisfied with their positions. For instance, Mengistu (2012) claimed that teachers' job satisfaction is lower when there is inadequate school leadership and fewer benefits. Ethiopian teachers are dissatisfied with their positions and leave because of insufficient leadership from school principals. Generally speaking, the notion that contented educators concentrate their efforts on helping pupils and successfully achieving the objectives of the school as a whole implies that teachers' job satisfaction matters. However, given the current situation, more focus is needed, as multiple research findings indicate that job satisfaction in schools is low.

Transformational leadership and job satisfaction are closely related (Robbins & Judge, Citation 2013). Teachers' satisfaction with their ability to work in teams and form strong relationships with their coworkers is positively impacted by people-focused school principals. The transformative leadership actions of a school principal contribute to increased job satisfaction among teachers. As a result, the method by which school administrators offer direction and motivation has a greater impact on teachers' job satisfaction, especially when it comes to the transformational leadership dimension. (Li, & Li, [2020](#)).

Professional Development

Some academics have defined professional development (PD) as any planned activity intended to alter the attitudes and behaviors of teachers and the understanding of school personnel in order to achieve a specific goal, like better student performance. Consequently, professional development can be considered successful if it leads to better teacher practices and student outcomes as well as meeting end goals Malmberg,L.,E.,Hagger,H., (2014)..

In order to keep teachers informed and formed, scholars believe that professional development (PD) is an ongoing collaborative sharing of professional knowledge among teachers on the issues and trends pertaining to the teaching profession. Research has divided PD into formal and informal categories. Janet C. Fairman,(2020).

Methodology

Research approach/ design

A research approach is a collection of rules and tactics that specify the general direction of a project. The research approach dictates the techniques for gathering, analyzing, and interpreting data. The idea of a research approach is followed during the whole research process. Choosing a research methodology involves many factors, some of which are the audience for the study, the research objective, and the research experience.

Quantitative Research Approach

It was a survey study or descriptive study. The current research study's quantitative approach adopted by the researcher was a survey study in which closed-ended questions were developed by the researcher to collect data.

Data Analysis and Presentation

Table 4.1

Inspiration Motivation

S. No	Statement	SA	A	N	DA	SDA	Total
	Inspirational motivation						
IM1	Do you believe that inspiration can lead to greater motivation?	9 45%	6 30%	4 20%	1 5%	0 0%	20 100%
IM2	Do you think having a clear goal and purpose is important for staying motivated?	11 55%	5 25%	3 15%	1 5%	0 0%	20 100%
IM3	Do you feel that your personal values and beliefs impact inspiration and motivation?	8 40%	12 60%	0 0%	0 0%	0 0%	20 100%

Population

Population is the entire group that you want to draw conclusions about. The target population of the research study was teachers of the National University of Modern Languages Psychology department. Evening shift teachers. The total no of teachers was (30).

Sampling Technique

The sampling technique also called the sampling method, is a statistical technique used to select a representative sample from a population. It comprises selecting an appropriate sample by carefully evaluating the population data that has been gathered. The sample size was established by the researcher using a straightforward random sampling technique. In total, there were twenty samples.

Data Collection Instrument

The self-developed questionnaire was used by the researcher after reading the following research studies. The tools have 13 questions and have 5 items in them.

Data Analysis

The researchers used the manual percentage formula for the analysis of the data.

Delimitations

- 1: National University of Modern Languages.2: Psychology department.
- 2: Faculty of Psychology department.
- 3: Evening shift.

Table 4.1 shows that 45% of teachers strongly agreed with the statement Im1 9% agreed and only 1% disagreed with it. Table 2 shows that 11% of teachers strongly agreed 5% agreed and only 1% disagreed with this statement. In im3 show that teachers were 8% strongly agreed and 12% agreed there was nodisagreement.

Table 4.2*Intellectual Stimulation*

S. No	Statement	SA	A	N	DA	SDA	Total
IS	Intellectual stimulation						
IS1	Do you actively seek out intellectual stimulation activities in your daily life?	2 10%	7 35%	3 15%	5 25%	3 15%	20 100%
IS2	Do you believe that intellectual stimulation is important for a teacher's growth and development?	5 25%	12 60%	0 0%	3 15%	0 0%	20 100%
IS3	Do you think intellectual stimulation can improve the critical thinking skills of teachers?	15 75%	4 20%	0 0%	0 0%	1 5%	20 100%

Table 4.2 shows that is1 2% of teachers strongly agreed 7% agreed and 5%disagreed with this statement.

In 2 show that teachers 5% strongly agreed and12% agreed and 3% disagreed with thisstatement.

In 3 shows that teachers were 15% strongly agreed 4% agreed and 1% disagreed with thisstatement.

Table 4.3*Idealized Influences*

S. No	Statement	SA	A	N	DA	SDA	TOTAL
II	Idealized influence						
II1	Do you lead by example and demonstrate high ethical standards for your team to follow?	9 45%	10 50%	1 5%	0 0%	0 0%	20 100%
II2	Do you inspire and motivate your team members to achieve their full potential and strive for excellence?	4 20%	16 80%	0 0%	0 0%	0 0%	20 100%

Table 4.3 II1 shows that teacher was 9% strongly agreed 10% agreed and0% disagreed with it.

II2 shows that 4% of teachers strongly agreed, 16% agreed and 0% disagreed with it.

Table 4.4*Individual Consideration*

S. No	Statement	SA	A	N	DA	SDA	Total
IC	Individual consideration						
IC1	Do you actively listen to the concerns and ideas of each team member to ensure their individual needs are met?	6 30%	5 25%	4 20%	5 25%	0 0%	20 100%
IC2	Do you regularly check in with your	15	3	0	2	0	20

S. No	Statement	SA	A	N	DA	SDA	Total
	team members to understand their progress and provide support tailored	75%	15%	0%	10%	0%	100%

Table 4.4 shows that ic1 teachers were 6% strongly agreed and 5% agreed and 5% disagree with it.

IC2 shows that teachers were 15% strongly agreed, 3% agreed, and 2% disagreed with this statement.

Table 4.5

Transformational Leadership

S. No	Statement	SA	A	N	DA	SDA	Total
TL	Transformational Leadership						
TL1	Do you think that transformational leadership fosters a sense of purpose and meaning for teachers?	10	6	1	2	1	20
		50%	30%	5%	10%	5%	100%
TL2	Would you say that transformational leadership helps teachers grow and develop professionally?	16	4	0	0	0	20
		80%	20%	0%	0%	0%	100%
TL3	Do you think that transformational leadership promotes collaboration and teamwork among teachers?	11	4	0	3	2	20
		55%	20%	0%	15%	10%	100%

Table 4.5 shows that in TL1 10% of teachers strongly agreed 6% agreed and 2% disagreed with this statement. In TL2 16% of teachers strongly agreed and 4% agreed and 0% disagreed with this statement. In TL3 11% of teachers strongly agreed and 4% agreed and 3% disagreed with this statement.

leadership, on average, has a 75% positive impact on teachers' professional development. It suggests that when teachers experience transformational leadership, they are more likely to grow professionally.

Summary

"Descriptive study of transformational leadership influence on professional development of teachers at higher education level" was the research study's topic. My study's goal was to evaluate transformational leadership's impact on higher education teachers' professional development. Finding out how transformational leadership affects teachers' professional development at the tertiary level was my research goal. to examine how transformational leadership affects teachers' professional development.

The researcher used a quantitative research design with the target population of 20 teachers of the psychology department of NUML University Islamabad. The sample size for the target population was 6% which were 20 teachers. The delimitation of the study was teachers of the psychology department evening shift at Numl University Islamabad. The researcher developed a questionnaire and used a manual percentage formula for the research findings. The results of research using percentage formula analysis showed that transformational

Findings

My study's goal was to evaluate transformational leadership's impact on higher education teachers' professional development. Finding out how transformational leadership affects teachers' professional development at the tertiary level was my research goal. to examine how transformational leadership affects teachers' professional development. The researcher used a quantitative research design with the target population of 20 teachers of the psychology department at NUML university Islamabad. The sample size for the target population was 6% which were 20 teachers. The delimitation of the study was teachers of the psychology department evening shift at Numl University Islamabad. The researcher developed a questionnaire and used a manual percentage formula for the research findings. The results of research using percentage formula analysis showed that transformational leadership, on average, has a 75% positive impact on teachers' professional development.

It suggests that when teachers experience transformational leadership, they are more likely to grow professionally.

Discussion

The researcher used a quantitative research design with the target population of 20 teachers of the psychology department at Numl university Islamabad. The sample size for the target population was 6% which were 20 teachers. The delimitation of the study was teachers of the psychology department evening shift at Numl University Islamabad. The researcher developed a questionnaire and used a manual percentage formula for the research findings. It suggests that when teachers experience transformational leadership, they are more likely to grow professionally. In the interview, study participants noted that of the 38 school leaders, or 97% of them, were men and only 3 were women. As a result, there aren't many women working in high school leadership in the Addis Ababa government. Regarding the respondents' educational backgrounds, the majority of them 26, or 67% of the total were BA/BSc graduates, while 13 (or 33% of the total) were MA/MSc graduates. In terms of the study area of the respondents, 10 (25%) of the school leaders had degrees in school leadership, 13 (33%) had degrees in social science, and 13 (33%) had degrees in natural science. Furthermore, 3 (9%) of the school leaders had degrees in languages. As a result, few school administrators possess training in educational leadership. In terms of work experience, 24 school leaders (63%) had 11–15 years of work experience, compared to 5 school principals (12%), who had 1–10 years. Ten school leaders, or 25% of the total, served longer than fifteen years. This data suggests that the majority of the sample school leaders had a lot of experience, which could be important for the successful application of transformational leadership in classrooms.

Conclusion

The impact of transformational leadership on the professional development of higher education teachers is the main topic of the research study. In order to better understand how transformational leadership affects teachers' motivation, job satisfaction, adoption of innovative teaching techniques, and, ultimately, student outcomes, this study looked at how it affects teachers' professional development.

By analyzing the relationship between transformational leadership and teacher development, this study seeks to provide insights and recommendations for creating a supportive and empowering environment that fosters continued professional development. My study's goal was to

evaluate transformational leadership's impact on higher education teachers' professional development.

Using a quantitative research design, the researcher focused on 20 instructors working the evening shift in the psychology department at Numl University Islamabad. Twenty teachers made up the 6% target population sample size. The study's delineation was the evening shift teachers in the psychology department at Numl University Islamabad. The researcher created a questionnaire and calculated the research findings using a manual percentage formula. The results of research using percentage formula analysis showed that transformational leadership, on average, has a 75% positive impact on teachers' professional development. It implies that educators have a higher chance of developing professionally when they encounter transformational leadership.

Limitations

Lack of resources and time resulted in insufficient data collection for the study; had there been more time, the researcher would have been able to gather more information. A potential constraint on the study could be the restricted data obtained from a lack of time and resources.

If the researchers had constraints in gathering data from a larger sample or conducting more in-depth analysis, it could impact the comprehensiveness of the findings. It's important to acknowledge these limitations to have a complete understanding of the research.

Recommendations

1. By fostering a collaborative and supportive environment, teachers feel empowered and motivated to grow and excel in their profession.
2. Encouraging reflective practices helps teachers critically analyze their teaching methods, leading to continuous improvement and growth.
3. Promoting a culture of innovation and experimentation encourages teachers to think creatively and adapt new strategies, resulting in transformative teaching experiences.
4. Mentorship programs create a transformative impact by facilitating the exchange of knowledge, experience, and guidance among teachers.
5. Recognizing and celebrating teachers' accomplishments boosts their confidence and inspires them to aim for

further growth and development.

6. Creating platforms for sharing research and scholarly work promotes transformative learning and encourages teachers to contribute to the field.
7. Offering resources and support for advanced degrees or certifications enable teachers to deepen their expertise and bring transformative practices into the classroom.
8. Participating in professional organizations and networks exposes teachers to diverse perspectives and

transformative ideas, expanding their horizons.

9. Regular assessment and evaluation of transformational leadership practices ensure continuous improvement and drive transformative change in teacher professional development.

These recommendations aim to create a transformative impact on teachers' professional growth and contribute to their overall development.

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