Master’s Thesis

Master’s in strategic Entrepreneurship for International Growth

“Impact of Transformational leadership style on Employee’s Engagement in the field of Education in Pakistan: A Quantitative Research”

Thesis in Business Administration Leadership/ Management, (30 Credits)

Halmstad, May 2023

Uzma Nauman and Abdul Ghafoor
Acknowledgment

We would like to extend our gratitude and a sincere thank you to Ziad El Awad, our thesis supervisor for being an outstanding source of support, who guided us with constructive feedback and valuable advice on our work throughout the development of this thesis during seminars and supervisions. We would also like to thank our fellow students who were generous enough to reflect on our work and suggested further improvements. We also appreciate the support and time given by the employees working at private schools of District Gujrat, Pakistan, by filling out the questionnaire and sharing their thoughts based on their personal professional experience and practices. We want to dedicate this thesis to our supervisor, family, and friends.

Thank you ALL!
### Abbreviations

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>TL</td>
<td>Transformational Leadership</td>
</tr>
<tr>
<td>EE</td>
<td>Employee Engagement</td>
</tr>
<tr>
<td>OCB</td>
<td>Organizational Citizenship Behavior</td>
</tr>
<tr>
<td>MLQ</td>
<td>Multifactor Leadership Questionnaire</td>
</tr>
<tr>
<td>WWES</td>
<td>Wright Work Engagement Scale</td>
</tr>
<tr>
<td>UWES</td>
<td>Utrecht Work Engagement Scale</td>
</tr>
<tr>
<td>SPSS</td>
<td>Statistical Packages for Social Sciences</td>
</tr>
</tbody>
</table>
Abstract

Educational administrators face a never-ending uphill battle to preserve and cultivate a constructive learning environment in schools while also retaining personnel who are both trained and committed to their jobs. The aim of this study is to analyze the influence of transformational leadership style in the sector of education in Pakistan and evaluate the impact that this style has on the engagement of employees.

This study aimed to test a conceptual model of hypothesized correlations between perceived leader behavior (TL) and employee engagement, which was generated from research on the body of literature relating to these constructs. The purpose of this study was to acquire some insights into the relationships between TL and employee engagement. Using a sample of school teachers who were employed in private schools located in the Gujrat district of Punjab, Pakistan (n = 285), a quantitative research design that did not involve an experiment was applied. Participants filled out a questionnaire that examined both their experienced level of job engagement and their perception of the presence of a transformational leadership style in the workplace. All of the scales were found to have appropriate reliability after being subjected to reliability testing in order to evaluate the measuring qualities of the various measures. The hypothesized relationship between the two sets of constructs was verified by using Pearson correlation to examine univariate associations between the ordinal variables that were measured.

According to the findings, there are substantial positive correlations between transformative leadership and workforce engagement. This research contributes to the current body of literature on transformational leadership and employee engagement by giving insights into the strengths and orientations of interactions between these constructs. The findings of this study provide useful information that should be considered in the management of private schools and should be put into practice for the creation of interventions targeted at minimizing negativity and maximizing organizational outcomes through engaged staff. The study's limitations as well as its recommendations offer some insights into potential avenues of investigation that could be pursued in subsequent research.

Keywords:
Leadership Style, Transformational leadership, Employees Engagement, private schools
Table of Contents

Chapter 1: Introduction 9
  1.1 Background 11
  1.2. Problem Discussion 12
  1.3 Research Question 13
  1.4 Research objectives 13

Chapter 2: Literature Review 14
  2.1 Introduction 14
  2.2 Leadership Behavior 14
    2.2.1 Laissez-faire leadership 15
    2.2.2 Leadership in a Transactional Context 16
    2.2.3 Leadership that transforms. 16
  2.3 Models of Transformative Leadership 17
    2.3.1 The Transformational Leadership (TL) Model of Bass and Avolio 17
    2.3.2 The Transformative Leadership Model by Kouzes and Posner 18
  2.4 Transformational Leadership (TL) style in educational field 19
  2.5 Employee Engagement (EE) 20
  2.6 Transformational Leadership (TL) and Employee Engagement (EE) 23
  2.7 Conceptual Framework 24

Chapter 3: Research Methodology 25
  3.1 Research Philosophy 25
  3.2 Research Approach: 25
  3.3 Role of Theory in Research: Deductive 26
  3.4 Research Design 26
    3.4.1 Development of our Thesis purpose: 26
  3.5 Empirical Data Collection Method 27
    3.5.1 Development of the Questionnaire 27
    3.5.2 Population 27
    3.5.3 Respondent Selection and Presentation Size of Sample 27
    3.5.4 Sampling Unit 28

Chapter 4: Empirical Data Collection 30
  4.1 Demographic Data 30
4.1.1 Age Distribution of respondents
4.1.2 Gender
4.1.3 Marital Status
4.1.4 Qualification
4.1.5 Experience
4.1.6 Working Status
4.1.7 Monthly Income
4.2 Diffusion of Questionnaire
4.3 Reliability of the Measurement Scale
4.4 Data Collection
4.5 Data Analysis

Chapter 5: Results and Analysis
5.1 The Transformational Leadership (TL) Scale
5.2 The Wright Work Engagement Scale
5.3 Results of the Correlation Analysis
5.3.1 Testing the association between TL and EE
5.3.2 Regression analysis
5.3.3 Significance of the regression coefficient

Chapter 6: Result Discussion
6.1 Introduction
6.2 Measurement Scale Reliability
6.3 Transformational Leadership and Employees Engagement Relationship
6.4 Limitations of the Study

Chapter 7: Conclusion and Recommendations
7.1 Theoretical Contribution
7.2 Practical Contribution
7.3 Suggestions for Ongoing Research and Development

8: References
9. Appendix
List of Figures

Figure 1 ................................................................................................................................. 22
Figure 2 ................................................................................................................................. 24
Figure 3 ................................................................................................................................. 30
Figure 4 ................................................................................................................................. 31
Figure 5 ................................................................................................................................. 32
Figure 6 ................................................................................................................................. 33
Figure 7 ................................................................................................................................. 34
Figure 8 ................................................................................................................................. 35
Figure 9 ................................................................................................................................. 37
Figure 10 ............................................................................................................................... 42
List of Tables

Table 1 ................................................................................................................................. 29
Table 2 .................................................................................................................................. 30
Table 3 .................................................................................................................................. 31
Table 4 .................................................................................................................................. 32
Table 5 .................................................................................................................................. 33
Table 6 .................................................................................................................................. 35
Table 7 .................................................................................................................................. 36
Table 8 .................................................................................................................................. 38
Table 9 .................................................................................................................................. 39
Table 10 ................................................................................................................................. 40
Table 11 ................................................................................................................................. 41
Table 12 ................................................................................................................................. 43
Table 14 ................................................................................................................................. 44
Table 15 ................................................................................................................................. 44
Table 16 ................................................................................................................................. 45
Chapter 1: Introduction

In recent years, the concept of "effective leadership" has attracted a lot of interest (Jacqueline Jones, 2022). Leadership is effective when it does more than just outline goals and objectives; it also helps teams walk the route to success and achieve their objectives by understanding the strengths and weaknesses of their employees and allocating tasks accordingly (Bektas, 2017a). A leader is someone who makes an effort to influence and encourage others so that they act in ways that further the goals of a system or organization. Leadership is the exercise of influence over other people within a broader system to accomplish certain, agreed-upon goals (Verawati & Hartono, 2020). In today's business environment, every company needs to distinguish itself from the competition, and this can be done only via strong leadership and employee buy-in. Fiedler (1981) argues that effective leaders allow their teams to feel like they have a stake in the company's success. The only way to achieve this is to have everyone in the team participate in the processes and create a shared information system in which everyone is motivated, committed, and works together to get the greatest possible results for the team as a whole. Leadership is not just about getting results; it's also about getting people to work hard toward those results (Weinfurter, 2013).

A competent leader is accountable for their followers and actively involves them in such a way that they begin thinking in their style and coordination is on point (Pardey, 2007). Rather than focusing on the mundane maintenance of systems or the completion of daily chores, leaders are interested in system transformations that have a greater impact on future plans and goals (J. Parsons & L. Beauchamp, 2018). Effective leaders are skilled at communicating their vision to their teams, setting clear goals, and providing clear feedback and direction. They also know how to set up systems of accountability to ensure that those goals are met and that employees are held accountable for their work (Jacqueline Jones, 2022). Leadership development requires a leader who can serve as an exemplary role model and who is adept at assessing their team's strengths and areas for improvement. Employees adapt better to new circumstances when they are actively engaged in learning about them and contributing to those changes (Bektas, 2017a). There are few things more fields in the social sciences at the moment, and it's one that's crucially important in practically every aspect of modern life, from national progress to business and education to religion.
and politics (Shah et al., 2021). Due to globalization, uncertain economic trends, and a lack of job satisfaction and perks offered by other competitors to attract them, it has become increasingly difficult for businesses to manage talented, experienced, and effective employees (Shooshtarian et al., 2013). According to Rickley & Stackhouse (2022), effective leadership is all about delegating authority, assigning specific responsibilities, and shifting the dynamic between the leader and the group through a firm grasp and vigilant monitoring of information dissemination, process implementation, and task completion.

A key quality of a successful manager in a leadership job is the ability to inspire and encourage employees, to content their requirements and anticipations, and to help them grow professionally by giving them new opportunities to learn and advance in their roles (Ali, 2021). To develop into an effective leader, one must first take stock of one's own qualities and the methods they've employed. To make their team feel more appreciated and to help them perform at their highest potential, a leader should be in tune with their needs (Bektas, 2017a). It has also been suggested that leadership is a complex idea that is affected by the leader's personality, the nature of the team, and the relationships between the leader and the followers. The Transformational Leadership construct delivers a strong lead for principals'/school heads, who practice Transformational Leadership, since they can encourage and inspire their staff associates to accomplish the goals at their best (Smith & Piele, 2001).

So, in above context the purpose of this study is to show whether or not a transformational leader can increase staff engagement, hence boosting the institution's productivity and quality of education. The moment has come to examine and assess the effective leadership style, and it is a necessity for all educational institutions and organizations to do so. This research was conducted to further the study of educational leadership in Pakistan. Workplaces with a positive culture tend to have goal-oriented workers, who in turn help students succeed academically, as suggested by previous studies. Leaders in education provide their staff with opportunities for growth and exposure to best practices, helping them to stay dedicated and energized. According to Hofstede et al. (2005), there is a strong correlation between organizational culture and job performance, decision making, and productivity. However, most organizations fail to place sufficient emphasis on cultivating a positive culture, which in turn discourages employees and leads to lower output (Aycan et al., 1999).
The private School System has provided excellent education to the students admitted (Green, 2020). Private school administration works tirelessly to meet worldwide education standards, and this, of course, is not feasible without strong management. Usually, the schools have a streamlined process in place with clearly laid out guidelines to recruit, train, and advance workers as needed (Jimenez et al., 1991). There is a proper setup of trainings and also a strong performance evaluation system, to provide their leaders and teams with the continual planning that they need to succeed. In contrast to the Government Educational Department's lackluster results, Pakistan's private schools made significant contributions to the country's educational landscape (Andrabi et al., 2008). There is zeroed focused on this subject to learn more about the traits of a transformative leader and assess how well they can encourage their members of the team, especially in context of private schools in Pakistan.

One of the primary difficulties the organizations confront today is the shortage of experienced staff members, which is especially problematic in Pakistan, which is experiencing a population boom (Harlech-Jones et al., 2005). Companies must maintain employing and training new employees despite substantial losses in productivity caused by workforce churn. Leaders are responsible for maintaining the morale of their staff in a way that encourages people to remain with the company for the long haul (Bektas, 2017). Researchers have found that effective leaders share certain personality traits, including dominance, extraversion, sociability, self-assurance, high energy levels, and resilience (Shah et al., 2021). Creating a positive atmosphere, or culture, that communicates to employees in a way that encourages them to stay, motivates them to work together as a team to achieve the objective established by the firm, is the finest strategy for leaders to reduce unwanted turnover (Jang & Kandampully, 2018). Therefore, effective leaders are essential for keeping talented workers around for the long haul.

1.1 Background

There is a lot of "complex social organization" going on in the school system (Halai, 2015). The term "complex" is used to describe situations where several people have to coordinate their efforts to meet strict deadlines while juggling a wide variety of responsibilities. There has been a noticeable shift in educational leadership in Pakistan during the past decade to fifteen, resulting in altered dynamics among stakeholders and a clear shift in the country's pedagogical tenets and methods (M. Farooq et al., 2022). The research goal is to shed light on the ways in
which a Transformational Leadership style can be implemented in practice, with the hope that it will lead to improved educational outcomes in Pakistan by making teachers and administrators happier in the workplace.

The educational system in Pakistan is fraught with difficulties, such as a lack of clarity in roles because they are not defined, leading to imbalance and problems among team members; a dearth of effective professional development programs; frequent interference from political leaders and sudden shifts in government policy; varying curricula and textbooks used by private schools; no standardized salary guidelines; etc. (Halai, 2015). Aside from all this, the educational system has undergone a radical transformation in school leadership over the past decade due to the acceleration of many new instructions, which have brought about a great deal of additional changes in the work environment, the job description for employees, the increased workload, etc., making the roles more demanding and challenging (Harlech-Jones et al., 2005). While the private sector has made significant contributions through the adoption of innovative methodology and approaches, there is a need for more accountable leadership that will help students achieve their full potential. Due to rising demand and public reliance on private schools for improved educational standards, competition among private schools has heated up and new schools are entering the market with improved facilities (WILDE et al., 2015). This is because public schools fall short of expectations due to a lack of quality management and pedagogical innovation on the part of the government.

The transformation of the educational system in Pakistan from a centralized to a student-centered model is a major contributor to the current state of affairs (Zahida Mansoor, 2015). In Pakistan, there is a dearth of studies that specifically examine how to increase employee motivation, decrease employee turnover, and boost productivity through the TL of team leaders in educational institutions (U. Javed, 2013). It is the responsibility of school administrators to ensure that their goals are consistent with those of their staff. Previous studies have shown that in order for schools to succeed, administrators need to adopt a more TL style, invest in leadership training, and create mentoring and training programs that emphasize employee motivation (J. Khaki & Qamar Safdar, 2018; Khan et al., 2020; T. Bush, 2007).

1.2. Problem Discussion

Improvements in education can be attributed in large part to strong leadership and the dedication of dedicated educators. Staff members who are led effectively are encouraged to take responsibility for their own development and to go above and beyond in their work (T. Bush, 2007). Raza et al.
(2021) point to the importance of strong school leadership in raising staff output and living up to management's high standards for classroom instruction.

Since most research on educational leadership in Pakistan has been conducted at the university and college levels, this investigation will instead concentrate on the contributions of TL at the elementary and secondary levels.

The education sector faces a significant difficulty in the modern world: maintaining a favorable work environment for an extended period of time so that employees remain engaged and produce the desired results Hartijasti & Afzal, 2016). Similarly, the education sector in Pakistan has failed to motivate its workforce, presenting significant hurdles in terms of EE Haseeb Khan & Amjad Shaikh, 2013. High employee turnover, low job security, little opportunities for promotion, etc., have all contributed to a lack of EE in Pakistan's education industry Nguyen & Raju, 2014; Zulfiqaret al., 2016). Therefore, leadership may play a crucial role in boosting the education sector by increasing EE (Hanaysha, 2016). There are a wide variety of leadership styles, each with its own quirks. However, the primary goal of this research is to examine the effects of TL on EE and the subsequent organizational performance in Pakistan's private educational institutions. In the past, most academic research was conducted at the university or college level. However, there is a dearth of research at the undergraduate level identifying the most effective leadership strategy for boosting EE. To address this issue, this research will provide an explanation of the TL style and its impact on EE.

1.3 Research Question

Based on the given information, the research question of research work is formulated as:

RQ: How does a leader's use of the Transformational Leadership (TL) approach affect engagement of teachers working in Elementary and Secondary school in Pakistan?

1.4 Research objectives

The purpose of the research is:

- To elucidate the effect of Transformational Leadership (TL) style on Employee Engagement (EE) in the field of school education in Pakistan.
Chapter 2: Literature Review

2.1 Introduction
The level of influence that a leader has over their followers can be significantly increased through the use of knowledge and self-reflection (Allio, 2012). Researchers have found leadership to be a fascinating subject. Several researchers have investigated how leaders behave in various societal contexts, professions, and organizational settings. Bono et al., 2007; De Jong & Den Hartog, 2007). A wide spectrum of leadership styles, including transformational style, is the subject of more recent studies. As most individuals are directly or indirectly, consciously, or subconsciously, involved in the process of being influenced or influencing others in the position of leadership, the issue of leadership has a very broad appeal (Mc Cleskey, 2014a). People are often curious in the factors that help making an average person a great leader. According to Northouse (2021) a leader is "someone who can influence others and who has management power" and that leadership is "the process of influencing a group of people to work towards a single goal and the attainment of goals." The Trait Approach, the Behavioral Approach, the Contingency Approach, and the Full Range Approach are the four primary schools of thought that may be used to categorize leadership theories (Allio, 2012). Various modes of thought constitute the foundation of leadership theories that include Great man theory, trait theory, contingency, theory of situations, theoretical and leadership theories etc. (Latham, 2014; Northouse, 2021). Understanding the significance of planned development allows leaders to be developed rather than just found. Knowing one's personality type may help leaders better understand and know themselves (May et al., 2003). Self- evaluation and reflection assist leaders understand how their characteristics, competencies, and actions are developed (Gregoire & Arendt, 2004)

2.2 Leadership Behavior
Research in the social sciences has shown how crucial leadership is to the success of businesses and other organizations (Hwang et al., 2015).

The actions of a leader are those that inspire others to work together toward a common goal (Kleshinski et al., 2021). Leadership and followership are two sides of the same coin that involve the interplay of many factors, including organizational structure and procedure, personal beliefs and behavioral favorites, and organizational goals (Bokase, 2020).
Different leadership styles are discussed, each with its own characteristic behaviors, some of which are similar to or the reverse of those of others. Several works describe leadership in terms of its effects on goal attainment, teamwork, enthusiasm, and inspiration (Krapfl & Kruja, 2015; Shin & Lee, 2023). It seems there is a bulk of literature that explains the natures of leadership behaviors that effect on organizational results and EE, even if there is still significant discussion in the literature regarding what sets strong leaders apart from ineffective leaders and those who do not take leadership roles. (Hartge et al., 2015; Issah, 2020; Krapfl & Kruja, 2015; Shin & Lee, 2023; Wellman et al., 2022; Woods & Martin, 2016):

- The skill of putting out a goal that everyone can rally behind.
- A willingness to put the organization's mission before one's own and a strong desire to see it succeed.
- An invigorating assurance and will to realize the company's vision.
- A discerning drive to realize the vision.
- Willingness to take chances by questioning established norms and instituting new ones.
- A need for full dedication and self-assurance in order to succeed.
- A willingness to put in the time and effort to coach and mentor followers.
- Inspiring others and serving as a role model for positive behavior.
- Honesty and reliability in carrying out commitments and achieving goals.
- Praising accomplishments and rewarding effort.

According to studies conducted in South Africa, TL stands out in the literature on leadership styles due to its emphasis on the aforementioned behaviors (McCleskey, 2014b). This approach, in contrast to other methods, puts organizational goals ahead of individual ones.

There are three main types of leadership, each with its own set of defining traits: laissez-faire, transactional, and transformational approaches. We'll get into these three distinct approaches to leadership shortly.

2.2.1 Laissez-faire leadership

According to Rassa & Emeagwali (2020), a leader who adopts a laissez-faire approach fails to motivate subordinates, acknowledges their contributions, or rewards them for their efforts. This style of leadership is known as passivity since the leader does not actively participate in the
decision-making process or in offering feedback to employees (Fiaz et al., 2017a; Norris et al., 2021). Achhnani (2021) Passive management by exception preserves and honors the status quo, while laissez-faire leadership is unaware of it and avoids supervisory duties.

2.2.2 Leadership in a Transactional Context

Leaders who practice transactional leadership focus on exchanging information with their subordinates by outlining their expectations for the position and outlining the benefits of fulfilling those duties (Sarros & Santora, 2001). Specific behaviors associated with this type of leadership include active management by exception (AMO), passive management by exception (MBO), and contingent rewards and reinforcement (CFR) (Hoyt & Blascovich, 2003; Nsom et al., 2019; Popper & Zakkai, 1994). These leaders employ praise and other forms of contingent reinforcement to get their followers to do what they’ve promised (Fiaz et al., 2017b). When using active management by exception, they keep an eye on employee output and take corrective measures as needed. Management by exception is a passive style of leadership in which leaders wait for problems to arise before reacting to them or reprimanding subordinates (Efianda & Iswahyuni, 2021). Consequently, positive reinforcement is used for behaviors linked to contingent rewards, whereas corrective measures and negative reinforcement are used for behaviors linked to management by exception (both active and passive) (Bryant, 2003).

2.2.3 Leadership that transforms.

Those that follow a transformational leader are inspired to go above and beyond what was originally expected of them because of the leader's ability to inspire trust, loyalty, and respect in them (Andressen et al., 2012). The primary focus of this type of leadership behavior is on developing an authentic bond with one's followers and tapping into their deepest reserves of motivation, morality, and sway over their outlook. Leaders and their followers have a symbiotic relationship that results in higher productivity and more impressive accomplishments as a whole (Groves & LaRocca, 2012; Jiang et al., 2017; Jung et al., 2003). Some investigations suggest that TL is the best method for modern South African businesses to adapt to new circumstances (Dust et al., 2014).

There are two main TL models described in the literature, and they share many of the hallmark traits of this leadership stance.
2.3 Models of Transformative Leadership

2.3.1 The Transformational Leadership (TL) Model of Bass and Avolio

According to the published works the concept of TL was first proposed by Burns (1978). This hypothesis was initially proposed by Burns, and it has since been expanded upon by many researchers (Allix, 2000; Jackson et al., 2009; Nicholls, 1988). The need for organizations to cultivate transformational leaders who can adapt to shifting circumstances and introduce new ideas was first brought to light by Nicholls (1988). These leaders are believed to be crucial in the growth of groups and organizations, as they are credited with raising followers' consciousness of pivotal issues and bolstering their self-assurance (Kuhnert & Lewis, 1987). They have great influence, empathy, intellectual curiosity, and motivation.

Based on the research of many authors, including Nsom et al. (2019), we can identify four distinct behavioral components of TL.

The captivating behaviors of a leader in service of ideals and goals are at the heart of idealistic influence. It is assumed in this section that a leader's captivating actions will inspire trust, admiration, and loyalty in his or her followers (Efianda & Iswahyuni, 2021). In the same way that the leader communicates an enticing vision, mission, and high set of expectations to be followed, his or her behavior becomes idealized and reflects itself in the collective values and actions of the organization (Jowah & Alagha, 2021).

When a leader takes into account each member of their team as an individual, they are more likely to give them the resources, opportunities, and feedback they need to flourish in their roles. In addition, these leaders facilitate possibilities for development and self-actualization by connecting the needs of the individual with those of the organization.

Leaders who engage in intellectual stimulation push their followers to think creatively about how to approach difficulties and carry out their daily obligations by questioning the validity of their own assumptions and those of their superiors. The leader encourages his or her followers to think critically and take intellectual risks by appealing to their reasoning abilities (Fiaz et al., 2017a).

Inspiring others entails setting a positive example by consistently engaging in the kinds of actions that are valued, as well as inspiring them to work toward a common goal. It entails inspiring devotees to act on their convictions in order to realize a lofty but doable goal.
2.3.2 The Transformative Leadership Model by Kouzes and Posner

Similar theories of leadership, such as visionary leadership, charismatic leadership, and TL, have been the subject of study over the past 22 years (McCleskey, 2014b). Kouzes & Posner (2006) are two of the most prominent scholars of transformative leadership. Modeling the way, inspiring a shared vision, challenging the process, empowering others to act, and stimulating the heart are the five core leadership behaviors outlined in their model of TL. The following sections elaborate on each of these procedures.

Showing others, the ropes mean getting your hands dirty and proving yourself worthy of respect as a leader. Leadership requires knowing, declaring, and defending one's own personal principles and convictions (O’Reilly & Chatman, 2020). Once these conditions are met, the leader must match his or her activities with the values of the group. People are more likely to be dedicated, enthusiastic, and creative when they have common beliefs and speak the same language.

To **inspire a common vision**, an organization must rally its supporters around a compelling mental picture of where it could go in the future. A compelling vision should inspire its followers and give them a feeling of purpose, and it should be based on the values of both the leader and the organization. For this, you'll need a deep familiarity with their wants, fears, desires, and values. Therefore, it entails developing a future-oriented vision and recruiting supporters by appealing to their common ideals and hopes (Carless et al., 2000).

To **"challenge the process"** is to question the established order, show initiative, back promising concepts, and push for improvements. It entails actively seeking out and making the most of chances for personal and professional development. It also requires being willing to take risks, achieve incremental successes, and grow from setbacks (Ackoff, 1999).

Trust, teamwork, and individual growth are the pillars of an **empowering environment**. As part of this process, team members learn to work together toward common goals in an atmosphere of mutual trust (Ackoff, 1999; Carless et al., 2000).

To **"encourage the heart"** is to root for people, acknowledge their efforts, and celebrate their achievements as they move the group closer to its goal. It entails paying tribute to workers, commending outstanding efforts, and associating pay with productivity. Developing a sense of shared accomplishment is also essential.
Kouzes & Posner (2006) models of TL make it clear that this kind of leadership is used through actions that bring about a common goal to which the leaders are dedicated and which the leaders then stimulate and gives authority to followers to accomplish. As a result, we are able to accomplish more with less resources. Building a morally superior organization requires not just a shift in the company's bottom line and overall strategy, but also a shift in the mindsets of employees and the company as a whole (Kouzes & Posner, 2018).

In light of the complexities of the 21st century and the current international economic slump, managers are becoming more cognizant of the difficulties they face. Perceptions of leadership and leader-follower roles have shifted as a result of the effect of such difficulties on managers, individuals and their particular positions within the organization (Bono et al., 2007).

An increasing body of literature examines how employees' perceptions of their leaders affect organizational outcomes with a focus on employees' intentions to leave the company (Ali, 2021; Ayman & Korabik, 2010; Cheng et al., 2002; Karatepe et al., 2019; Porath et al., 2015; Pratima, 2019; Rickley & Stackhouse, 2022; Sungur et al., 2019).

Given the aforementioned economic pressures, there is no doubt that this body of research will continue to mature as academics and businesses look for ways to maximize positive organizational outcomes by making the most of what they already have—including the power of their leader-follower relationships. To achieve this goal, researchers will need to analyze the relationship between leadership style and outcomes for the organization, including employee turnover (Brougham & Haar, 2020; Lachman & Aranya, 1986). The objective of this literature review is to delve into this dynamic by looking at the link between TL and employee resignation.

2.4 Transformational Leadership (TL) style in educational field

It can have a significant implication in the arena of educational field in Pakistan as it has in other fields of life (Woods & Martin, 2016). The educational leaders in Pakistan should adapt TL keeping in mind their own local culture and context to fit it better. It can bring a vital and evident positive change in educational field where they need to prioritize development and growth of their team members by providing them guidance, support and trainings and this all will lead to better efficiency of teachers and good educational standards of students (Zahida Mansoor, 2015). In order to ensure more holistic and comprehensive standards of their institutes they need to collaborate and engage the community and all stakeholders to create a positive impact by sharing their plans.
and involving parents, community, students and teachers in decision making to build a strong bond and give a sense of ownership (U. Javed, 2013). Being visionary leaders, they can devise meaningful vision for their organizations with clear sense of purpose and map to navigate towards excellence in educational field and can inspire the team, students and other stakeholders by sharing the purpose behind and can create motivation and compel towards a common goal (Khan et al., 2020).

Simkins et al. (2003) described TL in schools by formulating seven dimensions that include: Creating a mission for the school and setting its priorities, Providing food for thought, Providing one-on-one assistance, Displaying key organizational principles and practices, Clearly having high standards for achievement, Establishing an Effective Learning Environment, Making it easier for students to have a voice in educational policymaking (Harlech-Jones et al., 2005; Raza et al., 2021).

2.5 Employee Engagement (EE)

Human resource and other business professionals have shown an increasing interest in the outcomes that EE is said to deliver, as evidenced through an examination of the published work over the prior two decades. The literature provides a clear picture of the benefits of EE, including higher customer satisfaction, more productive workers, fewer instances of employee absenteeism, and higher work output or revenue (Rama Devi, 2009).

To organize the literature beginning with the first work on the topic described by Arrowsmith & Parker (2013) provided the first thorough overview of the construct's evolution and an integrated definition of EE.

According to the research of Kompaso & Sridevi (2010), engagement was initially conceptualized by the work of Kahn. Kahn (1990) defines "engagement" as the use of one's own self in task behaviors which enhance relationships with coworkers and customers, as well as one's own presence (cognitively, emotionally, and physically) and active full-role performances.

Kahn created and outlined the concept of "personal engagement" and "personal disengagement" to quantify this aspect of one's identity. Building on the work of Hackman and Oldham on the psychological states that determine the motivational potential of work Kahn (1990), he identified three factors that lead to engagement. According to research, these requirements include the presence of significance, security, and accessibility on a psychological level. The satisfaction
gained from one's own role performance is that how the concept of meaningfulness was defined (Saks, 2019). Safety was described as "availability" was characterized as the feeling of having the physical, mental, and emotional resources sufficient to engage in whatever activity required one to be "visible," without worrying about how it could affect one's self-image, status, or professional prospects. (Lee et al., 2020). According to (Satata, 2021), the first literature to conceptualize disengagement as the opponent of engagement was written by Maslach et al. (2001), who saw engagement as the antithesis of burnout. "a consistent, high level of employee motivation and satisfaction," they said" that is characterized by vigor, dedication, and absorption." One's vitality can be gauged by their level of energy, mental toughness, and commitment to their task. Strong participation, excitement, and pride in one's work, as well as feeling inspired and challenged, are hallmarks of a dedicated worker. Definitions of absorption from several sources (include intense focus and complete immersion in one's job (Chanana & Sangeeta, 2021; Saks, 2019). Maslach et al. (2001) definitions of engagement all had substantial overlap with one another in terms of their respective physical, cognitive, and emotional dimensions. As stated by Arrowsmith & Parker (2013), this work offered a solid groundwork upon which further hypotheses might be constructed.

Using Gallup data, Harter et al. (2002) developed a groundbreaking framework for understanding EE, which was presented in "First break all the rules" by Pugh & Dietz (2008), characterized EE as "involvement, satisfaction, and enthusiasm" in one's work. Theirs was the pioneering effort that connected the dots between EE and increased productivity and earnings for businesses as a whole. This way of thinking about engagement emphasized the importance of breaking it down into its component parts and analyzing them separately.

The first study to examine Kahn's proposed trifecta of usefulness, security, and accessibility was conducted by Harter et al. (2009). A strong, positive correlation exists between participation and these three psychological variables was observed, expanding on earlier research by Kahn. The seminal work on the causes and effects of EE was done by Saks (2006), who followed their lead. Employee involvement was the focus of his presentation, which is depicted in Figure 2.1. The following was discovered by Saks (2006) in their investigation:

- The distinction between work and organizational commitment is substantial.
- To what extent do employees feel supported by their organization?
Job engagement is predicted by job features, while organizational engagement is predicted by procedural justice.

Figure 1

*Employee Engagement (EE): A Model of Its Causes and Effects*

That both types of involvement acted as a mediator between the antecedents and outcomes like job satisfaction, loyalty, willingness to leave, and OCB in the workplace.

Saks (2006) research established a strong correlation between EE and resignation, as well as between EE and aspects of the workplace.

The next ground-breaking work was conducted by Ferguson & Carstairs (2007). They drew parallels with Sacks's work and provided a theoretical model of EE that differentiates among trait engagement (which is influenced directly by job design characteristics), state engagement (which is directly influenced by the existence of TL), and behavioral engagement (which is influenced indirectly by TL due to its direct effect on trust). Their research established a crucial link between EE and the theory of job characteristics, and between EE and the theory of leadership, indicating the critical role of leadership behaviors in mediating EE.

In contrast to Pugh & Dietz (2008), who define engagement as the absence of burnout, Maslach et al.(2001) argue that burnout and engagement are separate concepts that deserve to be evaluated.
separately. They show that, despite the fact that burnout and engagement are diametrically opposed psychological states, a low engagement score does not always indicate that a worker is unmotivated. According to their criteria, then, engagement entails:

"Engagement" is a positive, fulfilling, work-related state of mind characterized by vigor, dedication, and absorption rather than a momentary and specific state that is not focused on any particular object, event, individual, or behavior.

The work of these forefathers of EE has been synthesized by Pugh & Dietz (2008), who define engagement as "an individual employee's cognitive, emotional, and behavioral state directed toward desired organizational outcomes." It's a succinct way of describing the combination of persona and work that creates the conditions for successful business outcomes.

While the focus of this literature review was on EE, it is clear from the aforementioned authors' research that there are connections between the antecedents or variables of EE and those of the other constructs relevant to this investigation. EE has been shown to correlate with both leadership behavior and resignation intent (Saks, 2006). Moreover, work features have been shown to affect EE (Saks, 2006). Later in this literature study, we delve even deeper into these connections.

2.6 Transformational Leadership (TL) and Employee Engagement (EE)

In Accordance to the research of Bodenhausen & Curtis (2016), transformative leadership has a strong correlation with EE. According to their theory, TL influences behavioral engagement indirectly, via state engagement and trust. According to Azka et al. (2011), engagement is achieved when an individual feels a sense of belonging to both his work and his community through the expression of his "preferred self" in task behaviors. Azka et al. (2011) focuses on the role of three psychological factors—a sense of significance, accessibility, and security in fostering participation. According to Edmondson & Lei (2014), Psychological safety refers to the confidence that comes from knowing that putting one's true self out there will not have a negative impact on one's reputation, standing, or professional prospects. Trust in one's organization and its leadership is essential for this. According to the TL model proposed by Ming et al. (2015), an effective leader inspires confidence in his group, earns the respect of his subordinates, and sets an example for his team to follow.

Satisfaction, participation, dedication, and control are all aspects of state engagement (Yasin Ghadiet et al., 2013).

Saks (2006) discovered that employees were more invested in their jobs and their companies if they felt they had the backing of their superiors. Individual encouragement is crucial to the work of a transformational leader. Recognizing each person's uniqueness and supporting them through coaching, delegating, counsel, and feedback for growth are all examples of individual consideration in the model proposed by (Edmondson & Lei, 2014). According to the model of Kouzes & Posner (2018), leaders help others by taking steps that pave the way for others to take action, with a focus on providing them with chances to learn and advance. It is also included in leadership behaviors associated with stimulating the heart, such as rooting for people to succeed and praising their efforts when they do (Wanless, 2016).

Given that EE is also focused on peak, the definition of TL, which emphasizes the impact this style has on its followers by inspiring them to go above and beyond, lends further credence to the idea that the two are inextricably linked.

All of this points to the need of TL in fostering EE. For the purposes of this research, it is hypothesized that a greater emphasis on the TL style inside an organization will lead to more enthusiastic participation from workers. This idea is represented by the following hypothesis:

**H1: The Transformational Leadership (TL) style is positively correlated with Employee Engagement (EE)**

### 2.7 Conceptual Framework

Below is the conceptual framework for the master thesis, where Transformational Leadership (TL) is the independent variable and Employee Engagement (EE) is dependent variable.

**Figure 2**

*Illustration of the theoretical connections between TL and EE.*
Chapter 3: Research Methodology

In this chapter we are presenting the process and steps taken to investigate the impact of Transformational leadership. We opted positivistic approach to examine the relation between Employees Engagement and Transformational leadership style, then we present our deductive research approach and after that we present collection of data through questionnaire and will discuss the process of analyzing the data collected and present the results.

3.1 Research Philosophy

According to Creswell and Poth (2018), researchers always consider certain beliefs and philosophical assumptions that have an impact how a researcher finds information to answer the question and serve as the foundation for evaluating a study. Researchers develop research questions; plan how to examine the topic, design research, and select data gathering and analytic methodologies to come up with conclusion and results. (Moroi, 2021)

Paradigms considered in this research were Ontology and Epistemology. Ontology is primarily concerned with the phenomenon's nature of existence trying to dig an answer or reality to a research topic by pointing to existing types of data/information that is available (Goertz, 2012). Epistemology deals with internal factors helping the researchers to uncover knowledge and get the results by exploring reality. It also concerns and related to the researchers own judgment to distinguish between right and wrong to reach the conclusion Based on our research question positivistic approach was adopted. Positivism and interpretivism are two paradigms considered by the researchers where the positivists have a natural and unbiased neutral point of view and remain impartial. They gather data by their observations of the processes by using questionnaires and other data collecting tools. Purpose is to test the hypothesis against the collected data and analyse the results based on the previous theories and data collected. By using interpretivism the researchers can describe subjective meanings from the responses and data collected (Alharahsheh, 2020).

3.2 Research Approach:

This study used a quantitative, non-experimental research approach. The method relied on deductive reasoning to evaluate objective ideas by analyzing correlations between Employees Engagement uncontrolled variables - Transformational Leadership (Creswell, 2018). The degree and direction of the associations between Employees Engagement and Transformational Leadership style- the dependent and independent variables were analyzed using a correlational methodology in this design.
3.3 Role of Theory in Research: Deductive
In research process different research approaches are utilized i-e inductive, deductive or abductive research. Our research is based on exploratory method to test the impact of Transformational leadership style on the other variable Employees Engagement. Very less research has been done in this field in Pakistan so in the light of our research philosophy we tried to understand it through theory so our research started with theoretical understanding and our hypothesis is developed so a deductive approach was adopted. In deductive research approach the researchers start with actual facts, create conceptual framework and draw hypothesis on the basis of previous studies and generalize it to test it through surveys, questionnaires to collect data, evaluate and draw conclusion. It starts with general ideas to specific results. (Newman, 2000)

3.4 Research Design
A quantitative, non-experimental research design was used in this study. Creswell (2018) evaluated objective ideas using deductive reasoning by examining correlations between uncontrolled variables (such as TL and EE). Using a correlational methodology, the degree and direction of the associations between the dependent and independent variables were investigated in this design.

According to our research mentioned above Transformational leadership has a positive impact on Employees Engagement’s performance in an organization, so according to our main purpose of research Transformational Leadership practices are different in different scenarios so we intended to research the impact of Transformational Leadership in the educational field. We investigated teachers working in different schools of Gujrat region in Pakistan. Using questionnaire was a more suitable and practical and less expensive approach to investigate the impact of this leadership style. It is possible that this research design has limitations that should be taken into account while analyzing the data. Due to the fact that correlation does not always equal causality, it provides low internal validity and leads to uncertainty in drawing conclusions about cause and effect from the results. A study was carried out to examine the connection among private school teachers' perceptions of Transformational Leadership and their levels of engagement in order to sidestep the potential for opportunistic extrapolation from limited data.

3.4.1 Development of our Thesis purpose:
As one of the members worked in Beaconhouse School System, a private school system in Pakistan as a teacher and experienced different leadership styles while working with team leads, school heads and managers working at Head office. She witnessed and experienced many flaws and
mismanagement by the leaders who were following different leadership styles in different scenarios and this all had a direct impact on engagement and motivation level and job satisfaction of the Employees. She also realized while working for 11 years in education field in Pakistan that leaders were not trained and were not aware of the importance of identifying their personal leadership traits and their implementation as very less research has been done in this field in Pakistan. It is possible to improve the sector by planning and training the leaders where they can utilize transformational leadership to develop their teams and enhance their engagement to show better results. As the member had insight knowledge about schools and worked in different capacities and levels so we thought to utilize this knowledge and further research in this field so we did further collection of data by reading more research articles and read old and new material published in different countries and in Pakistan as well.

3.5 Empirical Data Collection Method

Based on our methodological choices i.e. deductive and quantitative study in this part we actually describe how we collected the empirical data for this thesis in order to find out the relation between Transformational Leadership and Employees Engagements Engagement.

3.5.1 Development of the Questionnaire

Based on our purpose of research with positivistic perspective we wanted to do a quantitative study in a deductive way so we decided to develop a structural questionnaire in order to collect data for our data analysis. As we are in Sweden so it was easy to get the responses from the selected respondents from Pakistan and an easy access for them and a quick way for us to reach people. Also this method of using a questionnaire for testing hypothesis is cost saving and an effective tool as it is easy to get in touch with large number of people and quick access of data.

3.5.2 Population

This study's intended participants are educators at private schools in the Gujrat area of the Punjab province of Pakistan. However, the demographic from which the sample was collected was private school teachers in the Gujrat area.

3.5.3 Respondent Selection and Presentation Size of Sample

Determining a sufficient number of people to sample from a larger population is called "sample size determination" (Hoenig & Wenz, 2021). It is an essential aspect of any study that tries to generalize findings from a sample to the entire population (Hoenig & Wenz, 2021). To ensure enough data is collected to provide sufficient statistical power, it is crucial to calculate the required
minimum sample size prior to collecting the data (Marshall et al., 2013). The strength of statistical analysis and the generalizability of statistical findings are both impacted by sample size (VanVoorhis et al., 2007). Researchers have significant challenges when trying to produce the greatest feasible sample size for survey research due to constraints like time and money. While determining sample size, a small number of researchers have suggested using ten observations for each free parameter reviewed the literature and concluded that absolute minimum sample sizes are preferable to item ratios or relative samples (Chaokromthong et al., 2021).

In conclusion, various approaches exist for determining an adequate sample size. The sample size for this study will be determined using the formula proposed by (Yamane, 1968). When the total population size is known, this straightforward formula can be applied. Yamane (1968) provides sample size calculation using the following formula:

\[ n = \frac{N}{1 + Ne^2} \]

Where:
- \( n \) = size of the sample
- \( N \) = the study population
- \( e \) = significance level set (0.05 set in current research)

It is calculated as follows:

\[ n = \frac{12444}{1 + 12444 \times (0.05)^2} \]
\[ n = \frac{12444}{1 + (12444 \times 0.0025)} \]
\[ n = \frac{12444}{1 + (31.11)} \]
\[ n = 12444/32.11 \ n = 387 \]

3.5.4 Sampling Unit

Male and female educators in private schools in the Gujrat area of Punjab, Pakistan, fall under the category of "a unit of analysis" in sampling designs. Teachers are handpicked because they serve a pivotal role in shaping future generations and ensuring that institutions of learning are efficient and competent. Therefore, it is important to conduct studies of this nature in order to learn how educators feel about school leadership a teacher who just teaches one subject is not being a "true" educator. Values, rules, and proper citizenship and social behavior are all topics that should be covered in school.
These kinds of actions might begin in or out of school. It is impossible for a teacher to gauge their true impact on students. Employees that are invested in their work and go above and beyond are essential for organizational success, including schools (Khan et al., 2020).

### 3.5.5 Measuring Instruments

The following items make up the research questionnaire designed for this study:

- an introductory write-up detailing the research's focus and the questionnaire's structure.
- the physical unit of measurement

The measuring device can be seen in its entirety in the Appendix, which is divided into three parts (A, B, and C). Various questions were included to ensure that we had the data we needed.

**Section A** asked for standard demographic data such as respondent's age, native tongue, marital status, greatest level of education, ethnicity, occupational classification, and gender. This component of the questionnaire was included not because the information it collects is relevant to the study, but because of the potential usefulness it could have for future studies and the company.

In **Section B**, we used a modified version of the Multifactor Leadership Questionnaire - Form 5 X (MLQ-5X) developed by Avolio & Bass (1995) gauge how subordinates felt about their superiors' leadership styles. From a total of 45 items, Engelbrecht et al. (2005) reduced the scale to 32. Only the 20 items from the TL component were used for analysis in this study. Items assess how often respondents felt their managers or supervisors used specific TL styles. Each item is graded on a five-point Likert scale, where one indicates “not at all” and five indicates “frequently if not always”. Overall, the items were phrased in a good light, so there was no need to think about them. The alpha values for each of the scale provide adequate confirmation of the reliability and validity of this measure (Engelbrecht et al., 2005).

The level of interest shown by respondents was measured in **Section C.** 12-item Wright W Alarcon (2009) Work Engagement Scale (WWES) was used. The instrument employs a five-point Likert scale, where one indicates “not at all” and five indicates “frequently if not always”. Four of the scale's original 12 elements were adversely worded and required modification. The Utrecht Work Engagement Scale (UWES) has an alpha coefficient of 0.94 (Alarcon, 2009), hence the internal consistency study of this scale yielded a score that makes this scale reliable to be used in this study.
Chapter 4: Empirical Data Collection

Quantitative methods such as SPSS and PLS were used to analyze the acquired data and develop conclusions. The characteristics of the sample used to collect the data are included in the results and analysis.

Using a sample of school teachers from private schools in Gujrat with a total number of 387 participants, a quantitative research strategy that did not involve experiments was applied. Participants were invited to fill out a questionnaire that examined their self-reported experiences of work engagement as well as the perceived presence of the TL style. All of the scales were found to have appropriate reliability after being subjected to reliability testing in order to evaluate the measuring qualities of the various measures. Using correlations, regression analysis, and one-way relationships between the ordinal variables that were looked at, all of the hypothesized relationships between the different constructs were shown to be true.

4.1 Demographic Data

The responses to the biographical questions in the survey are irrelevant to the research question. The biographical data analysis results are included, though, in case they prove useful for further study or the business in other ways. Histograms are used to display these numbers, which include both the number of people in the sample and the total number of people who answered this question in the survey.

In this investigation, participants filled out their own surveys. This method is effective for quickly collecting massive amounts of information. Because more than one city was included in the survey's scope, the surveys were administered exclusively online. Since teachers could take their time filling out the survey, the researcher was able to keep costs down without sacrificing response rates. To ensure the respondent's anonymity, no questions or fields were included in the survey that may be used to identify them. A convenience sample of 387 teachers from private schools in the Gujrat area filled out questionnaires. Of the 387 surveys sent out, only 297 were returned, with only 285 usable responses. The response rate is (285/387) % = 73%, with the remaining 12 disregarded due to incomplete returns. The pattern of frequency distribution of each demographic element in the questionnaire is shown in a series of tables (1–7).
4.1.1 Age Distribution of respondents

The age distribution of this survey's respondents is seen in Table 1.

Table 1

Age distribution of respondents

<table>
<thead>
<tr>
<th>Age</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>21-30</td>
<td>147</td>
<td>51.6</td>
</tr>
<tr>
<td>31-40</td>
<td>108</td>
<td>37.9</td>
</tr>
<tr>
<td>41-50</td>
<td>19</td>
<td>6.7</td>
</tr>
<tr>
<td>Above 50</td>
<td>11</td>
<td>3.9</td>
</tr>
<tr>
<td>Total</td>
<td>285</td>
<td>100.0</td>
</tr>
</tbody>
</table>

According to figure 3 (Respondents' Age Distribution), 51.6% of participants were between the ages of 21 and 30, followed by 37.9% of those aged 31 to 40, 6.7% of those aged 41 to 50, and 3.9% of those aged 50 and up.

Figure 3

Histogram showing Ages distribution of respondents.
4.1.2 Gender

As seen in Table 2, this survey's sample population includes respondents of both sexes.

Table 2

*Gender distribution of respondents*

<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>108</td>
<td>37.9</td>
</tr>
<tr>
<td>Female</td>
<td>177</td>
<td>62.1</td>
</tr>
<tr>
<td>Total</td>
<td>285</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Females made up 62.1% of the total number of respondents, as shown in Figure 4, while males accounted for only 37.9% of the total overall sample of 285 respondents.

Figure 4

*Histogram showing gender distribution of respondents.*
4.1.3 Marital Status

In Table 3 we see the marital status of the people who were taken into account in the survey sample.

Table 3

<table>
<thead>
<tr>
<th>Marital Status</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Married</td>
<td>155</td>
<td>54.4</td>
</tr>
<tr>
<td>Unmarried</td>
<td>130</td>
<td>45.6</td>
</tr>
<tr>
<td>Total</td>
<td>285</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Figure 5

Histogram showing Marital status of respondents.
4.1.4 Qualification

Table 4 illustrates those who took part in this survey who achieved the highest levels of certification.

Table 4

Qualification distribution of respondents

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master’s degree</td>
<td>222</td>
<td>77.9</td>
</tr>
<tr>
<td>MS/M.Phil.</td>
<td>39</td>
<td>13.7</td>
</tr>
<tr>
<td>Ph.D.</td>
<td>2</td>
<td>.7</td>
</tr>
<tr>
<td>Graduation</td>
<td>22</td>
<td>7.7</td>
</tr>
<tr>
<td>Total</td>
<td>285</td>
<td>100.0</td>
</tr>
</tbody>
</table>

A degree or an honors or master's degree was held by the majority of the respondents in our sample (77.9%), indicating that these individuals had achieved some level of formal education. Only 13.7% of those polled held a Master of Science or Master of Philosophy degree. In this sample, 0.7% of the people have a PhD, which is the greatest level of education that is represented, while only 7.7% have a graduation level education. As a result, the total sample size of 285 responders can be considered to have a high level of qualification.
4.1.5 Experience

Table 5 presents the overall experience observed within the sample for this survey.

Table 5

*Experience of respondents*

<table>
<thead>
<tr>
<th>Experience</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>below 5 years</td>
<td>87</td>
<td>30.5</td>
</tr>
<tr>
<td>5-10 years</td>
<td>132</td>
<td>46.3</td>
</tr>
<tr>
<td>11-15 years</td>
<td>56</td>
<td>19.6</td>
</tr>
<tr>
<td>above 15 years</td>
<td>10</td>
<td>3.5</td>
</tr>
<tr>
<td>Total</td>
<td>285</td>
<td>100.0</td>
</tr>
</tbody>
</table>

According to the data presented in the histogram (figure 7), 46.3% of the workforce has between five and 10 years of experience. Only 3.5% of those surveyed have more than fifteen years of experience working in various professional organizations, while 30.5% of the participants have
fewer than five years of experience, 19.6% of the respondents have eleven to fifteen years of experience from the total sample of 285 respondents.

**Figure 7**

*Histogram showing experience of respondents*

![Experience Histogram](image)

<table>
<thead>
<tr>
<th>Experience Level</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 5 years</td>
<td>87</td>
<td>30.5</td>
</tr>
<tr>
<td>5-10 years</td>
<td>132</td>
<td>46.3</td>
</tr>
<tr>
<td>11-15 years</td>
<td>56</td>
<td>19.6</td>
</tr>
<tr>
<td>Above 15 years</td>
<td>10</td>
<td>3.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>285</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

**4.1.6 Working Status**

Table 6 illustrates the overall employment status of the survey respondents who were employed in the various private schools that participated in the survey.

**Table 6**

*Working status of respondents*

<table>
<thead>
<tr>
<th>Working Status</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full time</td>
<td>280</td>
<td>98.2</td>
</tr>
<tr>
<td>Part time</td>
<td>2</td>
<td>.7</td>
</tr>
<tr>
<td>No paid employment</td>
<td>3</td>
<td>1.1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>285</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

According to the histogram, 98.2% of the workforce at the schools that were sampled is comprised of full-time workers, making up the vast bulk of the workforce there. Seven percent of respondents work
in private schools as substitutes, visiting teachers, or part-time instructors; approximately one percent of respondents do not have any paid employment.

**Figure 8**

*Histogram showing Working Status of respondents*

![Working Status Histogram]

**4.1.7 Monthly Income**

The full range of monthly incomes that were seen in the sample used for this study is presented in table 7.

**Table 7**

*Monthly income of respondents*

<table>
<thead>
<tr>
<th>Monthly Income</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 29999</td>
<td>90</td>
<td>31.6</td>
</tr>
<tr>
<td>30000-39999</td>
<td>110</td>
<td>38.6</td>
</tr>
<tr>
<td>40000-49999</td>
<td>51</td>
<td>17.9</td>
</tr>
<tr>
<td>above 50000</td>
<td>34</td>
<td>11.9</td>
</tr>
<tr>
<td>Total</td>
<td>285</td>
<td>100.0</td>
</tr>
</tbody>
</table>
According to the histogram presented in figure 9, 38.6% of the workforce has a wage that falls somewhere between 30,000 and 40,000 dollars. 31.6% of respondents working in private schools earn salaries in the low wage bracket, which is defined as thirty thousand dollars or less. 17.9% of respondents have salaries in the range of forty to fifty thousand, while only 11.9% of respondents have salaries that are greater than fifty thousand. These income statistics also demonstrate that instructors working in privately owned schools in the district of Gujrat are given a salary that falls within a low range.

**Figure 9**

*Histogram showing Monthly income of respondents.*

4.2 Diffusion of Questionnaire

While designing the questionnaire and developing different kind of questions we explored and checked many questionnaires available at Google forms and used in different kinds of research as a process of diffusing our questionnaire. Using Google form is a convenient way to access and collate the data received so we developed a questionnaire and put it on Google forms so the respondents could easily fill them. We shared the web link with the school heads- a few old colleagues of one of the authors. We explained the purpose of the questionnaire to them and they share it on What’s app groups with their teachers who positively participated and responded with their willingness.

4.3 Reliability of the Measurement Scale

Before determining associations between particular constructs or variables, it is essential to validate the needed self-assurance that the instruments that were used do really represent the variables they
have been charged to reflect in this study. This confidence must be ensured before the connections between certain concepts or variables may be established. To achieve this goal, the degree to which the items on the respective scale measure the similar primary attribute was determined by calculating the internal consistency and reliability of the item(s) contained within each instrument. The Cronbach's alpha coefficients were computed in order to offer an insight into the inter-item correlations that exist within each respective scale. According to Drost 2011, the values of Cronbach's alpha can range anywhere from 0 to 1, with values closer to 1 indicating a very reliable scale and values closer to 0 indicating a scale with a poor level of reliability. The performance of these calculations has the implication of allowing one to find and exclude items, which does not contribute towards the internally reliable explanations of scales, hence increasing the test's internal consistency and reliability (Morrow Jr & Rosenthal, 2003). When one does these computations, it becomes possible to identify and remove items that do not correspond to an internally consistent description of scales. Through this procedure, overall scale reliability ratings can be flagged and monitored for possible change if there is a noteworthy intensification in the value of the coefficient when items are eliminated.

An investigation into the reliability of each scale used in this survey, including the WWES and the MLQ-5X, was carried out. The findings suggested that there was no issue with the dependability of any of the scales.

4.4 Data Collection
This research used a self-report survey approach. This strategy is well-suited to accumulating massive data in a short length of time. The questionnaires were sent out digitally because the survey's coverage area spanned more than one city. Ultimately, this allowed the researcher to keep the costs low, while the teachers who participated in the survey were allowed to do it at their own pace and in their own time. In order to protect the respondent's privacy, no questions or fields on the questionnaire were designed to collect or reveal personally identifying information. A random sample of instructors from the private schools in the Gujrat district filled out 387 questionnaires. Only 297 of the 387 questionnaires were returned, with only 285 useable responses. The other 12 were not included since they were returned in an incomplete state.

4.5 Data Analysis
Cronbach's alpha was used for the reliability analysis. The level of reliability determined by using an alpha of 0.7. Correlations were employed to examine the independence of paired ordinal variables. Partial Least Squares Hopkins & Sarstedt (2014) was used to evaluate the magnitude of the effect.
Frequency tables were used to summarize the data. All of the PLS analyses were conducted in IBM SPSS 25. The same data analysis technique was also used for all the descriptive statistics.

**Chapter 5: Results and Analysis**

This chapter is focusing on the result and analysis understanding and evaluating the impact of Transformational leadership style on Employees Engagements.

5.1 The Transformational Leadership (TL) Scale

The following table presents the findings of an investigation into the degree to which each item in each of the four dimensions of TL possessed an acceptable internal consistency level.

Alpha value for the TL scale is measured and it encompasses the suggested value of 0.7 (Westen & Rosenthal, 2003), which indicates that it meets expectations. It was determined that each item contributes in a manner that is adequate to the homogeneity of the various subscales to which it belongs.

**Table 8 Cronbach's Alpha Based on Standardized Items**

<table>
<thead>
<tr>
<th>Variable</th>
<th>Cronbach's Alpha</th>
<th>N of Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transformational Leadership (TL)</td>
<td>.829</td>
<td>20</td>
</tr>
</tbody>
</table>

It is important to take note of the low value, which is 0.139 of the item total correlation for item 5, as well as the value, which is 0.058 for item 18. This raises a red flag, indicating that it is possible that this item does not have a strong correlation with the remaining items on this scale. Due to the fact that removing this item from the scale does not result in a discernible rise in the overall scale's alpha value, removing it was deemed superfluous for the purposes of the current investigation. With the exception of items 5 and 18, the value of the item total correlation ranges from 0.425 to 0.692. This is the case regardless of which items are being considered. According to the criteria established by Everitt, B.S. (2002), the presence of a tiny item-correlation offers empirical evidence that the item in question is not measuring the same construct as the other items that are included. If the correlation value for an item is less than 0.2 or 0.3, it shows that the item in question does not correlate very well with the scale as a whole, and as a result, the item in question
may be eliminated. Therefore, this range demonstrates that the goods have a reasonable degree of reliability.

**Table 9 Item Total statistics of TL Scale**

<table>
<thead>
<tr>
<th>Transformational Leadership (TL) Scale</th>
<th>Corrected Item-Total Correlation</th>
<th>Cronbach's Alpha if Item Deleted</th>
</tr>
</thead>
<tbody>
<tr>
<td>TL1</td>
<td>.584</td>
<td>.816</td>
</tr>
<tr>
<td>TL2</td>
<td>.554</td>
<td>.818</td>
</tr>
<tr>
<td>TL3</td>
<td>.381</td>
<td>.824</td>
</tr>
<tr>
<td>TL4</td>
<td>.433</td>
<td>.820</td>
</tr>
<tr>
<td>TL5</td>
<td>.139</td>
<td>.880</td>
</tr>
<tr>
<td>TL6</td>
<td>.624</td>
<td>.814</td>
</tr>
<tr>
<td>TL7</td>
<td>.550</td>
<td>.817</td>
</tr>
<tr>
<td>TL8</td>
<td>.443</td>
<td>.820</td>
</tr>
<tr>
<td>TL9</td>
<td>.618</td>
<td>.813</td>
</tr>
<tr>
<td>TL10</td>
<td>.672</td>
<td>.811</td>
</tr>
<tr>
<td>TL11</td>
<td>.531</td>
<td>.817</td>
</tr>
<tr>
<td>TL12</td>
<td>.692</td>
<td>.812</td>
</tr>
<tr>
<td>TL13</td>
<td>.442</td>
<td>.820</td>
</tr>
<tr>
<td>TL14</td>
<td>.601</td>
<td>.815</td>
</tr>
<tr>
<td>TL15</td>
<td>.658</td>
<td>.812</td>
</tr>
<tr>
<td>TL16</td>
<td>.615</td>
<td>.812</td>
</tr>
</tbody>
</table>
5.2 The Wright Work Engagement Scale

Table 10 displays the findings of an investigation into the degree to which each of the 12 elements on the EE scale developed by Alarcon (2009) may be relied upon.

The WWES scale had an alpha of 0.944 according to Cronbach's formula. The fact that this is more than the suggested value of 0.7 indicates that it meets expectations.

Table 10 Item Total statistics of EE Scale

<table>
<thead>
<tr>
<th>Variable</th>
<th>Cronbach's Alpha</th>
<th>N of Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employee Engagement (EE)</td>
<td>.944</td>
<td>12</td>
</tr>
</tbody>
</table>

The fact that the value of the item total correlation of every single item falls between the range of 0.654 and 0.800 is an interesting fact to take into consideration. According to the criteria established by Drost (2011), the presence of a tiny item-correlation offers empirical evidence that the item in question is not measuring the same construct as the other items that are included. If the correlation value for an item is less than 0.2 or 0.3, it shows that the item in question does not correlate exceptionally well with the scale as a whole, and as a result, the item in question may be eliminated. Therefore, this range demonstrates that the goods have a reasonable degree of reliability.

Table 11 Item Total statistics of EE Scale

<table>
<thead>
<tr>
<th>Employee Engagement (EE) Scale</th>
<th>Corrected Item-Total Correlation</th>
<th>Cronbach's Alpha if Item Deleted</th>
</tr>
</thead>
<tbody>
<tr>
<td>EE1</td>
<td>.764</td>
<td>.939</td>
</tr>
</tbody>
</table>
5.3 Results of the Correlation Analysis

Based on research in the relevant literature review, specific hypotheses concerning the correlations that exist between the variable constructs of TL, EE. In Chapter 2, a simplified representation of these relationships may be seen (please refer to Figure 2).

In this particular study, Pearson correlation coefficients were used to investigate the conjectured link that existed between the variables. Because of the small sample size and that it doesn't assume normality as a given parameter; the correlation coefficients were utilized as an alternate method to confirm these findings. This method is non-parametric. According to Drost (2011) research, numbers that are closer to 1 are suggestive of a high positive correlation, whilst values that are closer to -1 are suggestive of a strong negative correlation.

The following table details the findings of the investigation into the hypotheses that was Figure 1 investigated.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>EE2</td>
<td>.754</td>
<td>.939</td>
</tr>
<tr>
<td>EE3</td>
<td>.654</td>
<td>.942</td>
</tr>
<tr>
<td>EE4</td>
<td>.800</td>
<td>.937</td>
</tr>
<tr>
<td>EE5</td>
<td>.719</td>
<td>.940</td>
</tr>
<tr>
<td>EE6</td>
<td>.780</td>
<td>.938</td>
</tr>
<tr>
<td>EE7</td>
<td>.748</td>
<td>.939</td>
</tr>
<tr>
<td>EE8</td>
<td>.732</td>
<td>.940</td>
</tr>
<tr>
<td>EE9</td>
<td>.786</td>
<td>.938</td>
</tr>
<tr>
<td>EE10</td>
<td>.761</td>
<td>.939</td>
</tr>
<tr>
<td>EE11</td>
<td>.664</td>
<td>.943</td>
</tr>
<tr>
<td>EE12</td>
<td>.760</td>
<td>.939</td>
</tr>
</tbody>
</table>
5.3.1 Testing the association between TL and EE

Figure 10 depicts the findings of a statistical investigation into the connection between transformative leadership and EE. The findings are given in the context of the diagram.

**Figure 10**

*Scatterplot indication of TL and EE*

![Correlation Analysis of TL and EE](image)

It was discovered that there is a connection between these two variables, and that connection is a positive one ($r = 0.489$, $p < 0.01$).

**Table 11**

Mean, SD, and Correlation of TL and EE

<table>
<thead>
<tr>
<th>Variable</th>
<th>M</th>
<th>SD</th>
<th>1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Transformational Leadership (TL)</td>
<td>4.11</td>
<td>.70</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>2. Employee Engagement (EE)</td>
<td>3.74</td>
<td>.59</td>
<td>.489*</td>
<td>-</td>
</tr>
</tbody>
</table>

*Note. Table provides correlation between TL and EE

*p < .05. **p < .01.
5.3.2 Regression analysis

Table 12
Model Summary

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.489\textsuperscript{a}</td>
<td>.239</td>
<td>.236</td>
<td>.61765</td>
</tr>
</tbody>
</table>

\textit{Note.} a. Predictors: (Constant), TL

The strength of the link between an exploratory variable and a dependent variable is displayed in the summary table that was just described. The value of R, which represents the strength of the relationship between transformative leadership and EE, is denoted by the correlation coefficient. The value of R is .489, and R square is the coefficient of determination, which is .239; this indicates that the independent variable TL accounts for 24% of the variation in engagement of teachers teaching in private schools.

Table 13
Table of ANOVA Analysis

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regression</td>
<td>33.843</td>
<td>1</td>
<td>33.843</td>
<td>88.714</td>
<td>.000\textsuperscript{b}</td>
</tr>
<tr>
<td>Residual</td>
<td>107.961</td>
<td>283</td>
<td>.381</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>141.804</td>
<td>284</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

\textit{Note.} a. Dependent Variable: EE
b. Predictors: (Constant), TL

In the ANOVA table that was just presented, the p-value of the F-statistics is .000 less than 0.05, which demonstrates that the model is accurate and that the results are significant. This suggests that the dependent variables might be found by utilizing any one of the independent variables.
Table 14

*Table of ANOVA Analysis*

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>T</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
<td>Beta</td>
<td></td>
</tr>
<tr>
<td>(Constant)</td>
<td>1.957</td>
<td>.232</td>
<td></td>
<td>8.438</td>
</tr>
<tr>
<td>1</td>
<td>Transformational Leadership (TL)</td>
<td>.576</td>
<td>.061</td>
<td>.489</td>
</tr>
</tbody>
</table>

*Note. a. Dependent Variable: Employee Engagement*

**Significance of the regression coefficient**

It suggests that either there is a link between the predictor and the response variable, or there is no association at all. The beta value of TL shows 48.9% of the variance in EE accordingly, which is the expected to be highest percentage of the variance. These findings are based on the table that was presented before in this article.

The above table uses "T statistics" to test the regression coefficient, and because the p-value (.000) is lower than the alpha value (0.05), this indicates that TL has a positive influence on EE. Therefore, H1 was approved.

The table that follows provides a summary interpretation of regression analysis and the hypothesis including both the variables of independent and dependent nature, which can be summarized as follows:

**Table 15**

<table>
<thead>
<tr>
<th>Hypothesis</th>
<th>IV</th>
<th>DV</th>
<th>Significance</th>
<th>R Square</th>
<th>α</th>
<th>β</th>
</tr>
</thead>
<tbody>
<tr>
<td>H1</td>
<td>TL</td>
<td>EE</td>
<td>.000</td>
<td>.239</td>
<td>1.957</td>
<td>.489</td>
</tr>
</tbody>
</table>

*Note. IV= Independent variable, DV=Dependent variable, R square= Percent change*
**Equation for H1:**

From the above data following regression line is generated.

\[ Y = \alpha + \beta x \]

\[ Y \text{ (EE)} = 1.957 + 0.489(TL) \]

**Chapter 6: Result Discussion**

**6.1 Introduction**

The interpretation and discussion of the research results that were reported in the prior chapter maybe found in this chapter.

Cronbach's alpha coefficient was used for the reliability analysis that was performed on the measuring scales, and this chapter will begin by discussing the findings of that study. In the second part of the chapter, we will go through the results of the univariate relationships that were established between the ordinal variables that were assessed through the use of correlation and regression. In the end, the results of the regression values were put to use in a test of the hypothesis, as well as in the process of developing the regression equation for discussion purposes.

**6.2 Measurement Scale Reliability**

All of the measurement scales that were utilized in this research produced Cronbach's alpha values that were above 0.7, indicating that the reliability analysis was successful. Nevertheless, particular items were flagged because of the seemingly low internal consistency shown when compared to the remaining items on their respective scales. This was done by examining the items in comparison to one another. On the transformative leadership scale, these factors are represented by items 5 and 18, respectively. A choice was made to keep these items for the sake of this study due to the length of the subscales, the item-total correlations, and the fact that the alpha values that would be influenced by removing these items would only slightly rise. They are, nevertheless, marked for the sake of studies to come in the future.

For the purposes of this study, the dependability of all of the measures was sufficient to indicate that they successfully measured what it was that they were designed to assess.

The literature review was used to develop a theoretical model, and this model makes some
assumptions about the relationships between the various constructs that are relevant to this investigation (see Figure 2). The subsequent sections will go over the findings of the statistical analyses that pertain to the examined relationships between the variables.

### 6.3 Transformational Leadership and Employees Engagement Relationship

There are a number of signs in the research that point to the likelihood of a relationship between Transformational Leadership and Employees Engagement (Avolio & Bass, 1995; Saks, 2006). These suggestions were identified in the literature. According to the findings of this research, there is a significant and positive relationship between these two aspects ($r = 0.48$, $p < 0.01$). As a result, Hypothesis 1 was validated by the findings of the study. This hypothesis claims that there is a positive correlation between the perceived prevalence of the Transformational Leadership style and Employees Engagement. According to the research conducted by Alarcon (2009), the engagement construct is a one-dimensional concept that refers to a positive emotional and cognitive state defined by immersion in work, Employees Engagement energized by work, and Employees Engagement gratified by work. Using this definition of engagement, the data demonstrate that when there is a high frequency of perceived TL behaviors in the leadership of the organization, employees report high levels of a positive affective and cognitive state that is characterized by absorption, vigor, and fulfillment. This positive affective and cognitive state is associated with higher levels of engagement. This ultimately proves to be consistent with a flourishing emotional and mental state associated with high levels of Employees Engagement. This may imply that transformative leadership has a favorable effect on Employees Engagement, which provides convincing information that should be taken into consideration when developing the framework of leadership development efforts and leadership recruitment practices. According to Fiaz et al. (2017), this may also provide persuasive evidence to support the assumption that employees disengage from their work as a result of their management. In order to demonstrate the validity of this hypothesis, however, additional investigation into the nature of the causal connection that exists between Employees Engagement these two concepts will be required.

**Table 16  Summary of Hypothesis**

<table>
<thead>
<tr>
<th>Hypothesis</th>
<th>Result</th>
</tr>
</thead>
</table>


HI: The Transformational Leadership (TL) style is positively correlated with Employees Engagement (EE)

Accepted

To answer the research question of the study, to what extent the Transformational Leadership styles engage employees to achieve maximum output from Employees Engagements, it can be concluded that Transformational Leadership has a more positive impact on in private schools in Pakistan. Under Transformational Leadership, Employees Engagements are well motivated and confident to work.

6.4 Limitations of the Study
The first thing you should be aware of is that the sample that was employed for the purpose of this study does have certain limitations. Given that the sample was collected from a specific level within the Gujrat district, it should not be assumed that the results are indicative of the province or the country as a whole. The sample comprised of the teachers form different private schools across the Gujrat district in Punjab, Pakistan. The teachers were selected at random. The conclusions that might be derived from the findings of this research would mostly be representative of the educational practices that are utilized in the private sector and the leadership that is utilized in the administration of schools in this sector. In addition, the demographic makeup of this sample was not selected in a deliberate manner; as a consequence, caution is the key that must be exercised when inferring interpretation from the data based on certain demographic traits.

This study was designed to derive its conclusions from observations made in the here and now, known as a cross-sectional time period, rather than over a prolonged period of time, known as a longitudinal time period. As a consequence of this, the conclusions are derived from an examination of the results at a single frozen instant in time. It is possible that the information supplied in the results did not take into account any other dynamics that were occurring within the institution or organization at this moment in time, and as a result, any effect that these other dynamics might have had on the results may not have been picked up. The advantages of longitudinal investigations are not utilized in this investigation. However, this analysis gains nothing from the results of such studies, the results from which could shed light on new facts and help draw clearer linkages between the concepts that have been employed in this investigation. As a result, the advantages that can be gained from doing longitudinal research were not accounted for in this study.

The subsequent constraint has to do with the measurement scales that were utilized. Due to the fact that the only MLQ scale that was utilized for the determination of this study was the TL scale, it is
important to think about how including the non-transformational subscales in the MLQ measurement scale would have altered the results and how this might have influenced the operationalization of the MLQ measurement scale. In addition to this, the Wright Work Engagement Scale is a particular instrument that assesses the level of engagement in one's work. This scale measures both the emotional and cognitive components of engagement, whereas previous engagement scales only measured the affective parts of engagement. On the other hand, this scale does not assess trait engagement or behavioral engagement because, according to Alarcon (2009), trait engagement is difficult to measure, and behavioral engagement does not represent the idea of engagement in the same way that theoretical engagement does. In light of this, it is important to bring to mention that the inferential interpretation of the findings of this study can only take into consideration the work-related aspect of Employees Engagement. It is possible to argue that the job component is the most essential, but this does not mean that it acts independently of the emotional and behavioral states that employee’s experience. These three states work together to lead Employees Engagements towards the desirable organizational results as said by Alarcon (2009).

Chapter 7: Conclusion and Recommendations
Research goal was to investigate how transformative leadership and staff engagement relate to one another in context with Pakistani Private School. Leadership attributes are one of the most important for organizations to examine when attempting to create and improve their operations. Quantitative research was conducted for this objective by using scaled and closed-ended questionnaires in private schools in Gujrat, Pakistan. Data was gathered to check the input on the organization's present leadership style from a sample that was chosen at random.

The findings of this inquiry appear to be consistent with data from prior studies done. According to the findings of this study, transformational leadership is the most successful method to employee engagement, with the potential to greatly increase organizational performance. Our study thus indicates that there is a positive link between transformational Leadership characteristics and Employees Engagements as per our hypotheses. This suggests that a transformative leadership style is essential for fostering staff engagement in educational institutions. Our theoretical framework also states control, dedication, satisfaction, and involvement are all components of Employees Engagement (Yasin Ghadi et al., 2013). These are very important motivating factors that influence Employees Engagement.

According to the Transformational Leadership model proposed by Ming et al. (2015), an effective leader inspires and inculcates confidence in his group members, earns respect of subordinates, and
sets an example for the team to follow. By doing this research (Rama Devi, 2009) a clear picture of
the benefits of Employees Engagement can be drawn, including higher customer satisfaction, more
productive workers, fewer instances of absence and higher work output or revenue. From this study
it can be analyzed that by implementing transformational leadership style, a leader can bring a team
on pedestal and can enhance the culture and environment of the organisation by engaging the
employees in a fruitful manner and utilizing their input in right direction. This helps the team to take
ownership of their tasks, take interest and try to do the best for their task completion. Strong
relationship building will be ensured and employees will feel comfortable to communicate with the
leader and would follow to imitate the traits of their leader.

These research subsidies the current body of research on Transformational Leadership and
Employees Engagement by providing comprehensions inn relationships and their strengths among
these constructs as well as the directions in which these relationships are headed. The results of this
investigation offer important insights that should be included in leadership practices for the
development of interventions targeted at strengthening the engagement of teaching faculty,
increasing positive behavior, and improving business results through motivating and engaging
Employees. These goals were established with the intention of improving organizational outcomes
through an improved and engaged workforce. Transformational Leadership and Employees
Engagement were found to have statistically significant correlations. The findings of a strongpositive
correlation between Transformational Leadership and Employees Engagement have important
inferential implications for the impact of Transformational Leadership on the engagement of private
school staff and, by extension, on the schools' Transformational Leadership on lines. Furthermore,
the first question related to this research also resulted in more engagement among the teachers
teaching in private schools in the district of Gujrat, Punjab, Pakistan.

These results show that an emphasis on leadership practice and the organization of work is necessary
for organizational interventions to maximize results and decrease negative employee behavior, but
that this focus will fall short unless it is tailored to have the greatest possible effect on Employees
Engagement. For all organizations, and specifically for this research, it is imperative that commercial
institutions place an emphasis on cultivating and reinforcing Transformational Leadership behaviors
among their top executives and managers. Just altering the way work is organized won't make much
of a differenceas long as it delivers an advantageous affective and cognitive state characterized by
absorption, energy, and fulfillment at the work level. This is especially true given the significance of
work engagement in the context of the relationship among Transformational Leadership and
Employees Engagement, and other positive work-associated Transformational Leadership attitudes. Therefore, there is a strong connection between Transformational Leadership and Employees Engagement, which plays a significant role in reducing pessimistic Employees Engagement a Transformational Leadership attitudes and fostering positive ones, all to the benefit of the organization’s be Transformational Leadership online.

7.1 Theoretical Contribution

The present study has contributed to a deeper understanding of how different leaders following transformational leadership style contributes to enhancing Employee’s engagement in the field of education. This study further elaborates the problem in educational field of Pakistan where very less research has been done and has addressed the research gap regarding the relation between Transformational leadership and Employee’s engagement. By exploring the characteristics of Transformational leadership, this study has managed to enhance the understanding on how it affects the employees working style and environment in educational field by enhancing their engagement.

7.2 Practical Contribution

As the focus of research was education sector of Pakistan categorically the teachers working in elementary and Secondary schools in the area of Gujrat Pakistan; the findings of this quantitative research, study support the use of transformational leadership to improve school performance. Although this model of transformational leadership practice is useful for molding the engagement of employees and performance results, it appears to have a significant impact in shaping outcomes. With these concerns in mind, this research could be helpful for leaders working in this area that will use transformational leadership can explore these areas for follower development as a way to improve organizational performance. By developing and adopting transformational leadership traits can improve culture and can develop a comfortable engaging environment. Not only the top management but even the employees working as teachers, future researchers can take advantage of this research to have better knowledge about this topic.

7.3 Suggestions for Ongoing Research and Development

The results of this study have a number of ramifications for the direction of future investigations into the ideas of engagement and leadership.

To begin, the theoretical model that was provided for the purpose of this research has the ability to be enlarged by the introduction of other factors that have the capacity to influence the link between either one or all of the key constructs that are being investigated in this research. This expansion
might take place. Variability in the interactions between the constructs that were examined in this study is a second facet that has the potential to be investigated further in subsequent research. While the goal of this investigation was to determine whether there may be direct correlations between these constructs, as hypothesized in the literature that was evaluated for the objective of this investigation, these relationships might also be explored further to figure out the direct impacts that these variables have on one another, which was not the focus of this study. This will further elucidate the relevance of these relationships in light of the many leadership interventions that have been implemented for certain outcomes that could impact private sector schools and the employees of such schools.

The Transformational Leadership style was selected due to many factors, among them the most important being that Transformational Leadership is anticipated to have an impact on successful administration in private sector schools and the evidence of an extensive relationship with Employees Engagement. For the purposes of this research, Transformational Leadership is the key focus in connection to leadership practice. However, it is argued that the influence of other leadership styles, as measured by the MLQ, may reveal even more nuanced dynamics exhibited in the connections between EE and many other attitudes at work. Therefore, any future studies regarding these connections should incorporate this aesthetic.

In spite of the fact that Transformational Leadership behavior was the only construct taken into consideration as an independent variable in this study, the Employees Engagement framework may be better understood if researchers look into other factors in the future. For potential future research relating to these dimensions, it is also recommended to use a research design known as longitudinal research. It is thought that a study of this kind would make it possible to identify useful additional information related to the circumstances under which the desired outcome, as opposed to the unexpected outcome associated with the dynamics among these constructs, would be realized. This is because such a design would make it possible to understand the circumstances under which the planned outcome would be attained. This is because such a design would enable a distinction between the two types of outcomes.

There was no focus on cultural aspect and environmental impact considered in this research but there is a need to keep it in research as this aspect can further help future researchers to understand the concept better with an insight of Pakistani employees perspective about transformational leadership related to their culture. Another aspect that could help the future researchers would be to
involve respondents from other cities and regions of Pakistan as that could be a good comparison and can help further dig into the topic as this research was limited to schools in Gujrat region only that is located in Punjab province. It would be interesting to have qualitative research for this topic that could enable the researchers to have a detailed point of view and perspective of respondents by asking questions and interviewing them in detail.

Future studies should investigate ways to adapt the WWES to capture the behavioral aspect of engagement, which is presumed to be influenced indirectly by Transformational Leadership via its effect on trust. Although it appears to be challenging to measure this aspect of participation (Alarcon, 2009), this potential could be explored in future studies. The trait component of engagement, as directly measurable by the attributes of the task design, may also be incorporated into future studies. The conceptual paradigm of participation presented by Verawati & Hartono (2020) will be further elaborated. The extensive body of prior research on the engagement constructs serves as the basis for this model's extensive use of analogies. Since Employees Engagement is thought to have a direct effect on the bottom-line performance of companies, this would greatly facilitate additional empirical study to expand on the conceptual model of the Employees Engagement construct. Consequently, this would provide a substantial benefit to the organization. In addition to that, it would include provisions for the implementation of an updated version of the WWES, which would be used to assess the all-encompassing conception of the complete engagement construct.

8: References


Journal of Multicultural and Multireligious Understanding, 8(9), 238. https://doi.org/10.18415/ijmmu.v8i9.3020


M. Farooq, Nazia Feroze, & Y. Kai. (2022). PUBLIC VS PRIVATE QUALITY EDUCATION AT PRIMARY LEVEL IN PAKISTAN.


9. Appendix

Questionnaire

Dear Respondent,
We are grateful for your kind consideration. We are conducting research on “Impact of Transformational leadership style on Employee’s Engagement in the field of Education in Pakistan: A Quantitative Research”. In this regard, please respond to the questions contained in this questionnaire.

Name (Optional) ______________________________

SECTION I

Age: □ 18-23 □ 24-29 □ 30-34 □ 35 or above

Gender: □ Male □ Female

Marital Status: □ Married □ Unmarried

Qualification: □ Intermediate □ Graduation □ Masters □ MS

Experience: □ 1-3 □ 4-6 □ 7-9 □ 10 or above

Monthly Income □ below 29999 □ 30000-39999 □ 30999-49999 □ 50000 or above

Please read the following statements and clearly rate them according to your opinions. Kindly follow the instructions below.

<table>
<thead>
<tr>
<th>Not at all</th>
<th>Once in a While</th>
<th>Sometimes</th>
<th>Fairly Often</th>
<th>Frequently if not always</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

SECTION II

Leadership: The aim of this section is to provide a description of leadership. Please describe the leadership style of your direct supervisor/manager when answering the following questions. For each statement, please indicate how often the person you report to displays the behavior described.

1 | My immediate supervisor/manager acts in ways that builds my respect.

<p>| 1 | 2 | 3 | 4 | 5 |</p>
<table>
<thead>
<tr>
<th></th>
<th>My immediate supervisor/manager re-examines critical assumptions to question whether they are appropriate.</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>My supervisor/manager talks about his/her most important values and beliefs.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4</td>
<td>My immediate supervisor/manager seeks differing perspectives when solving problems.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>5</td>
<td>My immediate supervisor/manager talks optimistically about the future.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6</td>
<td>My immediate supervisor/manager instils pride in being associated with him/her.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>7</td>
<td>My supervisor/manager talks enthusiastically about what needs to be accomplished.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>8</td>
<td>My supervisor/manager specifies the importance of having a strong sense of purpose.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>9</td>
<td>My supervisor/manager spends time supporting and coaching.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>10</td>
<td>My supervisor/manager goes beyond his/her self-interest for the good of the group.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>11</td>
<td>My supervisor/manager treats you as an individual rather than just as a member of the group.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>12</td>
<td>My supervisor/manager considers the moral and ethical consequences of his/her decisions.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>13</td>
<td>My supervisor/manager displays a sense of power and confidence.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>14</td>
<td>My supervisor/manager articulates a compelling vision of the future.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>15</td>
<td>My supervisor/manager considers me as having different needs, abilities and aspirations from others.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>16</td>
<td>My supervisor/manager gets me to look at problems from many different angles.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>17</td>
<td>My supervisor/manager helps me to develop my strengths.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>18</td>
<td>My supervisor/manager suggests new ways of looking at how to complete tasks/assignments.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
19. My supervisor/manager emphasizes the importance of having a collective sense of mission.

20. My supervisor/manager expresses confidence that goals will be achieved.

SECTION III

Employee Engagement: The purpose of this survey is to discover how various employees view their work. Below there are statements of work-related feelings. Please note that work in this context refers to the general tasks you complete.

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I feel emotionally numb.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>I wish I was in a different profession.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>My work is worthy of attention.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td>I contribute something meaningful while working.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>I feel a sense of fulfilment most of the day.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>6</td>
<td>While working, I do not have much energy.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>7</td>
<td>I feel absorbed while working.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>8</td>
<td>I have a lack of attention while working.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>9</td>
<td>I can work for long periods of time.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>10</td>
<td>I find my work engrossing.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>11</td>
<td>I get immersed in my work.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>12</td>
<td>I enjoy a challenge while working.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

Thank you for your time and consideration!