

**RESEARCH PAPER****Impact of Transformational Leadership on Organizational Culture in Elementary Schools of Lahore****<sup>1</sup>Areeba Haider Ali\* <sup>2</sup> Muhammad Shokat Zaman and <sup>3</sup> Muhammad Hassan**

1. MPhil Education, Division of Education, University of Education, Lahore, Punjab, Pakistan
2. PhD Education Scholar, Department of Educational Research and Assessment, University of Okara, Punjab, Pakistan
3. PhD Education, Division of Education, University of Education, Lahore, Punjab, Pakistan

**\*Corresponding Author:** areebaaali98@gmail.com**ABSTRACT**

The study investigated the impact of the Principals' Transformational Leadership (TFL) on the Organizational Culture (OC) in elementary schools at Lahore. For this purpose, a representative sample comprising 171 from various elementary schools in Lahore was selected conveniently. The data were collected with Transformational Leadership Survey (TLS) and the Denison Organizational Survey (DOCS). The collected data were analyzed with the help of Descriptive statistics, Pearson's r and Regression analysis. Based on the results, it has been concluded that the participants of the study had a positive perceptions regarding Transformational Leadership (TFL) in elementary schools at Lahore and the Organizational Culture (OC). A positive and significant impact of Transformational Leadership (TFL) in elementary schools at Lahore also has been found on the Organizational Culture (OC). It has been recommended that the training should be provided to the school leaders for becoming and practicing the Transformational Leadership.

**KEYWORDS** Educational Leadership, Elementary Schools, Organizational Culture, Transformational Leadership**Introduction**

Transformational leadership, a prominent leadership approach, has garnered significant attention in recent years due to its potential to positively influence organizational culture. As educational institutions continue to evolve, understanding the impact of transformational leadership on elementary schools' organizational culture becomes increasingly crucial. This introduction sets the stage for discussing the latest research findings on the subject, focusing on elementary schools in Lahore, Pakistan (Younas et al., 2023).

In recent years, several studies have investigated the relationship between transformational leadership and organizational culture in various settings, such as businesses, healthcare organizations, and educational institutions. These studies have consistently demonstrated the positive effects of transformational leadership on employee engagement, job satisfaction, and overall organizational performance (Tabassum et al., 2023).

However, research on the impact of transformational leadership on elementary schools' organizational culture remains limited, particularly in developing countries like Pakistan. Given the importance of nurturing a positive culture in schools, this gap in knowledge warrants attention. Recent research highlights the need to explore the effects of transformational leadership on organizational culture in the context of Lahore's elementary schools (Afsar & Masood, 2018).

In light of the growing body of research on transformational leadership and its implications for organizational culture, this article aims to provide a comprehensive overview of the latest findings on the subject, focusing on elementary schools in Lahore. By

synthesizing recent studies, this introduction aims to establish the significance of understanding the relationship between transformational leadership and organizational culture in educational settings, particularly in the context of Lahore's elementary schools (Alsayyed et al., 2020).

Recent research underscores the significance of transformational leadership in educational settings, emphasizing its potential to inspire, motivate, and empower individuals within organizations. Transformational leaders are characterized by their ability to articulate a compelling vision, stimulate intellectual curiosity, provide individualized support, and serve as role models for their followers. By fostering a culture of collaboration, innovation, and continuous improvement, transformational leaders have the potential to drive positive organizational change and enhance overall effectiveness (Andriani et al., 2018).

Furthermore, this research is timely and relevant given the ongoing efforts to reform and strengthen the education system in Pakistan. With initiatives aimed at promoting quality education, enhancing teacher professional development, and improving student learning outcomes, the role of leadership in shaping the culture of elementary schools has never been more critical (Mesu et al., 2015).

Several studies have demonstrated the positive effects of transformational leadership on employee engagement, job satisfaction, and overall organizational performance. In the context of educational institutions, transformational leadership has been associated with enhanced teaching effectiveness, improved student outcomes, and a more positive school climate (Chan et al., 2019).

In Pakistan, particularly in Lahore, the importance of transformational leadership in elementary schools has gained attention in recent years. A study by Ali (2021) explored the relationship between transformational leadership and organizational culture in Lahore's elementary schools, highlighting the need for further research in this area. The author emphasized the significance of nurturing a positive culture in schools, as it can significantly impact students' academic achievement and overall well-being (Boamah, 2018).

Moreover, a recent study by Khan and Rasheed (2021) examined the impact of transformational leadership on teachers' job satisfaction and organizational commitment in Lahore's elementary schools. The findings suggested that transformational leadership positively influenced teachers' job satisfaction and organizational commitment, ultimately contributing to a more positive school culture. Another study by Rasheed, Khan, and Ahmad (2020) investigated the relationship between transformational leadership and teacher burnout in Lahore's elementary schools. The results indicated that transformational leadership could help mitigate teacher burnout, thereby fostering a healthier and more productive school environment (Alheet et al., 2021).

## **Literature Review**

Transformational leadership is a theoretical framework that emphasizes the importance of inspiring and motivating individuals to achieve their full potential. This leadership style focuses on creating a shared vision, fostering strong relationships, and encouraging personal growth among team members, ultimately leading to positive changes in the organization. Recent research underscores the significance of transformational leadership in educational settings, emphasizing its potential to inspire, motivate, and empower individuals within organizations (Anderson et al., 2018). Transformational leaders are characterized by their ability to articulate a compelling vision, stimulate intellectual curiosity, provide individualized support, and serve as role models for their followers. By fostering a culture of collaboration, innovation, and continuous improvement,

transformational leaders have the potential to drive positive organizational change and enhance overall effectiveness (Arokiasamy, 2017).

### **Theory of transformational leadership**

The theory of transformational leadership was initially introduced by James MacGregor Burns in 1978 and later expanded upon by Bernard M. Bass in the 1980s. Since then, numerous studies have been conducted to understand its impact on various aspects of organizational life, including employee engagement, job satisfaction, and overall performance (Bilal et al., 2022; Delegach, 2017).

Transformational leadership is characterized by four key components:

#### **Idealized Influence**

Transformational leaders serve as role models and inspire trust and respect from their followers. They demonstrate high levels of integrity, empathy, and a genuine concern for the well-being of their team members (Shafique et al., 2021).

#### **Inspirational Communication**

These leaders effectively communicate a clear and compelling vision for the future, motivating their followers to work towards a shared goal. They use persuasive and optimistic language to instill a sense of purpose and passion in their team (Usman et al., 2023).

#### **Intellectual Stimulation**

Transformational leaders encourage critical thinking and innovation by challenging the status quo and encouraging their followers to question existing assumptions and explore new ideas. They foster an environment that supports creativity and continuous learning (Chan et al., 2019).

#### **Individualized Consideration**

These leaders recognize the unique strengths, needs, and aspirations of each team member. They provide personalized support and guidance to help individuals grow and develop their skills, ultimately fostering a sense of belonging and engagement within the team (Anderson, 2017).

### **Leadership and Organizational Culture**

A literature review on leadership and organizational culture aims to provide an overview of the existing research, theories, and findings in this field. This review will focus on the latest academic references that explore the relationship between leadership styles and organizational culture, as well as their impact on various organizational outcomes.

#### **Theoretical Foundations**

The seminal works of James MacGregor Burns (1978) and Bernard M. Bass (1985) introduced transformational leadership as a theoretical framework that emphasizes the importance of inspiring and motivating individuals to achieve their full potential. Subsequently, Edgar H. Schein (2010) defined organizational culture as the shared beliefs, values, and assumptions that shape the behavior and attitudes of its members (Afsar & Masood, 2018).

## **Leadership Styles and Organizational Culture**

Numerous studies have investigated the relationship between leadership styles and organizational culture. For example, Dennis and Wentling (2012) found that transformational leadership positively influences organizational culture, leading to increased employee engagement, job satisfaction, and performance. Similarly, Denison, Cherner, and Spreitzer (1995) identified four dimensions of organizational culture (adaptability, mission, consistency, and involvement) that are significantly associated with transformational leadership (Boamah et al., 2018).

## **Impact on Organizational Outcomes**

Research has shown that the relationship between leadership and organizational culture can have a significant impact on various organizational outcomes. For instance, a study by Leithwood, Seashore Louis, Anderson, and Wahlstrom (2010) demonstrated that principal leadership, particularly when it incorporates transformational elements, can improve teaching effectiveness in schools. In a similar vein, Dennis and Bocarnea (2010) conducted a meta-analysis that revealed the positive effects of transformational leadership on employee outcomes, such as job satisfaction, commitment, and performance (Caniëls et al., 2018).

## **Cultural Change and Leadership**

Leaders play a crucial role in shaping and transforming organizational culture. A study by Glickman, Florin, and Morris (1993) highlighted the importance of leadership in fostering a learning culture, which in turn enhances organizational performance. Additionally, Schein (2010) emphasized (Usman, 2023).

## **Material and Methods**

The research methodology adopted for this study was quantitative survey research. This approach involved collecting data from a large sample of teachers in Lahore's elementary schools to evaluate the impact of transformational leadership on organizational culture, as perceived by the teachers. A representative sample comprising 171 from various elementary schools in Lahore was selected conveniently. The researcher(s) developed and utilized the Transformational Leadership Survey (TLS) to assess the teachers' opinions on the leadership style of elementary school principals. This consisted of 19 items on a five-point Likert's rating scale ranging from "Strongly disagree" to "Strongly agree". The survey included four subscales: Idealized Influence (II), Inspirational Motivation (IM), Intellectual Stimulation (IS), and Individualized Consideration (IC). These subscales were derived from literature, such as (Harland, et al., 2005). The reliability coefficient for the scale was measured at 0.84. The Denison Organizational Survey (DOCS) was employed to gather data on organizational culture, specifically focusing on engagement, coherence, adaptation, and mission domains (Denison et al., 2014). This consisted of 40 items on a five-point Likert's rating scale ranging from "Strongly disagree" to "Strongly agree". The DOCS scale has a reliability coefficient of 0.86.

## **Results and Discussion**

The collected data were analyzed using statistical techniques, such as descriptive statistics, correlation analysis, and regression analysis. This helped in understanding the relationships between the variables and the impact of transformational and transactional leadership on organizational culture.

**Table 1**  
**Item Wise Mean and Standard Deviation of transformational leadership**

Subscale	M	SD
Idealize Influence (II)		
• Evokes in me a sense of pride in being linked with him/her.	3.26	1.13
• For the welfare of the group, goes beyond self-interest.	3.68	1.03
• Acts in a manner that earns my respect.	3.81	.96
• Has a strong sense of self-assurance and power.	3.90	1.00
• Discusses their most fundamental ideas and beliefs.	3.87	1.01
• Describes how important it is to have a strong sense of purpose.	4.01	1.00
• Examines the moral and ethical ramifications of decisions	3.76	.99
Inspirational motivation (IM)		
• Talks about the future with a positive outlook.	3.96	1.11
• Discusses the tasks that must be completed with zeal.	3.94	0.99
• Clearly identifies a great future vision	4.02	0.91
• Evokes confidence that objectives will be attained.	3.92	0.95
Intellectual stimulation (IS)		
• Critical assumptions are re-examined to see if they are still valid.	3.75	1.00
• When solving difficulties, seeks out different points of view.	4.09	0.91
• Encourages me to consider challenges from a variety of perspectives.	4.01	0.85
• Provides new perspectives on how to perform assignments.	3.99	0.97
Individual consideration (IC)		
• He devotes his efforts to teaching and coaching.	3.78	1.01
• Rather than treating me as a member of a group, he treats me as an individual.	3.82	0.98
• Considers me to be unique in terms of my needs, abilities, and goals.	3.79	1.08
• It assists me in developing my strengths.	3.92	1.07

Table 1 presents the findings regarding the subscales of Idealized Influence (II), Inspirational Motivation (IM), Intellectual Stimulation (IS), and Individual Consideration (IC) in elementary schools of Lahore.

In the Idealized Influence (II) subscale, statement number six demonstrates a notably high mean value ( $M=4.01$ ,  $SD=1.00$ ), indicating that elementary schools in Lahore exhibit a strong idealized influence on teachers, emphasizing the importance of having a strong sense of purpose. Conversely, statement number one records the lowest mean value ( $M=3.26$ ,  $SD=1.12$ ), suggesting that principals struggle to evoke a sense of pride in teachers to be associated with them.

Moving to the Inspirational Motivation (IM) subscale, statement number 10 receives the highest mean ( $M=4.02$ ,  $SD=0.91$ ), illustrating the clear identification of a great future vision within these schools. Conversely, statement number 11 records the lowest mean value ( $M=3.92$ ,  $SD=0.95$ ), indicating a lesser ability to evoke confidence in achieving objectives.

In the Intellectual Stimulation (IS) subscale, statement number 13 garners the highest mean value ( $M=4.09$ ,  $SD=0.91$ ), suggesting a proactive approach in seeking different points of view from teachers when addressing challenges. However, statement number two receives the lowest mean value ( $M=3.75$ ,  $SD=1.00$ ), indicating a relatively lower emphasis on re-examining critical assumptions.

Finally, in the Individual Consideration (IC) subscale, statement number 19 demonstrates the highest mean value ( $M=3.92$ ,  $SD=1.07$ ), highlighting the principal's assistance in developing teachers' strengths. Conversely, statement number 16 ( $M=3.78$ ,  $SD=1.01$ ) reveals a lower level of effort dedicated to teaching and coaching, as evidenced by its lower mean.

**Table 2**  
**Item Wise Mean and Standard Deviation of Organizational Culture**

	Subscale	M	SD
Involvement	• Most employees are highly involved in their work.	3.69	1.03
	• Decisions are usually made at the level where the best information is available.	3.96	.91
	• Everyone believes that he or she can have a positive impact.	3.96	.95
	• People work like they are part of a team.	3.83	.99
	• Problems often arise because we do not have the skills necessary to do the job.	3.58	1.14
Consistency	• There is a characteristic management style and a distinct set of management practices.	3.79	.90
	• There is an ethical code that guides our behavior and tells us right from wrong.	3.67	.93
	• There is a "strong" culture.	3.62	.92
	• Working with someone from another part of this organization is like working with someone from a different organization	3.63	1.05
	• There is a good alignment of goals across levels.	3.92	.86

Table 2 presents the perceptions of teachers regarding the organizational culture of elementary schools in Lahore. It indicates that in subscale one, statement numbers 2 and 3 exhibit the highest mean value (M=3.96, SD=0.91), suggesting that decisions are typically made at the level where the best information is available, and all individuals believe they have a constructive impact on teachers. Conversely, statement number 5 records the lowest mean value (M=3.58, SD=1.14), indicating that difficulties frequently arise due to lacking the required skills for the job.

In subscale two, statement number ten holds the highest mean value (M=3.92, SD=0.86), revealing that there is fair distribution of ambitions across all levels. However, statement number eight shows the lowest mean value (M=3.62, SD=0.92), suggesting that the organization does not provide a conducive culture for its employees.

**Table 3**  
**Pearson Correlation between TFL and OC**

Variables	M	SD	II	IM	IS	IC	TFL	I	C	A	M
II	26.29	4.84	--								
IM	15.84	3.20	.51**	--							
IS	15.84	3.00	.52**	.61**	--						
IC	15.31	3.10	.48**	.69**	.65**	--					
TFL	73.27	11.64	.82**	.83**	.82**	.83**	--				
Involvement	38.38	6.57	.47**	.50**	.53**	.62**	.64**	--			
Consistency	36.99	6.08	.49**	.56**	.58**	.55**	.65**	.76**	--		
Adaptability	37.83	6.57	.42**	.52**	.55**	.58**	.62**	.69**	.78**	--	
Mission	37.83	5.43	.43**	.52**	.51**	.54**	.60**	.70**	.75**	.74**	--
OC	151.02	22.08	.51**	.58**	.61**	.64**	.70**	.88**	.92**	.90**	.88**

To explore the potential relationship between Transformational Leadership (TFL) and Organizational Culture (OC), we calculated the Pearson correlation coefficient. After conducting preliminary analysis, the variables exhibited a consistent dispersion pattern, and the assumption of linearity remained unaltered. According to Cohen's criteria (1988), 45 pairs of variables were found to have a substantial correlation. Notably, Transformational Leadership (TFL) and Organizational Culture (OC) demonstrated a correlation of 0.70, indicating a significant and moderately strong connection. This suggests that principals exhibiting robust transformational leadership styles are more likely to foster positive organizational cultures within primary schools in Lahore.

## Regression Analysis

To assess the degree of the relationship's influence, linear was used to calculate the effect of TFL on OC.

**Table 4**  
**Model Evaluation: Relationship between transformational leadership and organizational culture**

Model	R	R <sup>2</sup>	Adj. R	Std. Error	f	p
1	.70 <sup>a</sup>	.49	.49	15.84	330.11	.00 <sup>b</sup>

Table 4 illustrates the results of the regression analysis, examining the relationship between Transformational Leadership (TFL) and Organizational Culture (OC). The model evaluation showcases the extent to which TFL values serve as predictors of OC values. The analysis indicates that TFL explains 49% of the variation within OC, denoted by an R<sup>2</sup> value of .49. The adjusted R<sup>2</sup> value also stands at .49. The F-statistic (2,348) is 330.11, with a p-value of .00 for the regression model, indicating its statistical significance. OC exhibited statistical significance ( $p < .05$ ) with an R value of .70. These findings suggest that a higher level of TFL is associated with a greater level of OC.

**Table 5**  
**Regression Coefficients<sup>a</sup> (N = 350)**

Model	Unstandardized Coefficients		Standardized Coefficients	t	p
	$\beta$	SE <sub>a</sub>	$\beta$		
Constant	54.08	5.40		10.01	.00
transformational leadership	1.32	.073	.70	18.17	.00

Table 5 furnishes the necessary data for forecasting the influence of Transformational Leadership (TFL) on Organizational Culture (OC). It demonstrates a noteworthy contribution of TFL to the model. The regression equation is represented as follows:

$$OC = 54.08 + 1.32(TFL)$$

## Conclusion

This study examined the teachers' perception regarding Transformational Leadership (TFL) in elementary schools at Lahore and the Organizational Culture (OC). Furthermore, the impact of the Transformational Leadership (TFL) in elementary schools at Lahore on the Organizational Culture (OC) was also investigated. Based on the results, it has been concluded that the participants of the study had a positive perceptions regarding Transformational Leadership (TFL) in elementary schools at Lahore and the Organizational Culture (OC). This also has been confirmed with the results taken from the Pearson's r and regression analysis that a positive and significant impact of Transformational Leadership (TFL) in elementary schools at Lahore has been found on the Organizational Culture (OC).

## Recommendations

Based on the findings of the study, it is recommended that the relevant authorities in the School Education Department of Lahore encourage the adoption of Transformational Leadership. Additionally, they should offer training programs to school leaders to help them develop and implement transformational leadership practices.

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