

## Original Research Article

### **Transformational Leadership Behaviors of School Principals: A Quantitative Research Based on Teachers' Perceptions, under Phuentsholing Municipal, Chukha District, Bhutan.**

#### **ABSTRACT**

It is believed that without high-performing leaders in an educational organization as well as committed academic staff, student academic achievement would be affected, the management will collapse and the overall quality of education will deteriorate. Hence, this research explores to find active use of transformational leadership as perceived by the teachers of four Government schools under Phuentsholing Municipality, Chukha, Bhutan. A total of 138 of which 134 academic staff from four Government schools were involved in this quantitative research. Transformational leadership helps school principals to frame their attitudes to move their schools forward and steer toward greater heights with their leadership skills. Therefore, this study proposes to discover the level of transformational leadership behaviour that the school principals demonstrates at their school during their administrative practices on daily basis.

Results revealed, the school principals demonstrated at a high level of characteristics of transformational leadership in terms of *idealized influence, inspirational motivation, individualized consideration and intellectual stimulation behaviour*.

The findings showed that the Principals of four schools practiced a high level of transformational leadership styles.

This research will contribute to the development of an organization by encouraging existing Principals to practice transformational leadership style to ensure academic staff commitment leading to a more effective and sustainable organization.

#### **Keywords:**

Transformational Leadership, School Principals, School Administration

## **1. Introduction:**

Teacher attrition in Bhutan has become a common topic for Bhutanese media and a cause of concern for the government, the ministry of education, and the public at large. When trained and experienced teachers quit their jobs, it will take a decade to replace them. There are several factors behind teachers quitting their jobs, one among them can be Leadership. The immediate manager or leaders can play a vital role in augmenting the job satisfaction of their employees.

Leaders are the steering holders of an organization, taking a multidimensional role from recruiting the employees to managing them, fulfilling their needs, planning, and leading the organization to a greater height. An organization or institution depends on the managers for its growth and achievement. At the same time, the success of an institution also depends on the performance of the employees, while choice of the right leadership style has been proven by many studies to have a great impact on job satisfaction, which indirectly influences organizational growth and performance.

In schools, teachers play a detrimental role in shaping the education of children at the ground level, as the quality of classroom learning will be synchronized with the success of the institution (Andriani, Kesumawati & Kristiawan, 2018). For teachers to be performing their job at an optimum level, they must be kept motivated to keep them satisfied at their job.

Principals in institutions play a key role in creating a conducive working environment to keep teachers intrinsically motivated. The types of leadership styles that principals choose to practice at their institution make a great difference in ensuring the job satisfaction of their teachers.

Keeping up with the waves of globalisation, the education system is undergoing constant changes. These changes warrant rapid developments within the school education system (Abdul Ghani & Kuppan, 2012) in order to ensure balanced students in terms of knowledge and skills.

However, enhancing school efficiency and productivity does not happen on its own or overnight. What it needs is a leader who understands change and is able to bring change into the school culture. This means the school leaders have a big role in determining the level of excellence and success of the school. Sharma, Sun, and Kannan (2012) noted that leadership, principal leadership in particular, is the most significant area of research in education. As Sharma (2010)

pointed that leadership can “effectively assist in the implementation of changes, right from the setting of goals to the accomplishment of goals” (p. 335). It is true that a leader is an agent of change and develop the school and bring changes as per the set goals and work towards achievement. When a leader wants to bring in change, firstly need to scan the school environment, catch of the influencer who can be the agents of change.

Studies on educational leadership have proven that leadership is vital in the effort to make a school successful and achieve high performance (Nedelcu, 2013). Awang and Hasani (2016) stated that the evolution of the current education system has introduced a new educational leadership style, which is transformational leadership. In describing transformational leadership, Burns (1978) stated that it is a process in which “leaders and followers make each other advance to a higher level of morality and motivation” (p. 19). Venkat (2005) and Shadraconis (2013) defined transformational leadership as the leaders’ ability to motivate and direct their subordinates toward achieving organisational goals and performing beyond those goals. Further, Leithwood (1992) noted that transformational leadership facilitates the redefinition of a people’s mission and vision, a renewal of their commitment and the restructuring of their systems for goal accomplishment. It is “best suited to meet the needs of current school reform because such leaders seek to align personal and shared values and goals to bring about increased capacity and commitment” (Boberg, 2013, p.17). School leaders play a vital role in fostering strong working and learning environment for teachers and their students.

At the same time, leadership is a bond which makes people work together (Bushra, Ahmad, & Naveed, 2011). Modern leaders were said to adopt an attitude that supports employees, prepare vision, cultivate hope, encourage creative thinking, individualized consideration and broaden the communication (Bushra et al., 2011). All of the features mentioned about modern leaders are directed toward the transformational leadership style. Transformational leaders are portrayed as leaders who motivate their followers to achieve something more than they expected, being able to inspire them, trigger their capabilities for innovation and looking at problems from different angles (Gathungu, Iravo, & Namusonge, 2015). It is recommended that transformational leadership dimensions be applied to the principal in every school to ensure the best school performance (Man, Don, & Ismail, 2016). A study illustrated that teacher’s level of commitment in low achieving school show a high commitment whenever they got encouragement from the

principal (Saad & Sankaran, 2016). In fact, studies have found that pleased employees who felt that they were treated with respect and appreciated by the management feel more attached to the organization (Stup, 2006). Leaders can strengthen their leadership skills by re-imagining collaborative approaches, focusing on how to encourage ownership and responsibility, build trust, provide training, mentor upcoming leaders, create opportunities to collaborate and lead their schools in achieving their goals.

Therefore, leadership is one of the factors of employee commitment and attrition. Bhutan Education Blueprint 2020-2025 was developed by the Ministry of Education to equip Bhutan toward becoming a high-income nation, thus putting the education system to a higher, more efficient and effective level. One of the key initiatives mentioned in the Blueprint was to move decision rights from the Ministry to the leadership of higher learning institutions. This has brought increased responsibilities to leadership of higher learning institutions. Through the new educational policy implementation, the importance of a leader to transform the institution into a high performing one is undeniable (Ghavifekr, Hoon, Ling, & Ching, 2014). At the same time, highly committed academic staff are also an important element that should be taken into consideration in order to enhance educational efficiency and effectiveness in any institutions.

Therefore, present study, aims to explore, and see the Principal's Transformational Leadership behavior perceived by the teachers of Phuentsoling Municipality Government school. We have four schools, ranging level from lower to higher secondary schools with total enrollment of 3456 children and 200 plus teachers.

## **2. LITERATURE REVIEW**

Transformational Leadership Style According to Gathungu et al. (2015), transformational leadership is divided into four main components; idealized influence, inspirational motivation, intellectual stimulation and individualized consideration. A leader is said to be idealized influence if he or she is able to become a role model for the followers due to his or her ethical behavior, respect, pride and trust. At the same time, such leader is willing to sacrifice whatever necessary for the benefits of the group. Hence idealized influence leaders gain great respect from their followers (Northouse, 2001). In the meantime, inspirational motivation shows to what extent the leader inspires the followers in articulating a vision. Such leader will challenge their

followers to work enthusiastically and optimistically in making sure that they instil the spirit of teamwork and commitment. Thus, it provides meaning to the work (Gathungu et al., 2015). In the meantime, with intellectual stimulation, a leader is not only able to arouse their followers to become more creative but also be more innovative. Those leaders encourage the followers to tackle the problems in new ways and at the same time, hoping to provide new solutions by performing beyond their current abilities. For individualized consideration, leader plays a role of mentor to the followers. The followers are treated according to their different talents and knowledge (Gathungu et al., 2015). Emotional aspect is the key element to being a good coach or role model to the followers. Organizations employing transformational leadership have higher chances of being more effective and increase the level of motivation among employees so that they are more innovative, satisfied and willing to work in teams (Fitzgerald & Schutte, 2010). Transformational leaders were also said to be able to increase the level of organizational commitment among employees in the field of education especially in terms of their continuance commitment (Saeed et al., 2013). Many of the skills for leadership are acquired along the way and we need to develop excellent people skills. People skills are very important and your colleagues need to know that you care and you need to establish trust. Good communication skills are also an important part of this, both in terms of keeping informed, dealing with difficult people. It is very important to assess impact in making decisions and a talent for reflection. Most learn as an assistant by shadowing and also by carrying out the responsibilities delegated by the principals. Here, mentoring is very integral part of the leadership. As a mentor, you can help individuals to grow into leadership roles by delegating responsibilities and assigning them activities to be carried out in groups.

In referring to transformational leadership, Avolio and Bass (1988) termed it as value added as it provides the avenue for improvement (Leithwood & Poplin, 1992). This is echoed by Pont (2014), and Mohammed Sani and Jamalullail (2012) who stated that highly successful schools are led by leaders who have effective leadership qualities. According to Aydin, Sarier, and Uysal (2013), transformational leaders focus on maintaining a healthy relationship with employees, being fair, providing help, advising, and motivating employees on their professional development. Thus, transformational leaders become “highly successful in coping with educational challenges, implementing innovations” (Jamal, 2014, p. 1271) and predicting

employee organizational behaviours (Ling & Mohammed Sani, 2013; Sabariah, Juninah, Khaziyati, & Salina, 2010; Teh, Wong, Lee, & Loh, 2014; Yunus, 2012).

Transformational leadership was developed by Burns (1978) which was an analysis of political leaders. It was then refined and expanded by Bass (1985), who composed it into three domains: transformational, transactional, and laissez-faire (Hauserman & Stick, 2013). According to Burns (1978), transformational leadership seeks to “raise the level of human conduct and ethical aspiration of both the leader and led, and thus it has a transforming effect on both” (p. 20).

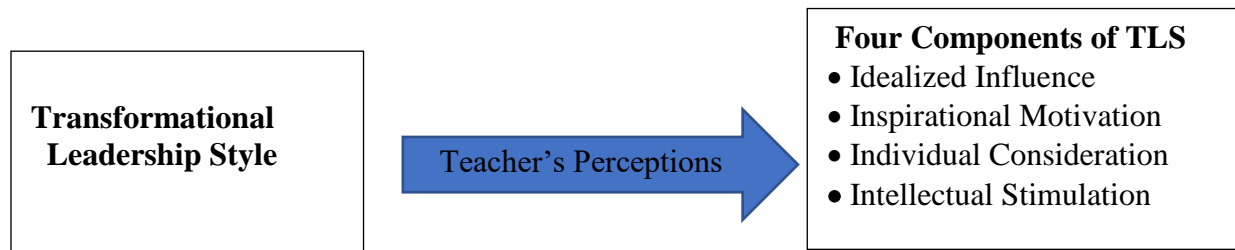
### **3. THEORETICAL FRAMEWORK**

The theoretical framework in this study was developed based on the theory of transformational leadership by Bass and Avolio (1994). Bass and Avolio (1994) had listed four components of transformational leadership namely idealized influence, inspirational motivation, individualized consideration and intellectual stimulation. According to Bass and Avolio (1994), idealized influence leaders are perceived as role models by their followers basically because they are well respected and trusted. Inspirational motivation leaders are portrayed as those who have the ability to motivate their followers. Individualized consideration leaders on the other hand are regarded as mentors to the followers because each follower has his or her own needs and demands; thus requires a leader to treat it differently.

Lastly, for intellectual stimulation, a leader should be able to develop the followers’ innovative features. Affective commitment is related to the emotional aspect while continuance commitment is the followers’ concern over leaving the organization.

In fact, many previous researches had been conducted to identify the relationship between both variables; transformational leadership and organizational commitment (Saeed, Gelaidan, & Ahmad, 2013; Yusuf, Aziz, Amin, Muda, & Ibrahim, 2012). The result had shown that the relationship between both variables was significant and positive. Besides that, the highly committed teachers were very much influenced by highly practised transformational leadership (Raman, Cheah, Don, & Khalid, 2015).

Thus, it has been proven that both theories are strongly related to each other especially in determining their relationship. However, in the present study, researcher, will just see the Principal’s Transformational Leadership as perceived by teaching faculties of four Government schools under Phuentsoling Municipal, Chukha district.



**Chart 1 : Teacher's perception towards leadership**

#### **4. Statement of the Problem**

Transformational leaders work to bring about human and economic transformation. Several studies have revealed that there is important close connection between transformational leadership and organizational operation. It is therefore imperative that school organization should be specifically looked into to confirm if principals have knowledge of this style of leadership in various level schools and also to find out the extend of utilization. The question to be answered in this research work is;

##### **4.1. Purpose of the Study**

The purposes of the study are:

- i. What level of Principal's Transformational Leadership behavior is perceived by teachers of the four Government school?
- ii. To find out at what level of Transformational Leadership behavior is being utilized by Principals school organization?

##### **4.2. Research Questions**

The study is guided by the following research questions:

- i. Does teachers have strong perception of transformational leadership style on their school Principal?
- ii. At what level of Transformational Leadership component does Teachers perceived toward their Principal in school?

## **5. RESEARCH METHODOLOGY**

### **5.1. Research Design**

To discern the transformational leadership style of Principal as perceived by the faculty members of four Government schools, descriptive research design will be employed. Descriptive analysis is then used to describe the characteristics of the data collected. The method used to collect the data is the questionnaire. To analyze the data collected, quantitative research design is employed. A pilot study was carried out prior to the actual study to further enhance the effectiveness of the questionnaires used towards achieving the objectives of the study. In terms of population, it involved teaching faculties member of the 4 Govt schools, under Phuentsholing Municipal, Bhutan.

### **5.2. Population and Sampling.**

The target population for this study will be the teaching faculties of 4 (Four) Govt schools, under Phuentsholing Municipal, Chukha district.

A total population 210 teachers, sample of 138 respondents was selected based on the sampling table either by Krejcie and Morgan (1970) Or Taro Yamane (1968).

The method used is stratified random sampling technique. To represent the sample size according to the proportion, the total number of staff from each school is divided by the total number of the population. Later, the respondents were selected based on systematic random sampling technique. The following Table 1 shows further division of school.

#### **5.2.1. Sample Size**

The Taro Yamane formula (1968) was used to determine the sample from the population to minimize the sample of this study. Researcher calculated the sample size by using formula provided by Yamane (1968) with 95% confidence level and  $P = .05$  as follow:

$$n = \frac{N}{1+N(e)^2}$$

$$n = \frac{210}{1+210(0.05)^2}$$

$$n = 137.70 = 138$$

$$n = 137.70 = 138$$

Where,

e = Error of random sampling

N = Population size

n = Sample size

Therefore, proposed sample was 138 teachers teaching in four school under Phuentsholing Municipal, Bhutan.

### 5.2.2. Sampling Method

Multi-Stage random sampling was performed in the following manner:

#### Step 1

Stratified random sampling was used to select school samples according to the level of school classified into Lower Secondary School, Middle Secondary School and Higher Secondary School which constituted 200 teachers.

#### Step 2

Convenient sampling was used to select sample schools. The sampling school was randomly selected from the 4 schools based on the location and its accessibility from the road point.

#### Step 3

The sample size was known by the method of proportional to size sampling of teachers from four schools under Phuentsholing, Municipal, in Chukha district.

#### Step 4

Convenient sampling was used to reach the questionnaires to principal of the each teacher.

Table 1 The sample size teachers in Pheuntsholing Municipal,

Level of schools	Population (N)	Sample (n)
	Number of Teachers	Number of teachers
<i>Phuentsholing</i> Lower Secondary School	63	41
<i>Phuentsholing</i> Middle Secondary School	35	33
<i>Sonamgang</i> Middle Secondary school	35	33
<i>Phuentsholing</i> Higher Secondary School	47	31
<b>Total</b>	<b>210</b>	<b>138</b>

## 6. Research Instrument

The research instrument that was used in this study consists of two sections. First section contains general information of the respondents and second section was on survey questionnaire.

Part A General information of the secondary school teachers: The secondary school teachers were asked to tick in the box provided in regard to their age, gender, marital status, qualification, and teaching experience.

### Part B Survey questionnaires:

Survey questionnaires consist of two sections as follows:

1. Transformational leadership behaviors: The researcher modified Xuto's (2006) and Rachna's (2011) questionnaires applied from Bass's Multifactor Leadership Questionnaires (MLQ), (1985). It consisted of 28 items covering four components (idealized influence, inspirational motivation, intellectual stimulation and individualized consideration), to access the

school teacher's perception on their principals' transformational leadership behavior which researcher found suitable for secondary schools under Chukha district, Bhutan. As reported by Bass and Avolio (2000), the reliability of transformational leadership questionnaires was ranged from 0.74 to 0.91.

Table 2: Division of Four facets of Transformational Leadership into 28 items

Components	Items
1. Idealized Influence	7 questions (1,2, 3, 4, 5, 6, 7)
2. Inspirational Motivation	7 questions (8,9,10,11,12,13,14)
3. Intellectual Stimulation	7 questions (15,16,17,18,19,20, 21)
4. Individual Consideration	7 questions (22,23,24,25,26,27,28)

So, in order to measure the 28 items above, teachers were asked to mark in the answer box based on 5-point Likart's scale as follows

Table 3: Perception level of transformational leadership

Perception level	Meaning	Score
Mostly Frequently	the stated behavior that occurred most frequently	5
Frequently	the stated behavior occurred frequently	4
Sometime	the stated behavior occurred sometimes	3
Rarely	the stated behavior occurred rarely	2
Never	the stated behavior never occurred	1

The school teachers perception on school principals' transformational leadership behavior were considered from the mean score of the answers and were classified into 5 levels: highest, high, moderate, low, and lowest according to Best's evaluation criteria (1977) as follows:

$$\text{Width of class interval} = \frac{\text{Uper score} - \text{Lower score}}{\text{No.of levels}}$$

Table 4 Score based on four level of practice

Range of score	Meaning	Leadership level
4.21-5.00	Perception of the secondary school teacher on principals' transformation leadership exhibited at highest level	Highest
3.41-4.20	Perception of the secondary school teacher on principals' transformation leadership exhibited at high level	High
2.61-3.40	Perception of the secondary school teacher on principals' transformation leadership exhibited at moderate level	Moderate
1.81-2.60	Perception of the secondary school teacher on principals' transformation leadership exhibited at low level	Low
1.00-1.80	Perception of the secondary school teacher on principals' transformation leadership exhibited at lowest level	Lowest

### 7. Data Collection:

Data was collected using questionnaires. Although, all of the respondents are from same locality, it'll be easier for us to distribute and collect the returned questionnaires and also to ensure that there is no misinterpretation about the items asked, however, due to COVID19 pandemic, all questionnaire were sent through electronic mail. All questionnaire was sent to 140 respondents, although, sample require was 138. It was done to ensure to have require sample. In total, 28 questionnaires was distributed and collected but only questionnaires were used for data analysis in this study.

### 8. Data Analysis

The Excel data package was employed to analyse the data collected. The data were checked for entry accuracy in order to ensure freedom from data entry errors. To summarize the data about

the level of both variables, we used descriptive statistics. Mean and standard deviation were calculated to sum up the whole findings of the data.

## 9. RESEARCH FINDINGS

From 138 respondents, only 134 responded at the time of data compilation. Out of 134 involved, 32.1% respondents were male while 67.9 % were female. Table 5. shows the number of respondents based on their gender and 9.2 shows further the level of Transformational Leadership behavior indicated as perceived by the teaching faculties of the respondents according to the question indicated.

### Respondent's Profile

From 134 respondents involved, 32.1% or 43 respondents were male staff. In the meantime, 67.9% or 91 respondents were female staff. Table 5 shows the number of respondents based on their gender.

**Table 5.**

Gender of Respondent

Gender	No. of Respondents	Percentage%
1. Male	43	32.1
2. Female	91	67.9
Total	134	100%

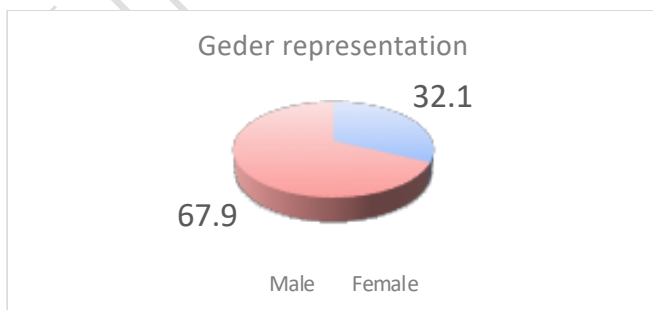


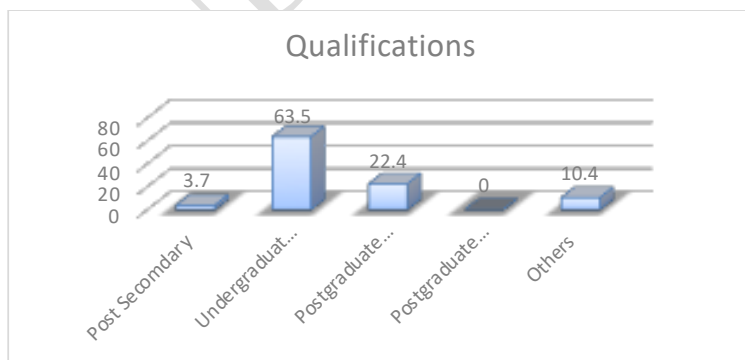
Fig .1 : Gender representation

From the 134 respondents as shown in figure 1, 63.5 % or 86 respondents holds bachelor degree, 3.7 %, or 5 respondents were post- secondary, while 22.4% or 30 had master degrees with no one in Doctorate (Phd).

**Table 6.**

Qualification of Respondent

Qualification	No. of Respondents	Percentage%
1. Post Secondary 3.7		4.9
2. Undergraduate(Beachelor's) 63.5		86
3. Postgraduate (masters). 22.4		30
4. Postgraduate (Phd) 0		0
5. Others 10.4		13
<b>Total</b>	<b>134</b>	<b>100%</b>

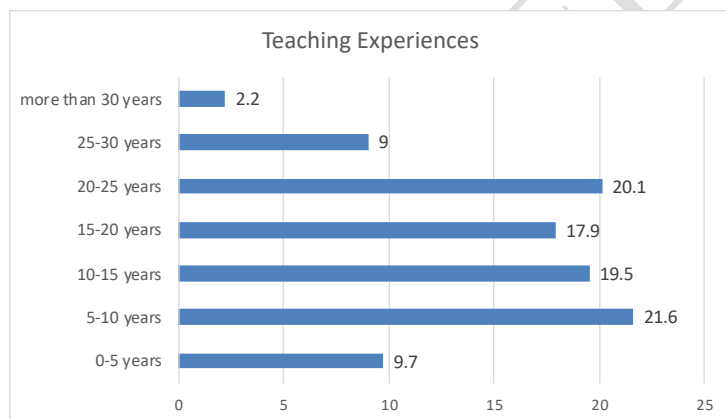


**Fig .2 : Qualification**

**Table 7.**

**Teaching Experience of Respondent**

<b>Teaching Experience</b>	<b>No. of Respondents</b>	<b>Percentage%</b>
1. 0-5 years	12.9	9.7
2. 5-10 years	28.9	21.6
3. 10-15 years	26.1	19.5
4. 15-20 years	24	17.9
5. 20-25 years	27	20.1
6. 25-30 years	12	9.0
7. More than 30 years	3	2.2
<b>Total</b>	<b>134</b>	<b>100%</b>



**Fig. 4: Teaching Experiences**

In regard to the teaching experience, most of the informant (21.6%) had more than 5 -10 years, 20.1% of the respondent had 20 - 25 years, 19.5 had the teaching experience of 10-15 years, 9.7 % had 0-5 years, while 9% had the teaching experience of 25-30 years, with only 2.2% of the respondent had the experience above 30 years.

## Level of Transformational Leadership Style

Table 8 shows the mean and standard deviation obtained for four components of transformational leadership style tested. The highest mean score obtained were 4.30 while 4.17 were the lowest mean score. From the four components, Inspirational Motivation displayed the highest mean score (M = 4.30 ) and the lowest mean score was Individual Consideration (M = 4.17). This signifies that the head of schools in four Government school under Phuentsholing municipality encourages and inspire their staff by giving them a sense of appreciation towards their work and set difficulties to it. Despite the differences in the score of mean, each individual item still shows a high level of practice (>M =4.23). As can be seen from Table 8, total mean score for transformational leadership style practiced as perceived by the Principal of four Government school was 4.23. It can be concluded that majority of teachers in Government school perceived and signifies a highest level of transformational leadership styles towards their *Principals*.

**Table 8.**

## Level of Transformational Leadership Style

Transformation Leadership Component	Mean	SD	Level
Inspirational Motivation	4.30.	0.81	Highest
Intellectual Stimulation	4.23	0.79	Highest
Individual Consideration	4.17	0.77	High
Idealized Influence	4.24	0.81	Highest
<b>Transformational Leadership</b>	<b>4.23</b>	<b>0.79</b>	<b>Highest</b>

## Discussion;

Based on what has been concluded earlier, the teachers of four Government schools of Phuntsholing was perceived high denoting Principal practising a high level of transformational leadership style when performing their duties. This indicates that the teachers of four schools

were generally stimulate their followers to be more creative, inspire them by providing vision and meaning to their work, treat each employee uniquely and help them to develop their strengths. The study has also proven that transformational leadership nature of encouraging subordinates resulting in their enhanced confidence is one of the main reasons such leadership style is favored by the teachers of four Government schools. Hence, it can be concluded that head of the school can ensure their academic staff are highly determined, motivated and can perform at their best individually or in group via their transformational leadership style.

Generally, the findings of the study show some similarities with that of other studies. It is consistent with previous studies (Ali & Farid, 2016; Ibrahim, Ghavifekr, Ling, Siraj, & Azeez, 2014; Shurbagi, 2014). Saeed et al. (2013) in their study mentioned that leadership is an essential factor that could enhance organizational commitment in higher education especially among the academic staff. A similar qualitative study was conducted by Aydin Balyer (2012), finding corroborate with the present study, with teacher perception on Principal's Transformational Leadership was noted high, with inspirational motivation as highest while Individual consideration with low mean score. As perceived by teachers on Transformational Leadership of their Principal as the highest, it also indicates, being able to show the characteristics of charisma, stimulate intellectual discourse, inspire and motivate as well as consider each individual. These elements should be well balanced as they play a huge role in ensuring that each academic staff member stays committed; affectively, continuously and normatively. Based on the result obtained variables were highly practiced by all the Principals of the four school, and , it could possibly lead to a more effective organization especially in producing more high skilled and innovative children.

Besides that, transformational leadership qualities have been proven to be important aspects within the social context especially in making teachers more committed in schools (Ibrahim et al., 2014). Thus, this study has signified that all Principals of have contributed to forming more committed staff. According to Ali et al. (2016), transformational leadership is associated as the best leadership style in fostering staff organizational commitment. Therefore, adopting transformational leadership is one way of encouraging the staff to always increase their level of involvement in the organization especially when dealing with difficult tasks. The result shown earlier signifies a good sign for Principal for having majority teachers perceived as practicing a

high level of transformational leadership which would generate and produce more satisfied teachers under Phuentsholing municipal school.

Moreover, transformational leaders who manage to keep the employees stay committed will create a more successful school as an organization. This is because such leadership style has a direct influence on school performance because transformational leaders are known to be visionary, inspiring, daring, risk-takers and thoughtful thinkers (Gathungu et al., 2015). Since the perception Principal's TL behavior was perceived as the highest by the teachers of four Government school, it could be advantageous for Government schools under Phuentsholing Municipal, Chukha district in keeping its sustainability and helping to produce more skilled and innovative children in the major fields of industry in a country, Bhutan.

### **Limitations**

The study collected data only from four schools under one municipality with purposive sampling to study the teachers' perception of transformational leadership on the Principal's for deciding on whether to keep practicing the same leadership style or to change for a better organizational outcome. Therefore the finding may not apply to the other sectors such as business, manufacturing companies, private sectors, and banking sectors. The organization may best function with other leadership styles which best fit based on the objective and the nature of the organization.

### **Conclusion:**

In conclusion, variables are seen as beneficial towards school success. Therefore, to enhance their transformational leadership style, proper training or programs are highly recommended. Some teachers as class managers and department head might have their own opinions about changing their leadership style. Hence, through continuous training programs, they could slowly develop their transformational leadership style. Besides that, communication between the Heads of Departments and the academic staff is one important element to be maintained in order to build a more effective working environment particularly in building organizational commitment. Moreover, mediating factors like emotional intelligence, job satisfaction, extrinsic and intrinsic

need should also be taken into consideration in making sure that transformational leaders contribute to the development of employees. Hence, the organisation should not overlook this factor as continuance commitment play, a very significant factor in enhancing organisational commitment.

It is hoped that the findings and discussions obtained from this study benefit organizational development especially in Phuentsholing Schools. Transformational leaders are seen as those capable of manipulating change and turn it into opportunity and this would lead to a more successful organization including Government schools aimed at producing more innovative and creative children. This study is also important to counter problems such as staff attrition because it is not only about cost but most importantly, it is a loss to the current organization when losing highly skilled academic staff. Losing them will be a huge disadvantage for the Government.

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