

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 commonly believed that the academic performance of students, the stability of administration, and the standard of education as a whole would all suffer if an educational institution lacked effective administrators and committed academic personnel. In order to determine the frequency of transformative leadership as experienced by educators in four government schools servicing the Phuentsholing Municipality of Chukha, Bhutan, this research will look at the prevalence of such leadership. There were a total of 138 participants in this quantitative study, 134 of them were faculty members from four Government-funded institutions. Principals may better shape their mindsets and guide their schools to success with the guidance of transformational leadership. Therefore, the purpose of this research is to learn how often principals exhibit transformational leadership behaviours in the course of their regular administrative duties.

The findings showed that school administrators demonstrated high levels of idealised influence, motivating inspiration, personalised concern, and intellectual stimulation.

The results revealed that the principals of the four schools studied used transformational leadership strategies to a significant degree.

This study will help further the growth of an institution by persuading current principals to adopt a transformational leadership style that will increase academic staff commitment and ultimately the institution's efficiency and longevity.

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 may significantly improve their staff members' happiness at work. (Tshewang and Chetri; *Asian J. Educ. Soc. Stud.*, vol. 41, no. 3, pp. 1-13, 2023)

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. Andriani, Kesumawati, and Kristiawan (2018) contend that choosing the right leadership style has a significant impact on job satisfaction, which in turn affects the growth and performance of the organisation. The success of an institution also depends on the performance of its employees, and numerous studies have supported this claim.

Teachers have a significant impact on students' education from the ground up, and their performance in the classroom has a direct correlation to the overall success of the school. (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.

According to (Yusoff, Kian, & Idris, 2013); (Wahab, Fuad & Majid, 2014) Principals in institutions play a key role in creating a conducive working environment to keep teachers intrinsically motivated. Principals may do a lot to improve teacher morale by using a variety of leadership strategies, and the approaches they use will vary depending on the context of their school. According to one school of thought on the topic of leadership styles, transformational leadership boosts morale in work environments (Sun et al., 2017). (Kawiana et al., 2020).

In order to keep up with the tides of globalization, the educational system is always evolving. In order to produce well-rounded individuals in terms of knowledge and skills, the current educational system has to undergo quick adjustments (Abdul Ghani & Kuppan, 2012).

However, improving academic output does not occur automatically or overnight. What is needed is a leader who can effect change in the prevailing mindset at the institution. This indicates that the school's administration plays a crucial part in defining the school's degree of performance and quality. Principal leadership is singled out by Sharma, Sun, and Kannan (2012) as the most important subject of study in the field of education. According to Sharma (2012), good

leadership "effectively assists in the implementation of changes, right from the setting of goals to the achievement 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.

Leadership is crucial to a school's success and good performance, according to studies of educational leadership. (Nedelcu, 2013). Awang and Hasani (2016) claim that the evolution of the current educational system is what gave rise to the transformational leadership style, a new educational leadership style. In the framework of transformational leadership, "leaders and followers make each other advance to a higher level of morality and motivation," claim Bass and Avolio (1994). (p. 19). Leaders that are transformational have the power to inspire their teams to go above and beyond what was expected of them in order to achieve organisational success (Venkat, 2005; Shadraconis, 2013). Leithwood (1992) added that transformational leadership helps individuals redefine their purpose and vision, recommit themselves, and reorganise their processes in order to more effectively achieve their goals. Since its proponents "strive to align personal and shared values and goals to bring about increased capacity and commitment," this approach "best suited to meet the needs of current school reform." (Boberg, 2013, p.17). Leaders in schools are crucial in creating a positive atmosphere for teaching and learning.

Leadership has been shown to be crucial for school achievement and excellent performance in studies in this area. (Nedelcu, 2013). According to Awang and Hasani (2016), the transformational leadership style is a new educational leadership style brought about by the development of the existing education system.

At the same time, leadership is the glue that brings a group together to accomplish a common goal. (Bushra, Ahmad, & Naveed, 2011). One school of thought is that effective leaders of the modern period must take on a mindset that actively promotes the welfare of their teams. (Bushra et al., 2011). The transformative leadership style is supported by all of the aforementioned traits of contemporary leaders. Those that inspire their followers to go above and beyond, think creatively, and approach problems from fresh angles are known as transformational leaders. (Gathungu, Iravo, & Namusonge, 2015). Every school's principle should use the five aspects of transformational leadership to get the greatest results possible. (Man, Don, & Ismail, 2016). Teachers at low-performing schools showed the highest levels of dedication when they were

praised by their principal, according to the research. (Saad & Sankaran, 2016). Employees who are happy with their work environment and their treatment by management are more likely to stay with the company. (Stup, 2006). Leaders may improve their abilities as leaders by rethinking collaborative ways, with a focus on how to foster a sense of ownership and responsibility, establish rapport, impart knowledge, guide the next generation of leaders, forge partnerships, and steer their institutions towards success.

Thus, leadership is a determinant in whether or not workers stay put. The Bhutan Education Blueprint 2020–2025 was created by the country's Ministry of Education to assist Bhutan achieve its objective of becoming a high-income nation by raising the quality and effectiveness of the educational system. The Blueprint highlighted the transfer of decision-making authority from the Ministry to the administration of educational institutions as one of its primary efforts. Because of this, those in charge at universities now have more weighty obligations. It is evident that a leader is necessary for a successful execution of the new educational strategy. (Ghavifekr, Hoon, Ling, & Ching, 2014). High-quality, dedicated faculty members are another factor that must be considered while trying to improve the efficacy and efficiency of educational 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

Leadership that transforms According to Gathungu et al. (2015), the four key elements of transformational leadership are idealised influence, inspirational motivation, intellectual stimulation, and personalised consideration. A leader is considered to have idealised influence when his or her followers look up to him or her as a role model in terms of ethics, respect, pride, and trust. Such a leader is also selfless, ready to give up their own interests for the greater good of the team. Therefore, followers accord a high level of deference to leaders who exude idealised influence. (Northouse, 2001). Meanwhile, inspiring motivation reveals the amount to which a leader moves their followers to action by sharing a vision. A leader with such a mindset would push their staff to work with optimism and enthusiasm to ensure that they create a culture of

collaboration and dedication. Therefore, it lends significance to the effort. (Gathungu et al., 2015). Meanwhile, a leader's ability to inspire creativity and innovation in their followers increases when they themselves are intellectually stimulated. Leaders that adopt this mindset inspire their people to think creatively about how to solve challenges and push themselves to the limits of their potential in the pursuit of better outcomes. A leader acts as a guide for their followers, providing them with individualised attention. The followers are treated according to their different talents and knowledge (Gathungu et al., 2015). A successful coach or role model must be able to connect with their followers on an emotional level. Employing transformational leadership increases an organisation's likelihood of success and boosts employee motivation, resulting in workers who are more creative, content, and eager to collaborate in teams. (Fitzgerald & Schutte, 2010). Employees in the education sector who work under a transformational leader are believed to be more committed to the organisation as a whole, and to the school in particular, both in the short and long periods. (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.

According to Avolio and Bass (1988), transformational leadership creates "value added" since it creates chances for advancement. (Leithwood & Poplin, 1992). According to Pont (2014), Mohammed Sani and Jamalullail (2012), and Mohammed Sani and Jamalullail (2012), administrators that possess excellent leadership qualities operate successful schools. Aydin, Sarier, and Uysal (2013) claim that transformational leaders are focused on developing trust with their team members, treating them fairly, helping them when they need it, offering guidance on how to advance their careers, and motivating them to take initiative. Transformational leaders "highly succeed in coping with educational challenges, implementing innovations" in this fashion. (Jamal, 2014, p. 1271) and forecasting employee organisational behaviours. (Ling &

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

Burns (1978) researched political leaders and developed the idea of transformative leadership using his findings. Bass (1985) divided it into the three categories of "transformational," "transactional," and "laissez-faire" management to further refine and polish it. (Hauserman & Stick, 2013). To paraphrase what Burns (1978) calls the "raising the level of human conduct and ethical aspiration of both the leader and led," transformational leadership aims to change the lives of both the leader and the led. (p. 20).

3. THEORETICAL FRAMEWORK

This study's theoretical framework was constructed using Bass and Avolio's (2005) theory of transformative leadership. (1994). Bass and Avolio (1994) characterised the four elements of transformational leadership as idealised influence, inspirational motivation, personalised concern, and intellectual stimulation. Idealized influence leaders are role models for their followers for a number of reasons, according to Bass and Avolio (1994). Leaders who inspire their people are regarded as inspirational motivation leaders. On the other hand, leaders who take their followers' unique requirements and preferences into account are looked up to as role models by their subordinates.

Finally, a leader should be able to foster inventive qualities in the followers in order to provide intellectual stimulation. When people join an organization, they may have an emotional connection to it, and they may be less likely to quit if they are concerned about their future with the group.

In fact, a number of research have been conducted in the past to ascertain how organisational commitment and transformational leadership are related to one another. (Saeed, Gelaidan, & Ahmad, 2013; Yusuf, Aziz, Amin, Muda, & Ibrahim, 2012). The two factors were shown to have a favourable and statistically significant association. A major impression was also made on the fervent teachers by highly accomplished transformative leadership. (Raman, Cheah, Don, & Khalid, 2015).

Thus, it has been shown that there is a robust connection between the two ideas, particularly with regard to establishing their connection. However, in the present study, researcher, will just see

the Principal's Transformational Leadership as perceived by teaching faculties of four Government schools under Phuenthsoling Municipal, Chukha district.

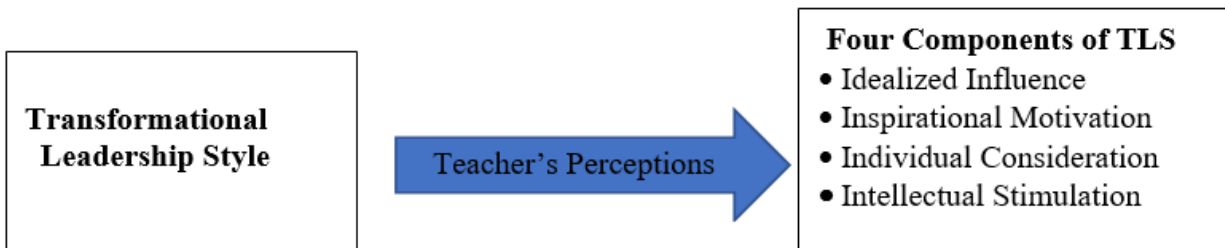


Chart 1 : Teacher's perception towards leadership

4. Statement of the Problem

Leaders who change people and systems are called transformational leaders. Several studies have shown the tight relationship between transformative leadership and the functioning of an organisation. Therefore, it's crucial to investigate the structure of schools in detail to ascertain whether or not principals at different grade levels are familiar with this kind of leadership and to gauge the scope of its implementation. In this study, we want to answer the following question.

4.1. Purpose of the Study

The purposes of the study are:

- i. How do teachers at four government schools assess their individual principals' transformative leadership?
- 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. Do the school's teachers believe that the principal uses a transformative style of leadership?
- ii. At what level of Transformational Leadership component does Teachers perceived toward their Principal in school?

5. RESEARCH METHODOLOGY

5.1. Research Design

Descriptive research methods will be used to understand how the teaching staffs at four Government schools see the Principal's ability to inspire change via their leadership. The acquired data is subsequently described using descriptive analysis. The questionnaire is used to gather the information. Quantitative research methods are used to examine the acquired information. When the main study began, a pilot was conducted to test out and fine-tune the questionnaires that would ultimately be utilised to accomplish the goals of the research. Population-wise, it included educators from the four Government schools in the Phuentsholing Municipality of Bhutan.

5.2. Population and Sampling.

The teaching staffs of the four (four) government schools in the Chukha district of Phuentsholing would be the study's target population.

A sample of 138 respondents was selected from a population of 210 teachers based on the selection table created by Taro Yamane (1970) or Krejcie and Morgan (1970).

The sample is selected using a stratified random sampling procedure. The entire number of employees at each school is divided by the total population to reflect the sample size proportionally. Subsequently, a systematic random selection method was used to choose the respondents. The further split of schools is shown in Table 1 below.

5.2.1. Sample Size

This study's minimal sample size was calculated using the Taro Yamane formula (1968). Using the formula given by Yamane (1968) with a 95% confidence level and $P = .05$, researchers determined the sample size as follows:

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

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

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

$$n = 137.70 = 138$$

Where,

e = Error of random sampling

N = Population size

n = Sample size

Therefore, the planned sample consisted of 138 educators from four schools in the Phuentsholing Municipality of Bhutan.

5.2.2. Sampling Method

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

Step 1

Using stratified random selection, we selected samples from three different levels of secondary schools (200 educators total): lower secondary, middle secondary, and higher secondary.

Step 2

Sample schools were chosen using a method known as "convenience sampling." The location and ease of access from the road point were used to determine which of the four schools would serve as the sample site.

Step 3

In order to calculate the sample size, proportional sampling was utilized, and instructors from four schools in the Phuentsholing, Municipal, Chukha region were included.

Step 4

The surveys were sent to the principals of each school using a method of convenience sampling.

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 |
| Total | 210 | 138 |

6. Research Instrument

There are two parts to the research questionnaire used in this investigation. First section contains general information of the respondents and second section was on survey questionnaire.

Part A: Background Data for Secondary School Educators Secondary school teachers were given a box to fill in with personal information, including their age, gender, marital status, degree of education, and number of years in the field.

Part B Survey questionnaires:

Survey questionnaires consist of two sections as follows:

1. In order to measure transformational leadership behaviors, the researcher used questionnaires originally developed by Xuto (2006) and Rachna (2011) and based on Bass's Multifactor Leadership Questionnaires (MLQ). (1985). The study's team determined that this 28-item questionnaire, which addresses the four areas of idealised influence, inspiring motivation, intellectual stimulation, and personalised attention, is suitable for use in secondary schools in Bhutan's Chukha district. Transformational leadership surveys have a reliability between 0.74 and 0.91, according to Bass and Avolio (2000).

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) |

Teachers were instructed to use the following 5-point Likart's scale to rate the 28 items listed above.

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 |

Teachers' opinions on school principals' transformational leadership were analysed using the mean scores from their responses and ranked as follows, using criteria established by Best (1977): highest, high, moderate, low, and lowest.

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

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:

Questionnaires were used to compile the data. Because of the COVID19 epidemic, all questions were sent by electronic mail, even though having all respondents come from the same area would make it simpler to distribute and collect the completed surveys and guarantee that nothing was misunderstood. Even though the minimum required sample size was 138, the whole questionnaire was emailed to 140 participants. It was carried out to guarantee sufficient sample size. In all, 28 questionnaires were sent out and collected for this research, however only 21 were actually utilised for analysis.

8. Data Analysis

The information was analysed using Microsoft Excel. In order to guarantee that no mistakes were made while entering the data, we double examined everything. We used descriptive statistics to provide an overall picture of the relationship between the two variables. The overall conclusions of the data were summarised using mean and standard deviation calculations.

9. Result

From 138 respondents, only 134 responded at the time of data compilation. Out of the 134 participants, 32.1% of responders were men and 67.9% were women. Table 5 displays the total number of respondents broken down by gender, and Table 9.2 displays the percentage of respondents whose instructors rated them as having high levels of Transformational Leadership behaviour.

Respondent's Profile

Of the total 134 responders, 32.1%, or 43, were male employees. Meanwhile, 91 staff members, or 67.9%, were female. Table 5 displays the total number of male and female responders.

Table 5.

Gender of Respondent

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

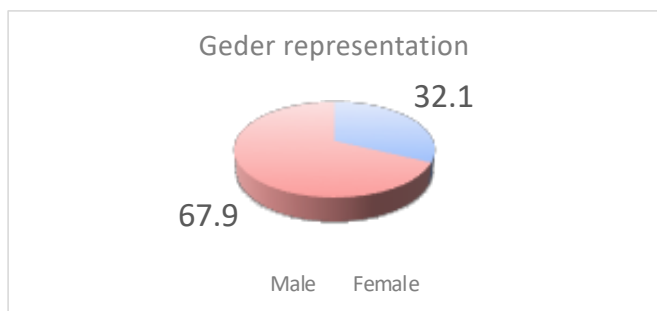


Fig .1 : Gender representation

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 | 5 | 4.9 |
| 2. Undergraduate(Beachelor's) 63.5 | 86 | 86 |
| 3. Postgraduate (masters). 22.4 | 30 | 30 |
| 4. Postgraduate (Phd) 0 | 0 | 0 |
| 5. Others 10.4 | 13 | 13 |
| Total | 134 | 100% |

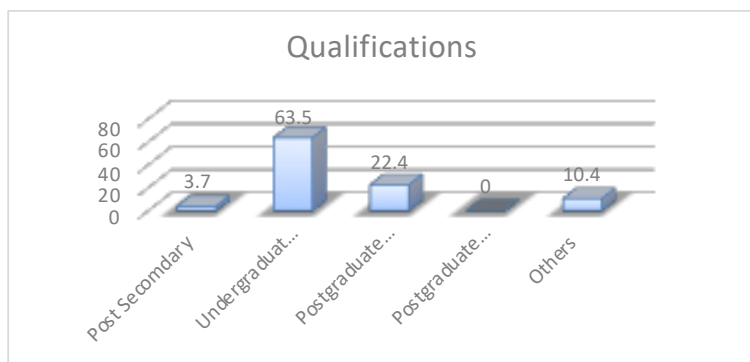


Fig .2 : Qualification

Table 7.

Teaching Experience of Respondent

| Teaching Experience | No. of Respondents | Percentage% |
|-----------------------|--------------------|-------------|
| 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 |
| Total | 134 | 100% |

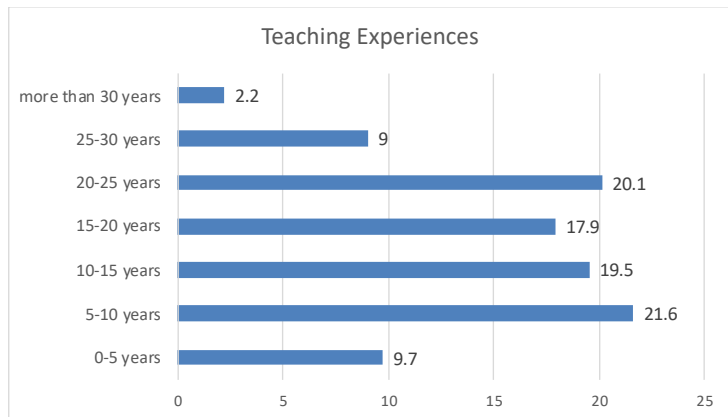


Fig. 3: Teaching Experiences

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 displays the median and range for the four aspects of the transformative leadership style that were examined. Mean scores ranged from 4.30 on the high end to 4.17 on the low. The mean score ($M = 4.30$) for Inspirational Motivation was the greatest of the four factors, while the mean score ($M = 4.17$) for Individual Consideration was the lowest. This demonstrates that the principals of the four Government schools in the Phuentsholing municipality appreciate their employees' efforts and motivate them to overcome obstacles in the pursuit of excellence. Each item still shows a high degree of practise ($>M = 4.23$) despite the variations in the mean score. Table 8 shows that, according to the principals of four Government schools, the average score for the leadership style of transformational leaders was 4.23. It is safe to say that the vast majority of teachers in Government schools attribute the greatest levels of transformational leadership styles to their respective 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 |
| Transformational Leadership | 4.23 | 0.79 | Highest |

Discussion;

According to previous findings, the faculty at four Government schools in Phuntsholing had a favourable impression of the principal because of the latter's use of a transformative leadership style. This suggests that, on the whole, educators at these four institutions are doing a good job of encouraging their students to think outside the box, giving them a sense of purpose in their work, treating them as individuals, and capitalising on their individual abilities. Teachers at four public schools supported transformational leadership for many reasons, including its ability to boost the morale and self-assurance of subordinates. So, it's safe to say that a school's head may get the most out of their faculty, both individually and collectively, by adopting a transformational leadership style.

In general, the study's results are consistent with those of prior research. It agrees with findings from similar investigations. (Ali & Farid, 2016; Ibrahim, Ghavifekr, Ling, Siraj, & Azeez, 2014; Shurbagi, 2014). In higher education, especially among the academic staff, leadership is a crucial factor that has the ability to increase organisational commitment, according to Saeed et al. (2013). 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. If a principal is rated well by teachers in terms of transformational leadership, it means they have charm, encourage thoughtful discussion, inspire and motivate their students, and take each person's needs into account. All of the academic staff's emotional, persistent, and normative commitments depend on these factors being well-balanced. All four school principals showed a high level of adherence to the variables used in the study, suggesting that doing so may improve efficiency and ultimately result in the development of more creative and resourceful young minds.

Furthermore, it has been shown that transformational leadership qualities are essential in the social environment, notably in raising teachers' commitment to their job in the classroom. (Ibrahim et al., 2014). Therefore, the results of this research suggest that all Principals of have helped to create a more dedicated workforce. According to Ali et al. (2016), transformational leadership is the best strategy for cultivating loyalty within a team. Thus, embracing transformational leadership is one strategy to inspire the team to continuously raise their level of engagement in the business, particularly when confronted with challenging responsibilities. Results like those shown above should encourage Principals at Phuentsholing Municipal School to work towards their goal of having the vast majority of their faculty members be seen as engaging in exemplary transformational leadership.

Furthermore, leaders who can inspire their staff to remain dedicated to the school's mission will contribute to its overall success. This is due to the fact that transformational leaders have been shown to have a direct impact on student achievement. These leaders are characterised by a combination of vision, inspiration, courage, risk-taking, and introspection (Gathungu et al., 2015). Since teachers at four government schools rated the behaviour of the principal as having the highest teacher-lead (TL) perception, this finding may be helpful for the government schools in the Chukha district of Phuentsholing Municipality in maintaining their viability and fostering the development of more talented and inventive youth in Bhutan's key industrial sectors.

Conclusion:

In conclusion, vvariables are thought to contribute positively to academic achievement. Therefore, it is strongly advised that they participate in suitable training or programmes to

improve their transformational leadership style. Some teachers in administrative roles, such as department heads or classroom supervisors, may have strong feelings about the need for a change in management style. They might gradually grow into their transformative leadership style by participating in ongoing training programmes. Maintaining open lines of communication between deans and faculty members is also crucial for creating a productive workplace, especially for the purpose of increasing employee dedication to the organisation as a whole. To ensure that transformational leaders aid in their workers' growth, it's important to consider moderating variables like EQ, job happiness, extrinsic and intrinsic motivation, and so on. Organizations would be wise not to discount the role that continued commitment plays in boosting employee engagement.

It is envisaged that Phuentsholing Schools' organisational growth would be aided by the study's conclusions and subsequent discussions. Government schools, which strive to foster students' imaginative and creative potentials, would benefit greatly from having leaders who are capable of navigating change and turning it into opportunity. When highly qualified academic personnel leave an organization, it's a loss for both the individual department and the whole institution, making this research crucial for preventing issues like staff attrition. If the government loses them, it will be severely restricted.

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 baking sectors. The organization may best function with other leadership styles which best fit based on the objective and the nature of the organization.

CONSENT

Consent were sought from all the head of the relevant agencies and individual participants before the data collection.

COMPETING INTERESTS

Authors do not have any conflict of interest in publishing the paper under the journal. The paper is solely under self-funding performed under the interest of researchers and does not involve external funding.

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