MS Research Thesis

RELATIONSHIP BETWEEN TRANSFORMATIONAL LEADERSHIP AND TEACHERS' PEDAGOGICAL PRACTICES AT UNIVERSITY LEVEL

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APPROVAL SHEET

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AUTHOR'S DECLARATION

It is hereby declared that the study's author has completed the entire requirement for submitting this research work in partial fulfillment for the degree of MS Education. This thesis in its present form is the original work of the author expecting those of which have been acknowledged in the text. The material included in the thesis has not been submitted wholly or partially for an award of any other academic certification than for which it is being presented.

Gullfareen Fakhar

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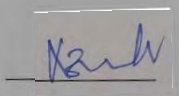
SUPERVISORS' CERTIFICATE

The thesis titled "**Relationship between Transformational Leadership and Management at University Level**" submitted by Ms. Gullfareen Fakhar Reg. No. 20-FOE/MSEDU/S23 is a partial fulfillment of the MS degree in Education. It has been completed under my guidance and supervision. I am satisfied with the quality of the student's research work and will allow her to submit this thesis for further approval as per IIUI rules and regulations.



DR. AZHAR MAHMOOD


Al-Fatihah [1: 1], Nobel Quran
In the Name of Allah, the Entirely Merciful, the Especially Merciful

Dedication

I dedicate this thesis to my beloved parents, whose constant encouragement, prayers, and support have been the cornerstone of my academic journey. Their unwavering belief in my abilities has been my greatest source of motivation and strength throughout this research process.

I also dedicated my work to my supervisor, Dr, Azhar Mahmood who has shaped my educational path with their wisdom and guidance, I offer my deepest gratitude.

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First and foremost, I dedicate this thesis to Almighty Allah, whose countless blessings and guidance have enabled me to complete this work. None of this would have been possible without His divine will and mercy. I am deeply grateful for the strength, patience, and perseverance He granted me throughout this journey.

I also dedicate this work to the Holy Prophet Muhammad (Peace Be Upon Him), whose life, teachings, and example are a beacon of light for all humanity. His wisdom, compassion, and dedication to knowledge inspire me to pursue excellence in all aspects of life. I also dedicate my work to my beloved parents, whose unconditional love, prayers, and sacrifices have been my foundation and driving force. They always believed in me, supported me through thick and thin, and gave me the strength to achieve my goals.

I would like to dedicate this research to my supervisor, Dr. Azhar Mahmood, whose constant supervision and guidance have helped me to complete my research successfully. I also want to thank my teachers' mentors and friends who have contributed to guiding me throughout my academic path. Your wisdom, advice, and support have shaped this research and played a pivotal role in my personal and professional development. I am deeply thankful for your time, expertise, and encouragement.

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Abstract

This study investigated the relationship between transformational leadership and teachers' pedagogical practices in higher education, specifically at the university level. This study was; examined the transformational leadership of leaders at the university level; examined the pedagogical practices of teachers at the university level; and investigated the relationship between transformational leadership and teachers' pedagogical practices; to determine the relationship between transformational leadership and teachers' pedagogical practices at the university level; compared the transformational leadership among leaders of IIUI and NUML; compared the teachers' pedagogical practices among teachers of IIUI and NUML. This study employed a quantitative approach and descriptive research design under the positivist paradigm. The study was delimited to Teachers (permanent) from the Faculty of Education, IIUI, Department of Educational Sciences, NUML, and common departments (Department of Psychology, History and Pakistan Studies, IR, and Media and Communication) from the Faculty of Social Sciences, IIUI, and NUML. The population was divided into two groups: 1st group consisted of two strata or sub-groups that included 25 teachers from the Faculty of Education, IIUI, and 31 teachers from the Department of Educational Sciences, NUML, and 2nd group also consisted of two strata or sub-groups that included 52 teachers from the common departments from Faculty of Social Sciences, IIUI and 91 teachers from the common departments from Faculty of Social Sciences NUML. So, from the 1st group, 56 teachers, and from the 2nd group 143 teachers participated as a population in the study. A total of 199 teachers were selected as a population of the study. Sample from the targeted population was driven through a stratified appropriate equal-size sampling (disproportionate sampling) technique and this technique was used because the population is divided into two groups and each group consisted of two strata or sub-groups and these subgroups were compared. Gay's (1996) sampling table was used to draw a sample from the targeted population. So, 48 teachers from the 1st and 102 teachers from the 2nd groups participated to collect data as a sample. A total of 150 teachers were considered as samples to collect data. Data were gathered using two adapted closed-ended instruments (5 Point-Likert Scale): The Transformational Leadership Scale based on 20 items across its four dimensions: idealized influence, intellectual stimulation, inspirational motivation, and individualized consideration. The Pedagogical Practices questionnaire is based on 25

items across five pedagogical practices; constructivist, collaborative, integrative, reflective, and inquiry-based pedagogical practice. To ensure the validity expert opinions were sought to refine and improve the instruments. The reliability of the instruments was checked by Cronbach Alpha value, the reliability of the Transformational Leadership Scale was found 0.94, and the reliability of the Teachers' Pedagogical Practices scale was found 0.87. Quantitative data were analyzed using descriptive statistics (mean, frequency, and percentage) to measure the teachers' opinions regarding the transformational leadership of leaders and their pedagogical practices at the university level. Pearson correlation coefficient (r) was used to analyze the relationship between transformational leadership style and teachers' pedagogical practices at the university level. Inferential statistics (t-test) was used to compare transformational leadership and teachers' pedagogical practices between IIUI and NUML. The study concluded that transformational leadership, particularly the dimension of idealized influence, plays a crucial role in inspiring teachers to adopt ethical behavior and higher standards in their teaching practices. Leaders who act as ethical role models significantly contribute to the development of effective and reflective pedagogical practices. It is recommended that universities prioritize leadership development programs that focus on cultivating transformational leadership qualities. These programs might emphasize ethical leadership, vision articulation, and personalized mentoring to foster innovation and student-centered teaching practices among faculty members.

Keywords: Transformational Leadership, Teachers' Pedagogical Practices

Table of Contents

List of Tables

List of Graphs

List of Figures

LIST OF ABBREVIATIONS

TL	Transformational Leadership
TPP	Teachers' Pedagogical Practices
NUML	National University of Modern Languages
IIUI	International Islamic University Islamabad

CHAPTER 1

INTRODUCTION

The evolving dynamics of higher education require leadership approaches that not only adapt to change but also actively drive innovative pedagogical practices. Within this context, transformational leadership has gained prominence as a crucial factor in enhancing the quality of education. It fosters environments where advanced teaching methodologies can flourish, providing a significant impact on the teaching practices at the university level. The four dimensions of transformational leadership Idealized Influence (II), Inspirational Motivation (IM), Intellectual Stimulation (IS), and Individualized Consideration (IC) offer a framework through which leaders can effectively influence and raise pedagogical practices, driving educational outcomes.

The importance of transformational leadership in higher education cannot be overstated. As educational institutions face increasing challenges, from technological advancements to diverse student needs, leaders who inspire, motivate, and support their faculty can significantly impact teaching effectiveness (Elliott et al. 2024).

Transformational leadership cultivates an atmosphere that promotes innovation, collaboration, and continuous improvement an environment essential for high-quality teaching and learning (Northouse, 2020). Universities, as complex and evolving entities, require leadership that encourages faculty to adopt pedagogical practices that meet the demands of modern education. By fostering a supportive and visionary leadership culture, transformational leadership directly influences the quality of education, shaping student outcomes and preparing learners for future challenges (Moorosi, 2022).

Pedagogical practices are foundational to creating effective and dynamic learning environments that support academic growth and personal development. At the university level, these practices are crucial for fostering critical thinking, problem-solving, and the application of theoretical knowledge to real-world scenarios (Bush et al., 2021). Well-implemented pedagogical practices ensure that all students, regardless of their diverse backgrounds, have equitable opportunities to succeed. These practices also promote active learning, which is essential in maintaining student motivation and engagement in higher education. By integrating innovative teaching methods and technologies, universities can align educational standards with the evolving global

landscape, equipping students with the skills needed to thrive in their professional and personal lives (Fullan & Quinn, 2022).

Despite the growing body of research on transformational leadership, there remains a significant gap in understanding its specific impact on teachers' pedagogical practices at the university level. While much attention has been given to leadership in primary and secondary education, there is comparatively less focus on higher education settings, where the challenges and complexities of teaching differ distinctly. Universities serve diverse student populations, and teachers must navigate interdisciplinary curricula, critical thinking development, and student-centered learning approaches. This study aims to address this gap by examining the relationship between transformational leadership and pedagogical practices in higher education, particularly how leadership influences the adoption of Constructivist, Collaborative, Integrative, Reflective, and Inquiry-based learning strategies.

Transformational leadership plays a critical role in supporting teachers as they navigate the demands of modern pedagogical practices. Leaders who personify transformational qualities provide not only a vision for educational excellence but also the necessary resources and mentorship for faculty to continuously improve and innovate in their teaching (Northouse, 2019). These leaders inspire faculty to take risks, implement new teaching methods, and foster student engagement through active learning environments. In doing so, they create a culture of creativity, collaboration, and trust, where faculty feel empowered to push the boundaries of traditional teaching methods.

Moreover, transformational leaders provide individualized support, addressing the unique needs and challenges of faculty members as they implement new pedagogical practices. By fostering a collaborative community and recognizing exemplary teaching, transformational leadership ensures that educators remain motivated to pursue excellence and engage in lifelong professional development (Leithwood & Sun, 2019). Such leadership is particularly important in higher education, where faculty autonomy and the complexity of teaching are discriminating. This study hypothesizes that transformational leadership directly influences the effectiveness of pedagogical practices by providing the conditions necessary for innovation and growth in teaching.

This research seeks to examine the relationship between transformational leadership and teachers' pedagogical practices at the university level. It examined how the four dimensions of transformational leadership affect the adoption and effectiveness of various student-centered teaching strategies, such as Constructivist, Collaborative, Integrative, Reflective, and Inquiry-based approaches. Understanding this relationship was crucial for advancing educational practices, particularly in addressing the unique challenges faced by universities today.

1.1 Background and the Context of the Study

The relationship between transformational leadership and teachers' pedagogical practices is a crucial area of study in higher education. Transformational leadership, known for its ability to inspire and motivate, plays a pivotal role in shaping organizational culture, fostering innovation, and driving academic excellence. Pedagogical practices, on the other hand, reflect teachers' strategies for disseminating knowledge and supporting student learning. This study seemed to explore how transformational leadership influences pedagogical practices at the university level, contributing to improved teaching methodologies and enhanced student outcomes.

In the context of higher education, leadership significantly impacts teaching approaches. Transformational leaders inspire their followers through a shared vision, intellectual stimulation, and personalized support (Bass & Riggio, 2006; Chen, 2019). They encourage continuous improvement, innovation, and collaboration among educators, resulting in teaching environments that prioritize student-centered learning and holistic development (Robinson et al., 2020). This leadership style fosters an atmosphere where teachers are more inclined to adopt creative and flexible teaching strategies that align with the dynamic needs of learners (Yurova & Kemp, 2021).

Pedagogy, derived from the Italian word "pedagogia," refers to the art and science of teaching (Putri & Elihami, 2021). Effective pedagogy integrates contemporary teaching strategies that accommodate diverse learning styles, cultural contexts, and modern educational philosophies (Pham & Philip, 2021). However, in recent years, research has indicated a decline in educational quality due to the misapplication of pedagogical practices, with teachers often struggling to implement responsive learning strategies (Sato & Loewen, 2019; Yates et al., 2021).

The role of transformational leadership in addressing these challenges is well-documented. Leaders who exhibit transformational qualities are instrumental in promoting a culture of continuous enhancement, encouraging innovation, and fostering teamwork (Terenko & Ogienko, 2020). They provide the support and resources necessary for teachers to refine their pedagogical practices, ultimately leading to improved learning experiences for students (Smith et al., 2021).

Recent studies have further highlighted the importance of transformational leadership in higher education settings. For instance, transformative leaders have been shown to positively impact teachers' motivation, job satisfaction, and professional development, all of which are crucial for fostering innovative teaching methods (Shields, 2020). These leaders help create an environment where teachers are empowered to experiment with new teaching approaches and engage students more effectively, thereby contributing to improved student outcomes (Usanov & Qayumov, 2020; Sarder, 2023).

While the impact of leadership styles on education has been widely studied at the primary and secondary levels, research on how transformational leadership influences university teaching practices remains limited. This gap is significant because universities face distinct challenges, such as diverse student bodies and the need for critical thinking and independent learning. By exploring how transformational leadership affects pedagogical practices in higher education, this study provided valuable insights into the role of leadership in fostering continuous educational improvement and excellence.

This research aimed to examine the relationship between transformational leadership and teachers' pedagogical practices, focusing on university-level education. By exploring how transformational leadership influences teaching strategies, this study provides insights into effective leadership approaches that can enhance educational outcomes. Additionally, the study compared transformational leadership and pedagogical practices across universities, contributing to the broader field of educational leadership and pedagogy.

1.2 Problem Statement

The present educational landscape demands continuous improvement in teaching practices to meet the diverse needs of university students. However, despite

advancements in teaching methodologies, many university teachers continue to rely on outdated pedagogical approaches, resulting in a disconnect between contemporary student needs and instructional practices and they are not encouraged by the leaders to adapt to changes in the educational setting. This gap hinders student engagement, innovation in teaching, and academic performance.

While transformational leadership has been recognized as a driving force for change, and organizational improvement, and to motivate followers to adapt innovative teaching methods to meet the diverse needs of university students, its influence on university teaching practices remains underexplored. Academic leaders may have the potential to inspire and motivate faculty members, but there is limited research on whether this leadership style directly influences teachers to adopt innovative, student-centered pedagogical approaches.

This study addressed this gap by examining the relationship between transformational leadership and the teaching methodologies employed by university-level teachers. Specifically, it investigated whether transformational leadership can effectively foster an environment that promotes innovative and responsive pedagogical practices. The study aimed to identify weaknesses in current teaching practices and offer recommendations for improvement, ultimately contributing to a more supportive and effective educational environment for both faculty and students.

1.3 Objectives of the Study

The study was conducted:

i. To find out the transformational leadership of leaders at the university level
ii. To examine the pedagogical practices of teachers at the university level
iii. To determine the relationship between transformational leadership and teachers' pedagogical practices at the university level
iv. To compare the transformational leadership among leaders of the IIUI and NUML
v. To compare the pedagogical practices of teachers at IIUI and NUML

1.4 Research Questions

The research questions of the study include;

RQ1. What are the transformational leadership practices of leaders at the university level?

RQ2. What are the pedagogical practices of teachers at the university level?

1.5 Research Hypotheses

The hypotheses of the study were tested to achieve the objectives of the study:

H_{01}: There is no significant relationship between transformational leadership and teachers' pedagogical practices at the university level

H_{02}: There is no significant difference between idealized influence and transformational leadership and teachers' pedagogical practices at the university level

H_{03}: There is no significant difference between intellectual stimulation of transformational leadership and teachers' pedagogical practices at the university level

H_{04}: There is no significant difference between the inspirational motivation of transformational leadership and teachers' pedagogical practices at the university level

H_{05}: There is no significant difference between individualized consideration of transformational leadership and teachers' pedagogical practices at the university level

H_{06}: There is no significant difference in transformational leadership among leaders in the Faculty of Education IIUI and Department of Educational Sciences NUML

H_{07}: There are no significant differences in pedagogical practices among teachers in the Faculty of Education IIUI and Department of Educational Sciences NUML

H_{08}: There are no significant differences between transformational leadership among leaders of the Faculty of Social Sciences IIUI and NUML

H_{09}: There are no significant differences among teachers' pedagogical practices between the Faculty of Social Sciences IIUI and NUML

1.6 Significance of the study

This study is important for several groups in the education sector. First, it will benefit educational leaders by providing valuable insights into how transformational leadership can improve teaching practices at the university level. Leaders can use this knowledge to inspire and motivate teachers, helping create a positive and productive learning environment.

For teachers, the study will help them understand how different leadership styles, especially transformational leadership, impact their teaching methods. By gaining this understanding, teachers can reflect on and improve their practices, leading to better outcomes for their students.

University administrators will also find the study valuable. The findings can be used to develop better leadership development programs, faculty training sessions, and policies that support teaching excellence. This will help administrators create a supportive environment for both teachers and students, contributing to the overall success of the university.

This research also addresses a notable gap in the existing literature by exploring how transformational leadership impacts teaching practices in higher education, a context that presents unique challenges such as diverse student populations, varied academic disciplines, and the imperative to foster critical thinking and independent learning.

Overall, the study will have a positive impact on educational leadership, teachers development, and the way universities support their faculty.

1.7 Delimitations of the Study

The study was delimited to

i. Faculty of Education, IIUI and Department of Educational Sciences, NUML
ii. Department of Psychology, Pakistan studies, IR and media and communications, (common departments) from the Faculty of Social Sciences IIUI and NUML
iii. Teachers from the Faculty of Education, IIUI, Department of Educational Sciences, NUML, and common departments from Faculty of Social Sciences (Department of Psychology, Pakistan Studies, and IR) IIUI, and NUML

1.8 Operational Definitions

1.8.1 Transformational Leadership

Transformational leadership is a leadership style in which leaders inspire and motivate their followers by presenting a compelling vision, fostering a shared purpose, and modeling the behaviors they wish to see. This approach encourages innovation, provides personalized support, and seeks to help individuals reach their full potential. Transformational leadership aims to create a culture of trust, enthusiasm, and commitment, transforming both individuals and the organization itself in the process.

1.8.2 Pedagogical Practices

Pedagogical practices refer to the various strategies, methods, and techniques that educators use to facilitate learning in the classroom. These practices encompass the teaching-learning process, using different instructional strategies to address diverse learning needs, and implementing both formative and summative assessments to monitor student progress. Additionally, effective pedagogical practices promote an inclusive and supportive classroom environment. The ultimate goal of these practices is to foster students engagement, comprehension, and academic success.

1.9 Conceptual Framework

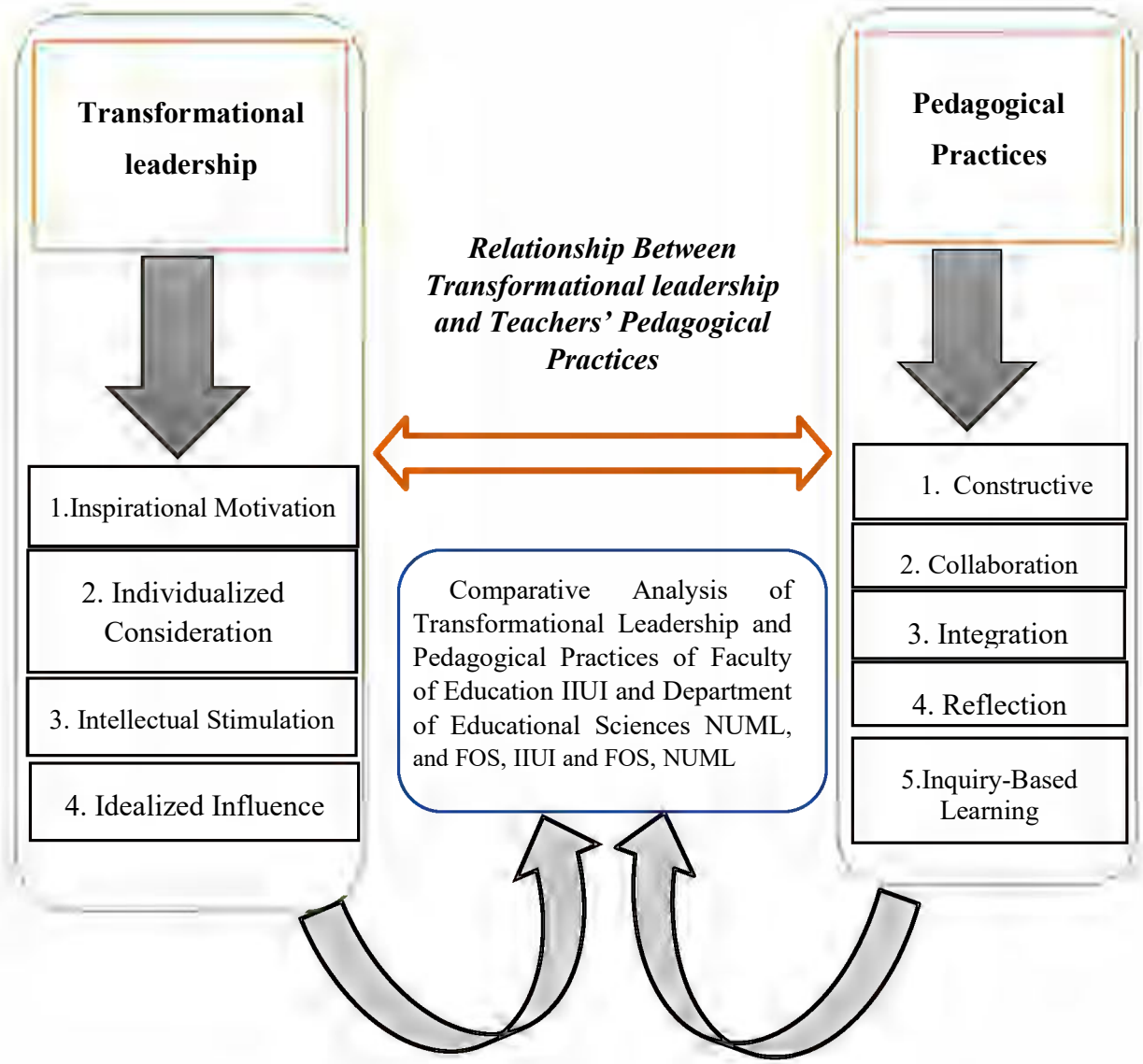


Figure: 1.1 Conceptual Framework of Transformational Leadership and Teachers' Pedagogical Practices

Transformational Leadership (Sunaengsih et al, 2021)

Pedagogical Practices (Aterrado et al., 2020; Langcay, 2024)

CHAPTER 2

LITERATURE REVIEW

This chapter thoroughly overviews existing research and academic works relevant to studies focusing on transformational leadership and teachers' pedagogical practices. By synthesizing and analyzing previous studies, this section aims to construct a theoretical framework and provide contextual background to understand the role of transformational leadership in shaping teachers' pedagogical practices. The literature review encompasses a detailed examination of core concepts, foundational theories, and empirical evidence to better comprehend the influence of transformational leadership on the strategies, methods, and techniques teachers use to facilitate learning. The goal is to identify patterns, trends, and key insights that could inform further research and guide the development of effective leadership approaches that support innovative teaching practices in educational settings.

2.1 Leadership

Leadership is a topic that generally has a positive connotation, capturing widespread interest. The literature on leadership repeatedly outlines the characteristics of effective leaders, highlighting traits and strategies that align with the demands of different leadership roles (Hallinger & Wang, 2021). Leadership is beneficial for everyone, not just those in designated positions or specific organizations. It isn't confined to formal roles or organizational structures. In its broadest sense, leadership can be defined as an individual's ability and inclination to influence, inspire, and guide others or teams to contribute to a common goal (Miller, 2021). Leadership involves persuading, motivating, and sometimes directing people toward achieving specific outcomes, demonstrating that the essence of leadership is about creating a vision and guiding others to work towards it.

2.2 Transformational Leadership

James MacGregor Burns devised the term "transformational leadership" in 1978 to characterize political leaders who change the values of their followers. This concept was extended by Bass in 1985 to include leadership in organizational contexts. Bass and Avolio (1994) further elaborated on transformational leadership, emphasizing how leaders inspire subordinates to view their tasks from a new perspective, thereby

raising their competence and understanding of the organization's goals. A transformational leader motivates followers to prioritize the greater good over individual interests and creates a sense of purpose that aligns with the organization's broader vision. The concept of transformational leadership has been a central theme in leadership research since its introduction by Burns (1978) and later expansion by Bass (1985). This leadership style, characterized by its focus on transforming and motivating followers to exceed expectations, has been extensively studied across various fields, including education, business, and healthcare. Over the past few decades, the theory has evolved, leading to an increased understanding of its components, effectiveness, and applications.

In his work on political leadership, James MacGregor Burns (1978) is credited with developing the fundamental idea of transformational leadership. He made a distinction between transactional and transformative leadership. By outlining job and task criteria and offering incentives for compliance, transactional leaders direct or inspire their followers toward predetermined goals. Transformational leaders, on the other hand, inspire people to accomplish more than they previously believed was possible, going beyond simple transactions. According to Burns, transformational leadership entails enhancing the moral growth of the leader and followers to create a process that is both elevating and advantageous to both parties.

Bernard Bass (1985) built on Burns' work and developed a more structured model of transformational leadership. He proposed that transformational leaders exhibit specific behaviors that inspire followers to commit to a shared vision, challenge their thinking, and develop their potential. According to Bass and Avolio (1994), transformational leadership consists of four key components, known as the "Four I's":

i. Idealized Influence
ii. Inspirational Motivation
iii. Intellectual Stimulation
iv. Individualized Consideration

Idealized Influence refers to behaviors that establish a leader as a role model for their followers. This includes demonstrating strong ethical principles, and integrity, and emphasizing the collective good over personal gains (Avolio & Bass, 2020).

Followers tend to respect and admire leaders who embody these qualities, often striving to emulate them.

Inspirational Motivation is when leaders articulate a compelling vision that motivates and inspires their followers. These leaders share a clear, uplifting outlook on the organization's future, encouraging subordinates to work toward shared goals (García-Morales et al., 2020). Inspirational motivation gives followers a sense of purpose and creates a positive, forward-looking environment.

Intellectual Stimulation involves challenging followers to think creatively and approach problems from new angles. Transformational leaders encourage innovation and welcome new ideas, fostering a culture where subordinates are inspired to think outside the box and find unique solutions to longstanding issues (Eyal & Roth, 2019).

Individualized Consideration encompasses providing personalized support to followers. Leaders who practice individualized consideration treat.

2.2.1 Idealist Influence

Idealized influence is the ability to affect others by serving as a role model, demonstrating exceptional skills and ethical behavior, and providing a trustworthy source of information. The trust and confidence that followers have in their leader arise from the leader's disposition to take personal risks, their consistency in decision-making, and their reliability in actions. This consistent display of integrity and competence builds a leader's reputation over time. As a result, followers are drawn to emulate the leader, aiming to replicate their behavior as they develop a sense of admiration and respect for them (Dong et al., 2020). This aspect of leadership plays a significant role in establishing a strong, positive connection between leaders and their followers.

(Jackson, 2021) examined the effect of idealized influence on follower identification with the leader and the organization. Their study found that leaders who display high levels of charisma inspire greater follower loyalty and identification, ultimately leading to stronger commitment to organizational goals. Similarly, (Kouzes & Posner, 2020) found that idealized influence was strongly associated with positive organizational outcomes, such as employee satisfaction, motivation, and performance.

In educational settings, Leithwood and Sun (2019) observed that idealized influence is critical in shaping school culture. Principals who display this characteristic are more likely to foster a sense of trust and respect among teachers, which translates into higher job satisfaction and a stronger commitment to school-wide goals. The same study found that students in schools with transformational leaders who exhibit idealized influence demonstrate higher engagement and academic performance.

2.2.2 Inspirational Motivation

Transformational leaders set clear goals that they communicate to the people they lead. They encourage their subordinates to share their ideas and offer a clear, concise vision of the organization's future direction (Bass & Riggio, 2019). This forward-looking perspective, known as "inspirational motivation" (IM), creates a compelling and attractive vision for the future, one that resonates with followers' higher-order needs by being both challenging and meaningful, while also rooted in tangible outcomes. Leaders who excel in inspirational motivation exhibit confidence and positivity, instilling in their followers a sense of hope that their collective efforts will yield success (Northouse, 2021). This approach not only motivates the team to pursue shared goals but also fosters an environment where individuals feel valued and inspired to contribute to the organization's success.

According to research, organizational results and follower performance are significantly impacted by inspiring motivation. According to Gumus et al. (2020), leaders who employ inspirational motivation help their followers develop deeper emotional bonds with them, which increases their dedication and effort to accomplish common objectives. This aspect of transformational leadership, as further shown by Pieterse et al. (2020), indicated that increases followers' intrinsic drive, especially when they see that the leader's vision empowers them.

In the field of education, Judge et al. (2021) discovered that principals who motivate their employees with an engaging vision typically encourage greater levels of teacher collaboration. Both teacher effectiveness and student accomplishment are enhanced by this collaborative culture, which is motivated by common objectives and a sense of purpose.

2.2.3 Intellectual Stimulation

The leader pushes followers to rethink their approaches and seek innovative methods to accomplish goals. This leads to followers perceiving that their leaders not only allow but actively encourage them to examine their work processes, explore alternative ways to complete tasks, and experiment with new techniques to achieve faster results. By stimulating their subordinates' minds, leaders can foster creativity and ignite innovative responses to longstanding problems (Day & Sammons, 2019). This approach creates an environment where employees feel permitted to think outside the box, resulting in increased adaptability and a willingness to embrace change, which ultimately benefits the organization.

Research has repeatedly shown that encouraging creativity and problem-solving in businesses requires intellectual stimulation. According to Dvir et al. (2020), intellectual stimulation has a good impact on organizational learning because leaders who promote divergent thinking foster cultures where people actively look for innovative answers to issues. This research was expanded upon by Hoyt & Blascovich (2020), who demonstrated that intellectual stimulation is especially crucial in dynamic industries where businesses must continuously adjust to shifting conditions.

Antonakis et al. (2020) emphasized the value of intellectual stimulation in education for fostering teacher growth. A culture of continuous improvement is fostered by leaders who push educators to try out novel teaching strategies and evaluate their approaches.

2.2.4 Individual Considerations

Leaders who show special attention to their colleagues do so by recognizing their team’s concerns and treating people as complete individuals. According to Deci (2019), such leaders act as mentors to their subordinates, offering praise for creativity and innovation. "Personalized attention" (PIC) refers to leaders who act as mentors or coaches, showing an awareness of their subordinates’ needs for success, growth, and determination. This personalized approach accepts individual differences in terms of autonomy, support, accountability, and even structure and guidance. Chen et al. (2021), emphasized that followers are seen as unique individuals rather than merely fulfilling a job role or serving a functional purpose. Individualized attention dramatically improves follower pleasure, loyalty, and performance, according to research.

According to research by Bono & Judge (2019), leaders who offer tailored assistance and feedback are more likely to encourage followers' personal development, which raises their level of job satisfaction and loyalty to the company. Furthermore, Wang & Howell (2020), showed that followers' psychological empowerment which in turn promotes greater creativity and productivity is favorably correlated with personalized attention.

Berson et al., (2021) investigated the connection between transformational leadership and teacher commitment in educational contexts and discovered that personalized attention is essential to teacher development. Teachers are more likely to participate in professional development events and enhance their teaching methods when they receive individualized assistance from their superiors.

Through an approach referred to as transformational leadership, managers inspire those who report them to be more motivated and dedicated to the company. Transformational leaders engage with their peers in a way that raises motivation and collaboration to a whole new level for both leaders and employees, according to Burns (1978). Bass (1985) defined transformational leadership as exhibiting extraordinary performance and leadership excellence, with an emphasis on charm, individual response, & intellectual stimulation. School principals need to have good interpersonal skills because they work with teachers, administrative personnel, and students.

Jazmi (2019) suggested that school principals embrace a transformative leadership style. According to a study conducted in 2021 by Gumus and Bellibas, transformational leaders can successfully convey common meanings to their subordinates. Through principals' leadership methods, transformational leadership in Malaysia improved teachers' commitment and job satisfaction and raised teacher morale (Braun et al., 2020). Transformational leadership is emphasized by administrators who fully enhance the performance of schools through effective teamwork.

These four components serve as the foundation for the many studies that followed, examining transformational leadership's effectiveness in different contexts and its relationship with organizational outcomes.

Transformational leadership has been widely studied in the context of education, particularly to school leadership and teacher effectiveness. Research has

demonstrated that transformational leadership positively influences teacher performance, student outcomes, and overall school success (Leithwood & Sun, 2019). Educational leaders who exhibit transformational qualities are found to create a more supportive and motivating environment, leading to higher job satisfaction among teachers and improved learning environments for students.

Dumdum et al., (2020) conducted several studies on transformational leadership in schools, emphasizing the importance of leadership in shaping school culture and promoting collaborative decision-making. Their research revealed that transformational leadership positively correlates with teachers' professional development and commitment to school goals. In addition, Oreg & Berson, (2021) found that transformational leaders in schools tend to foster a sense of shared purpose and collective responsibility, which improves teachers' pedagogical practices and student learning outcomes.

Similarly, Eisenbeiss et al., (2021) highlighted that transformational school leaders often create a vision that motivates both teachers and students, resulting in a positive organizational culture. By promoting intellectual stimulation, these leaders encourage teachers to adopt innovative teaching methods and continuously improve their instructional practices. Moreover, individualized consideration by school leaders was found to significantly enhance teachers' self-efficacy, as it provided them with the support needed to develop professionally.

Research on transformational leadership in education has demonstrated its positive impact on teacher motivation and pedagogical practices. Gregory et al., (2020) emphasized that transformational leadership plays a critical role in enhancing teachers' motivation, particularly by fostering a shared vision and encouraging professional growth. Teachers working under transformational leaders are more likely to feel empowered and motivated to improve their teaching practices, which directly impacts student learning.

Ghasabeh & Provitera, (2019) explored the relationship between transformational leadership and teacher efficacy, finding that teachers' sense of efficacy increased significantly when their leaders exhibited transformational behaviors. The study revealed that teachers who felt supported and valued by their leaders were more willing to take risks, try innovative teaching strategies, and

collaborate with colleagues to improve student outcomes. This is consistent with the intellectual stimulation and individualized consideration components of transformational leadership, which promote an environment of continuous learning and improvement.

In higher education, Robinson et al. (2021) investigated the role of transformational leadership in promoting academic innovation and faculty development. The study concluded that transformational leaders in universities are more likely to foster a culture of innovation, where faculty members are encouraged to engage in interdisciplinary research and adopt new technologies in their teaching practices. Transformational leaders also play a critical role in providing mentorship and professional development opportunities, further motivating academic staff to excel in their roles.

Several studies have examined the impact of transformational leadership on student outcomes. Sebastian and Shields, (2020) found that transformational leadership in schools indirectly influences student achievement by shaping the school's organizational culture and improving teacher effectiveness. Schools led by transformational leaders tend to have higher levels of student engagement and academic success, as these leaders create environments where teachers are motivated to improve their practices and students feel supported in their learning journeys.

In the context of higher education, Ghasemy et al. (2019) explored the relationship between transformational leadership and students' academic performance in universities. The study found that transformational leadership positively influenced students' motivation, engagement, and academic success by creating a learning environment that encourages self-directed learning, critical thinking, and collaboration. Furthermore, transformational leaders were found to foster a sense of belonging among students, which contributed to higher retention rates and academic achievement.

Despite its popularity and extensive empirical support, transformational leadership theory has been critiqued for several reasons. Tourish (2019) argued that the theory places too much emphasis on the leader's charisma and moral authority, potentially leading to issues of over-reliance on individual leaders. There is also a concern that transformational leadership could be used manipulatively if leaders use their influence to serve personal rather than collective interests. This critique highlights

the ethical considerations associated with transformational leadership, particularly in contexts where power imbalances exist.

Another critique is related to the contextual limitations of transformational leadership. Wang et al. (2023) emphasized the importance of situational factors in determining the effectiveness of transformational leadership. The study suggested that organizational culture, the external environment, and individual differences among followers play crucial roles in moderating the impact of transformational leadership. For instance, in organizations with a hierarchical culture, transformational leadership may not be as effective as in more collaborative and flexible settings.

Finally, some scholars have argued for a more integrative approach to leadership theory, combining elements of transformational leadership with other leadership styles, such as servant and authentic leadership. Dinh et al. (2020) proposed that future leadership research should focus on how different leadership styles interact and complement each other to create more holistic models of effective leadership.

According to Javed et al., (2020), commitment is a procedure through which employees uphold their status as members and connect with the goals and values of the company. According to Quinn (2022), commitment can also be defined as the actions of a person who firmly believes in the organization's principles and objectives, is driven to help its members succeed, and is committed to staying there. In addition to carefully finishing their work, dedicated educators are also prepared to give their time when necessary to assist the school (Liden et al., 2021). Generally speaking, a devoted individual exhibits accountability, involvement, loyalty, and a sense of ownership. A study conducted in 2019 by Joo, Yoon, and Jeung discovered a strong positive correlation between employees' dedication and their managers' transformational leadership. In a similar vein, Miao et al., (2020) discovered that instructional management by leaders had a greater impact on teachers' engagement than transformational leadership. 419 secondary school teachers in Kedah were made accountable in his study. Using a sample of 432 teachers, Wang et al., (2021) also discovered a strong relationship between teachers' dedication and leaders' instructional leadership.

Today's leaders must overcome obstacles that call for extraordinary leadership abilities. Modern leaders require sophisticated emotional and social skills in addition

to successful leadership techniques. Even the most skilled managers may find it difficult to lead efficiently in the absence of social intelligence, even while IQ and technical proficiency may be essential qualifications for executive posts (Braun & Peus, 2020). Hoch et al., (2020) discovered, however, that transformative leadership had little effect on the outcomes or levels of commitment. This result was unexpected because earlier studies had shown a link between increased task engagement and performance evaluations and a CEO's transformative style. Even after controlling for other factors, Jha, (2021) study found that perceptions of transformative leadership only contributed 1% and 2% of the variance regarding achievement and engagement, respectively.

2.3 Teachers' pedagogical practices

The range of approaches, procedures, and plans that teachers use to facilitate learning and carry out instruction is referred to as pedagogical practices. This involves organizing, carrying out, and evaluating instructional strategies intended to pique students' interest and advance their academic progress (Wright, 2019). In a university context, these approaches might vary from traditional lecture-based approaches to innovative, student-centered approaches. Grant et al., (2020) stated that instructional tactics also include the way students and teachers interact, the use of technology in the classroom, and an emphasis on knowledge exchange and adaptable teaching strategies. This all-encompassing viewpoint is in line with the changing needs of higher education, where successful teaching strategies are essential to building the interest of students and helping them succeed academically.

2.4 Teachers' Pedagogical Practices at the University Level

University-level pedagogical practices have changed dramatically over time, moving away from traditional lecture-based instruction and toward more creative methods that emphasize active comprehension and student interaction. A range of instructional strategies, including project-based learning, group projects, and technological integration, are part of this shift. Here, we look at the fundamentals of contemporary higher education pedagogy.

Creative methods of instruction make use of modern strategies that encourage engaged study habits and deeper student participation. Interactive exercises, technology-enhanced teaching, and other methods that include students directly in the

learning process are frequently used in them (Garcia, 2019). Effective instruction incorporates active learning, which enhances the understanding and retention of content by involving students in problem-solving, group discussions, and practical exercises (Balwant, 2021). Student-Centered Learning prioritizes the needs and involvement of the students. It motivates students to take charge of their education and fully engage with the subject (Wright, 2019).

According to Knippenberg et al., (2021), this paradigm involves teachers serving as facilitators who lead students through inquiry-based activities and group projects that develop their critical thinking and problem-solving abilities. Innovative pedagogy strongly emphasizes teamwork and cooperation, with teachers creating an environment where students work together on tasks and projects. According to Li et al., (2020), collaborative learning improves peer-to-peer assistance, communication, and teamwork. Collaborative development and participation are valued in the school environment when teachers model this behavior (Johnson & Johnson, 2019). Effective interpersonal relationships, which include open and honest communication between coworkers and between teachers and students, are a key component of successful pedagogical approaches. Pupils who feel comfortable asking questions and comprehending the content are guaranteed effective communication (Ehrhart & Klein, 2021).

Effective communicators offer helpful criticism that encourages lifelong learning and development. Flexibility and Adaptability in learner-centered classrooms shows a teacher's capacity to change with the times and meet the various demands of students. Flexible teachers who are flexible can adjust their tactics in response to feedback from students and changing conditions in the classroom (Leithwood & Sun, 2020). Adopting new technology and integrating it into the classroom setting is another aspect of flexibility (Schyns et al., 2021).

In the educational process, teachers are essential. Therefore, by using a range of pedagogies to encourage active learning among students, teachers set the tone and light in the teaching and learning process. Therefore, pedagogy implementers need to carefully prepare their lessons in order to accomplish the desired goals and results. In this regard, pedagogy is essential since it informs educators about the best practices for a classroom setting. It helps them understand how different students learn and adapt

their classes to fit their needs. Their ability to activate students' knowledge and abilities will be improved since they will find the pedagogies engaging (Ali & Das, 2018; Archambault et al., 2022).

Five pedagogical practices are listed below;

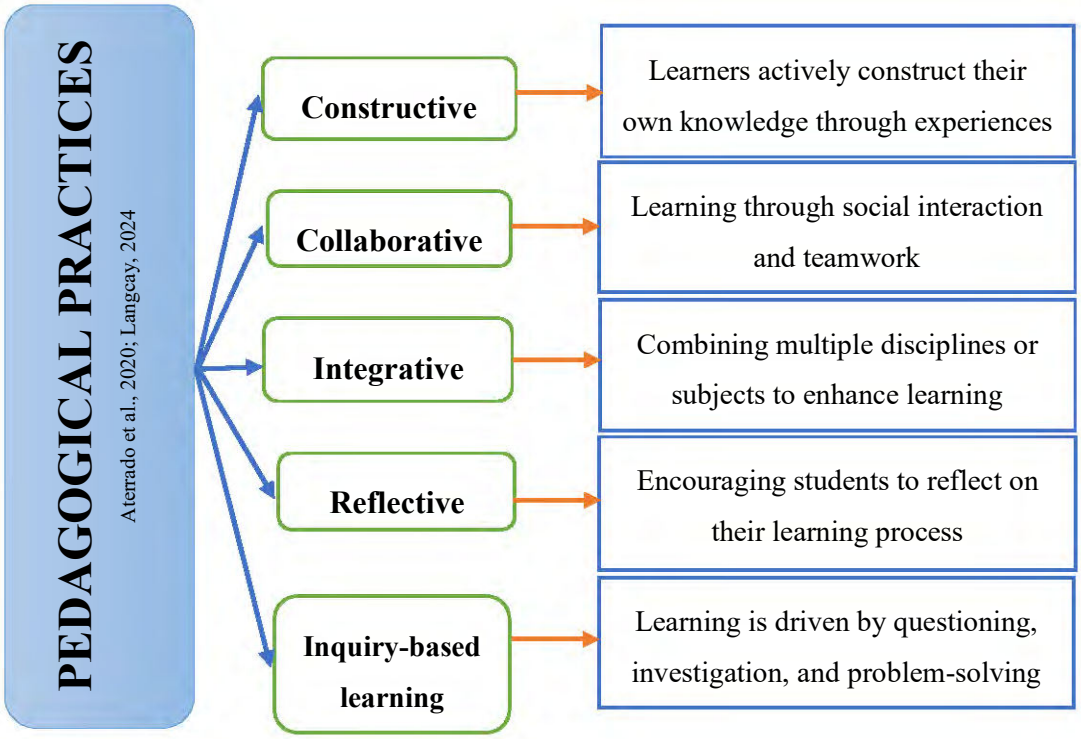


Figure 2.1 Pedagogical Practices

2.4.1 Constructive pedagogical practice

Constructive pedagogy, rooted in the works of Piaget and Vygotsky, highlights the proactive role that students play in building their knowledge and understanding via experiences and reflection on themselves (Schyns et al., 2021). This educational approach advocates for student-centered learning environments where learners are encouraged to explore, ask questions, and engage in critical thinking and problem-solving activities. Constructivist pedagogy engages students in activities that promote analysis, synthesis, and evaluation of the content. This could involve hands-on experiments, interactive simulations, or real-world problem-solving tasks. It built learning activities upon the learners' existing knowledge and experiences (Tummers & Knies, 2020).

Educators assess what students already know and connect new information to prior understanding. In this pedagogical practice, learning occurs in contexts relevant to students' lives, helping them see the practical application of their knowledge. This

approach helps in making learning more engaging and meaningful. Social Interaction is also promoted in constructivist pedagogy (Hirst et al., 2020). Collaborative learning and dialogue with peers are encouraged to facilitate deeper understanding. Social constructivism, influenced by Vygotsky, highlights the importance of cultural and social interactions in learning. Students are encouraged to reflect on their learning processes and outcomes, fostering metacognitive skills and self-regulation (Sosik & Godshalk, 2020).

A study by Gul et al. (2021) investigated the effectiveness of constructivist-based instructional strategies in improving the academic performance of high school students. The results indicated that students taught using constructivist approaches demonstrated significantly higher achievement levels in science subjects than traditional methods (Gul et al., 2021). This suggests that constructivist practices can enhance understanding and retention of complex concepts. Silva et al., (2020), explored the role of constructivist pedagogy in increasing student engagement and motivation. Their findings revealed that students in constructivist classrooms were more actively engaged and motivated to learn, as the teaching methods promoted autonomy, competence, and relatedness. This aligns with self-determination theory, which posits that these factors are crucial for intrinsic motivation.

Farida et al. (2019) looked at how constructivist teaching methods affected college students' growth in critical thinking abilities. When compared to students in conventional lecture-based courses, the study discovered that students exposed to constructivist approaches showed a notable improvement in their capacity to analyze, assess, and generate new ideas (Farida et al., 2019). Harlow and Cummings (2020) investigated teachers' perceptions of and challenges in implementing constructivist pedagogical practices. Their research highlighted that while many educators recognize the benefits of constructivist methods, they also face challenges such as insufficient training, limited resources, and the constraints of standardized testing (Harlow & Cummings, 2020). Khan and Masood (2019) explored the effects of constructivist teaching practices on students' conceptual understanding in STEM education. Their study found that students taught through constructivist approaches exhibited a deeper understanding of STEM concepts and could better apply their knowledge to solve real-world problems (Khan & Masood, 2019).

Constructivist pedagogical practices have significantly enhanced student learning outcomes, engagement, motivation, and critical thinking skills. Recent studies provide strong evidence supporting the effectiveness of these practices in diverse educational settings. However, challenges remain in widespread implementation, necessitating further research and professional development for educators.

2.4.2 Collaborative Pedagogical Practice

Collaborative pedagogical practices involve students working together in groups to achieve common learning goals (Nguyen et al., 2021). This educational approach emphasizes the importance of social interaction, communication, and teamwork in the learning process. Collaborative learning strategies include group discussions, peer tutoring, cooperative projects, and problem-solving activities that require collective effort (Judge et al., 2021). It prioritizes social interaction that helps students learn from and with each other, sharing diverse perspectives and knowledge. It encourages shared goals in which groups work towards common objectives, fostering a sense of unity and collective responsibility.

Success depends on the contributions of each group member, promoting accountability and cooperation. It focuses on communication skills that collaborative activities enhance students' ability to communicate effectively and listen to others. Group work encourages students to think critically and creatively, as they are exposed to different viewpoints and must negotiate and synthesize information (Mayer, 2021). According to Vygotsky's social constructivist theory, learning is essentially a social activity, and collaborative pedagogical approaches support this idea. Students can reach greater levels of cognitive development through peer contact than they might on their own.

A study by Ng et al. (2021) investigated the effects of cooperative learning on students' academic performance. The findings indicated that students who participated in structured cooperative learning activities demonstrated higher academic achievement and a deeper understanding of the subject matter compared to those in traditional instructional settings. The study highlighted the effectiveness of cooperative learning in promoting student engagement and academic success. A study by (Miao et al., 2021) examined the role of collaborative learning in enhancing students' social skills. The research showed that students involved in collaborative learning activities

developed better interpersonal skills, such as empathy, communication, and conflict resolution. These skills are essential for students' personal and professional lives, indicating the broader benefits of collaborative pedagogy beyond academic achievement.

Arnold et al., (2019) investigated how collaborative learning affected students' capacity for critical thought. According to the study, students' critical thinking abilities significantly improved when they worked on collaborative learning activities as opposed to individual learning settings. The collaborative setting allowed students to articulate their thoughts, challenge each other's ideas, and engage in reflective thinking.

A study by Hamalainen and Vahasantanen (2019) investigated how collaborative learning influences students' motivation and engagement. The results indicated that students in collaborative learning environments were more motivated and engaged in their studies. The sense of community and support from peers contributed to a positive learning experience, which in turn increased students' intrinsic motivation to learn. A study by Al-Husseini & Elbeltagi, (2020) examined teachers' perspectives on and experiences with implementing collaborative learning strategies in their classrooms. The research identified several benefits, including enhanced student learning and social development, as well as challenges such as classroom management and the need for professional development to effectively facilitate collaborative learning.

Collaborative pedagogical practices have demonstrated significant benefits in terms of academic achievement, social skills development, critical thinking enhancement, and student motivation. Recent studies provide strong evidence supporting the effectiveness of these practices in diverse educational settings. However, challenges in implementation highlight the need for ongoing professional development and support for educators.

2.4.3 Integrative Pedagogical Practice

Integrative pedagogical practices involve connecting different subject areas and linking academic content to real-world contexts, fostering a holistic understanding of knowledge (Appelbaum et al., 2020). This approach helps students make meaningful connections between various disciplines, promoting deeper learning and the application of knowledge in diverse situations. Integrative teaching strategies include

interdisciplinary projects, thematic units, and real-world problem-solving tasks (Bass et al., 2020). It encompasses interdisciplinary connections in which the curriculum is designed to integrate multiple subjects, encouraging students to see the relationships between different areas of knowledge.

It focuses on real-world relevance in which learning activities are connected to real-world issues and scenarios, helping students understand the practical applications of their knowledge. It promotes holistic understanding that enables students to comprehensively understand complex concepts by exploring them from multiple perspectives (Braun et al., 2020). Integrative practices encourage students to analyze, synthesize, and evaluate information from various disciplines, fostering critical thinking skills. By making learning relevant and meaningful, integrative practices increase student engagement and motivation. Integrative pedagogy aligns with educational theories that emphasize the interconnectedness of knowledge and the importance of applying learning to real-life contexts (Breevaart et al., 2019).

Drake and Reid (2019) investigated how students' academic performance was affected by integrated curriculum frameworks. According to the study, children who participated in integrative learning activities outperformed their peers in traditional, discipline-specific classes in terms of academic attainment and problem-solving abilities. The study demonstrated how well integrative methods work to foster greater comprehension and memory of information. Beane and Apple (2019) investigated how integrative teaching methods affected high school students' growth in critical thinking abilities. According to the study, students' capacity to evaluate and synthesize data from many sources significantly improved in integrative classrooms.

The integrative approach encouraged students to think critically and creatively about complex issues. A study by Gresnigt et al. (2019) investigated how integrative pedagogical practices influence student engagement and motivation. The findings indicated that students in integrative learning environments were more engaged and motivated to learn. The study suggested that the real-world relevance and interdisciplinary nature of integrative practices contribute to increased student interest and active participation in learning. A study by Jacobson et al. (2020) examined teachers' perceptions of and experiences with implementing integrative pedagogical practices. The research found that while many educators recognized the benefits of

integrative approaches, they also faced challenges such as curriculum constraints, lack of resources, and the need for professional development. Teachers expressed the need for support in designing and implementing integrative curriculum effectively.

Carmeli et al., (2020) investigated the effects of integrative teaching practices on students' conceptual understanding in STEM education. The study found that students taught through integrative approaches demonstrated a deeper understanding of STEM concepts and were better able to apply their knowledge to solve real-world problems. The research highlighted the potential of integrative practices to enhance STEM education.

Integrative pedagogical practices have demonstrated significant benefits in terms of academic achievement, critical thinking skills, student engagement, and conceptual understanding. There is compelling evidence from recent studies that these methods work well in a variety of educational contexts. Nonetheless, implementation issues underscore the necessity of continuous professional growth and assistance for teachers.

2.4.4 Reflective Pedagogical Practice

Reflective pedagogical practice involves teachers and students engaging in continuous reflection on their experiences, actions, and learning processes (Chang et al., 2020). This approach encourages critical examination of one’s own teaching and learning methods to foster improvement and deeper understanding. Reflective practice is rooted in the theories of Dewey, Schön, and Kolb, who emphasized the importance of experiential learning and critical reflection. It encourages teachers and students to analyze and question their practices and experiences to gain insights and improve future actions. It focuses on metacognition that helps students develop awareness of their learning processes and strategies to enhance self-regulation and lifelong learning skills (Hurtado et al. (2022).

It promotes open communication and constructive feedback among peers, teachers, and students to facilitate mutual learning. It focuses on continuous improvement and uses reflection as a tool for continuous professional development and improvement in teaching practices. This practice supports teachers and students in their personal and professional growth through reflective activities that foster self-awareness and empathy. Reflective pedagogical practice aligns with constructivist theories that

emphasize the active role of learners in constructing knowledge through experience and reflection (Morrison, 2020).

A study by Chen et al., (2019) explored the role of reflective practice in teacher professional development. The findings indicated that reflective practice helped teachers better understand their teaching methods and student learning. Teachers who engaged in regular reflective activities reported increased confidence, improved instructional strategies, and greater adaptability to diverse classroom situations (Chen et al., 2019). Research by Farrell (2019) examined the effects of reflective practice on student learning and metacognition. The study found that students who engaged in reflective activities, such as journaling and self-assessment, demonstrated improved metacognitive skills and a better understanding of their learning processes. Reflective practice encourages students to take ownership of their learning and develop effective strategies for academic success (Farrell, 2019).

In 2021, Choudhary et al. examined how reflective practice affected college students' growth in critical thinking abilities. Students' critical thinking skills were found to be considerably enhanced by engaging in reflective activities, such as group discussions and reflective writing. According to the study, contemplation is crucial for developing analytical and evaluative abilities (DeRue et al., 2020). A study by Eva et al., (2021) explored how reflective practice influences teacher-student relationships. The research found that teachers who engaged in reflective practices were more empathetic and responsive to students' needs. Reflective teachers developed stronger relationships with their students, which contributed to a positive classroom environment and improved student engagement and motivation (Rodgers, 2016). Reflective practice was an effective component of teacher education, preparing future educators for the complexities of the classroom (Fuller et al., 2019).

Reflective pedagogical practices have demonstrated significant benefits in terms of teacher professional development, student learning and metacognition, critical thinking skills, and teacher-student relationships. Recent studies provide strong evidence supporting the effectiveness of these practices in diverse educational settings.

2.4.5 Inquiry-based Learning

Inquiry-based learning (IBL) is a pedagogical practice that emphasizes the student’s role in the learning process (García-Morales et al., 2020). Instead of being

passive recipients of information, students actively participate by asking questions, investigating problems, and constructing their understanding. IBL is rooted in constructivist theories, particularly those of Piaget and Vygotsky, which advocate for learning as an active, constructive process. IBL includes questioning in which students generate questions that guide their investigation and learning process. It emphasizes exploration in which learners engage in hands-on activities and research to explore their questions and gather data. Students often work in groups, sharing ideas and building on each other's knowledge (Healey & Jenkins, 2019).

It promotes reflection in which learners reflect on their experiences, findings, and the learning process itself to deepen their understanding. By solving real-world situations with their newly acquired information, students demonstrate the applicability of their learning. Developing critical thinking abilities, problem-solving techniques, and a thorough comprehension of the subject matter are the goals of inquiry-based learning. It also encourages lifelong learning and curiosity by empowering students to take control of their educational journey (Grant et al., 2020).

Minner, Levy, and Century (2019) investigated how inquiry-based science education affected students' academic performance. According to the meta-analysis, students who took part in IBL performed better academically and understood scientific concepts more fully than those who were taught using conventional techniques. The study demonstrated how well IBL works to enhance students' conceptual understanding and critical thinking skills. A study by Kuhlthau, Maniotes, and Caspari (2019) examined how students' critical thinking abilities were affected by the Guided Inquiry Design (GID) framework. According to the study, students who participated in GID shown notable gains in both their problem-solving and information-analysis and synthesis abilities. The structured yet flexible nature of GID was effective in promoting deep cognitive engagement and critical thinking.

A study by Gumusluoglu et al., (2020) examined how inquiry-based learning influences student engagement and motivation. The findings indicated that students involved in IBL activities were more engaged and motivated than their peers in traditional learning environments. The active and exploratory nature of IBL helped to foster a sense of ownership and intrinsic motivation towards learning. A study by Zion and Mendelovici (2019) focused on the development of inquiry skills among middle

school students through inquiry-based learning. The research demonstrated that students who participated in IBL activities developed stronger inquiry skills, such as formulating research questions, designing experiments, and interpreting data. These skills are essential for scientific literacy and future academic pursuits. A study by Hetland et al., (2021) explored the impact of inquiry-based learning on teachers' instructional practices. The findings suggested that teachers who adopted IBL strategies became more facilitators of learning rather than transmitters of knowledge. This shift in teaching approach fostered a more student-centered learning environment and encouraged greater student autonomy and responsibility in the learning process.

Inquiry-based learning pedagogical practices have demonstrated significant benefits in terms of academic achievement, critical thinking skills, student engagement, and the development of inquiry skills. There is compelling evidence from recent studies that these methods work well in a variety of educational contexts. Nonetheless, implementation issues underscore the necessity of continuous professional growth and assistance for teachers.

2.5 Previous Studies on Teachers' Pedagogical Practices

Several scholarly investigations have examined educational techniques at the university level, emphasizing different facets of creative teaching, student-centered learning, and teamwork.

Teachers who have postgraduate degrees frequently use creative teaching strategies and good classroom management techniques, which increases their efficacy in their positions. This may be explained by the idea that more qualified educators demonstrate a higher level of professionalism, which enhances student learning (Ilies et al., 2020).

According to Judge & Piccolo, (2019) thorough and trustworthy empirical data is produced by excellent evaluations that are based on learning objectives and methods. With a focus on enhancing teaching and learning, this approach is becoming more and more popular across the globe. A sizable portion of university instructors in the research acknowledged the need for change and voiced worries about their instructional strategies and the related learning efforts of undergraduate students. They noted a propensity to overlook students' participation in course material and assessment activities as well as a lack of emphasis on active and cooperative learning pedagogies.

According to Manathunga et al. (2020), student participants expressed worries regarding reduced learning opportunities and a lack of institutional attention to quality.

A study on the pedagogical strategies and tactics employed by non-education graduates instructing General Mathematics in high schools was carried out by Ancheta (2020). The study found that problem-based, teacher-centered, and subject-matter-centered approaches were often used and that group projects and cooperative learning were among the most widely used strategies.

The efficacy of creative teaching approaches at the university level was demonstrated by Kark et al., (2021) who conducted a meta-analysis of 225 papers and found that active learning considerably increased learning outcomes when compared to standard lectures.

Kim et al., (2021) researched active learning in the teaching of engineering. He found that by having students participate and communicate, these approaches greatly improved student engagement and knowledge acquisition. According to the study, implementing cutting-edge teaching strategies like active learning is essential for developing students' deeper comprehension and motivation to participate more actively in their education.

William (2022) investigated learning that is oriented around the learner in college courses. By putting the student at the center of the learning process, this method empowers them to participate more actively in their education. Wright discovered that using this approach enhanced academic achievement and student satisfaction, highlighting the need to grant students greater agency over their education. The study shows that since student-centered learning involves students in decision-making and promotes a more involved approach to education, it can result in higher outcomes.

Lam et al., (2020) examined how technology is altering university pedagogy in their Horizon Report. They discovered that more flexible learning options and increased student participation are possible with technology-enhanced learning, which uses digital tools and resources to support education. This flexibility makes education more accessible and individualized by enabling students to learn from different locations and at their speed.

LePine et al., (2019) examined how collaborative learning affected students' academic performance. Students who engage in collaborative learning work in groups

to solve problems and finish assignments. Slavin's study found that using this approach enhanced academic achievement and collaborative abilities. According to the study, cooperative learning can be an essential pedagogical strategy that helps students communicate, work together, and share responsibility, all of which improve learning results.

Liu et al., 2(021) investigated a range of instructional techniques for college professors. Their research emphasizes how vital flexibility and good interaction are to successful teaching strategies. They contend that instructors are more likely to foster a supportive learning environment if they can communicate effectively and adjust to changing conditions. Teachers are better able to fulfill the varied requirements of their students as a result of their flexibility, which enhances educational outcomes.

A study on cooperative learning an educational strategy in which students collaborate to accomplish shared objectives was carried out by Mendoza et al., (2020). They discovered that cooperative learning improves classroom climate and increases student involvement. This method promotes teamwork, mutual aid, and the development of solid bonds among students all of which enhance the efficiency and harmony of the learning process.

In their 2019 study, Berg and Simonson explored the value of flexibility in teaching methods. According to the research, educators can meet their students' needs if they are adaptable and sensitive to the shifting dynamics in the classroom. Because of this adaptability, educators can modify their pedagogical approaches as needed to maintain their efficacy when classroom circumstances change.

In their exploration of technology-enhanced learning in higher education, means Mendoza et al., (2020) concentrated on the ways that incorporating technology into instructional strategies can improve academic results and engage learners. They discovered that utilizing digital technologies in the classroom facilitates easier access to materials and data for students as well as more involved and interesting learning. Improved educational outcomes and a more engaging learning environment may arise from this technological integration.

Among the first to propose the idea of active learning, Garcia (2019) pushed for teachers to infuse their classes with excitement by implementing creative teaching strategies and engaging activities. They suggested that teachers may greatly enhance

learning outcomes and make learning more pleasurable and productive by getting students involved in practical activities and encouraging active engagement.

All of these investigations emphasize how crucial creative, flexible, and student-centered teaching approaches are to higher education. By adopting these strategies, teachers can establish more productive and interesting learning environments that encourage in-depth comprehension and academic success.

2.6 Theoretical Review

2.6.1 Transformational Leadership Theory

The notion of transformational leadership was first presented by James Downton in 1973, and Macgregor Burns developed it further in 1978. The transformational leadership theory was subsequently developed by Bernard M. Bass (1985), who concentrated on the possible impact a leader might have on their followers. Bass (1985) made a distinction between leadership structures that are transformative and transactional. According to him, transactional leadership emphasizes monetary compensation in return for production. When leaders empower their followers and attention to their specific needs while guiding them toward shared objectives and ambitions, this growth occurs (Evans, 2020). According to Bass's analytical research, transformational leadership differs from earlier leadership ideologies in four key ways:

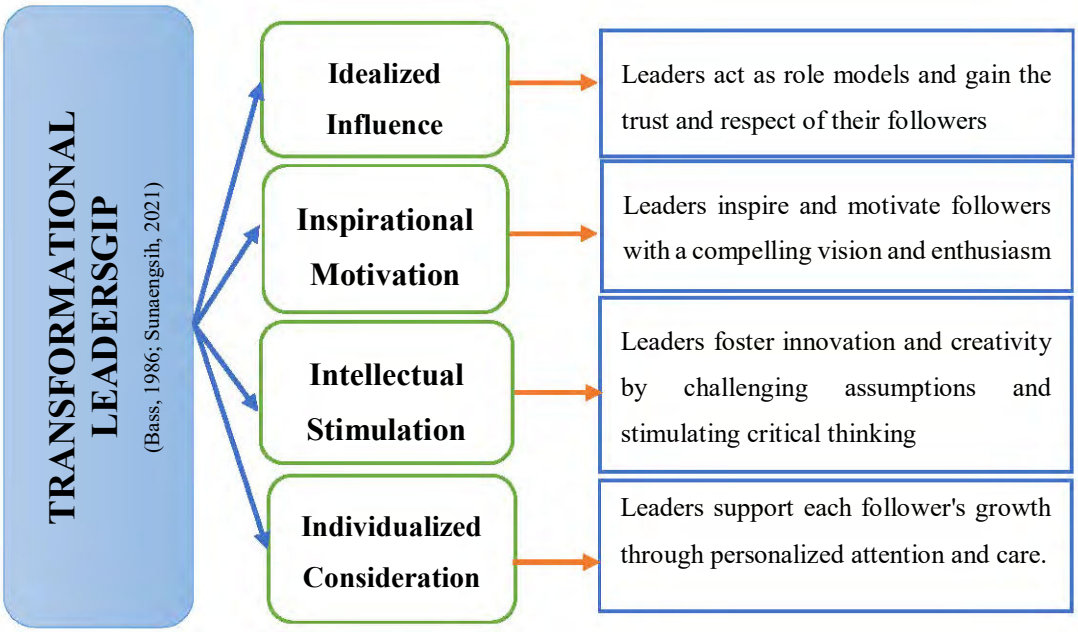


Figure 2.2 Transformational Leadership

2.6.2 Idealized Influence

Idealized influence is frequently associated with the idea of a person that others look up to and try to imitate (Shafi et al., 2020). To accomplish particular objectives, leaders commonly use idealized influence in the workplace, capitalizing on the admiration, confidence, and adoration of their followers (Evan, 2020). Moss et al., (2021) assert that managers who use idealized influence in their approach might encourage a feeling of group involvement among staff members. This shared interest can strengthen the group's overall mission, put the interests of the group first, and preserve moral principles. In general, transformative leaders are thought to have extraordinary skills, unwavering determination, and persistence at work. The most successful leaders provide an example for others to follow by modeling these qualities alongside their subordinates in ways that inspire admiration and motivate others to aspire to be like them (Nguyen et al., 2020).

2.6.3 Inspirational Motivation

Inspiring motivation, the third section of Bass's theory, explains how transformational leaders give projects a special meaning and set difficult but attainable objectives for their followers. These programs help employees reach their greatest potential and flourish in a positive work environment (Northouse, 2019). According to Vallina et al. (2020), inspirational leaders promote a certain vision or a set of lofty goals that encourage progress and gain the admiration of their followers. Leaders must speak honestly, give clear directions, and have a positive attitude to effectively address the demands and behaviors of their workforce. Studies proving that an employee's performance and well-being are influenced by both their physical and psychological work settings provide support to this theory (Salas-Vallina et al., 2020).

Similar to idealized influence, inspired motivation advances a group's interests as a whole. For example, if a team member becomes disinterested in a project, the group may produce a subpar result overall. The leader's job is to make accountable to each person's psychological structure and rekindle their motivation to defend the group objective (Vallina et al., 2020).

2.6.4 Intellectual Stimulation

O'Reilly et al., (2021) define intellectual stimulation as transformative leaders' efforts to encourage their followers to be innovative, creative, and capable of

making important contributions. This can be accomplished by refuting the beliefs of followers, rephrasing issues, and coming up with fresh solutions for preexisting circumstances. Followers are encouraged to find novel and unusual answers to issues without worrying about harsh criticism or consequences, as opposed to following preset techniques. Workplace intellectual stimulation promotes knowledge generation and long-term competitive advantage (Obiwuru et al., 2019).

For example, Ogbonna et al., (2021) found that when sales managers provide them with intellectual stimulation, salespeople are more likely to support organizational innovation. This illustration highlights how failing to include intellectual stimulation in a leader's approach may result in a decline in organizational performance.

2.6.5 Individualized Consideration

The final component of Bass's Transformational Leadership Theory is personalized consideration. This element is shown when a transformative leader focuses to the unique requirements of each individual they are influencing (Oke et al., 2020). By providing each follower with individualized attention, the leader assumes the position of coach and mentor, allowing each employee to reach their greatest potential. According to Kwon et al. (2019), this individualization entails giving the follower your whole attention, listening intently, showing sympathy for their issues, and finally offering them a lot of emotional support. Developing fresh, individualized learning opportunities for the follower is another strategy for meeting these demands (Paarlberg et al., 2021).

2.7 Empirical Review

The effects of transformational leadership on teacher conduct and school culture have been shown in numerous researches. Transformational leadership in schools has been found by Palmer et al., (2019) to have a beneficial impact on teacher commitment, job satisfaction, and motivation. According to their research, transformational leaders created a climate of cooperation by encouraging teachers to operate as a team and supporting creative teaching methods. These results imply that a school culture that is supportive of pedagogical innovation can be established through transformational leadership.

In a university context, Herper (2019) investigated the impact of transformative leadership on instructional strategies and student results. According to the research, educators were inspired to use more creative and student-centered teaching strategies by transformational leadership. Educators who work in schools led by transformational leaders are more likely to incorporate technology into their lessons and employ methods of active learning. Additionally, the study discovered a favorable association between enhanced pupil performance with transformational leadership, indicating that a leader's style may have a secondary effect on students' achievement.

A meta-analysis of 225 papers was carried out by Pasha et al., (2020) to evaluate the efficacy of active learning with conventional lecture-based techniques. According to the study, students' performance in science, engineering, and math classes was greatly enhanced by active learning. This research lends credence to the notion that creative teaching methods work better in grabbing students' attention and encouraging academic achievement.

Paulsen et al., (2020) examined how collaborative learning affected teaching strategies and discovered that teachers who promoted peer-to-peer instruction and cooperation saw improvements in student achievement as well as participation. Students were more inclined to participate actively in class and help one another when collaborative learning was promoted.

The premise is supported by Wang et al.'s (2020) strong positive correlation finding between teacher self-efficacy and transformational leadership. According to the 300 teachers questioned for the study, the relationship was mediated by a growth attitude. Nevertheless, the study had a small sample size and depended on self-reported data. This association should be investigated in many circumstances in future studies. The results of the study show that transformational leadership can increase teachers' self-efficacy, which will help them advance in their careers. The study's undiversified sample and dependence on self-reported data are among its drawbacks.

An examination of the relationship between transformational leadership and teacher self-efficacy by Ross et al. (2019) provided support for the thesis. The study found a considerable correlation between administrators' transformational leadership approaches and teachers' self-perceptions. However, the study's small sample size meant that there was limited generalizability. Subsequent research should investigate

this link using larger, more diverse sample sizes. According to the study's findings, transformational leadership may have a positive effect on teachers' attitudes about their abilities.

The premise was supported by a comparison of high school and university teachers' educational practices under transformative leadership conducted by Lee et al. (2019). The study discovered notable variations in the teaching approaches used by instructors at universities and high schools. Nevertheless, the study did not account for unimportant characteristics and had a small sample size. Larger, more varied sample sizes should be used in future studies to examine this association. The results of the study imply that more creative instructional approaches in academic contexts can result from transformative leadership.

Chen et al.'s (2019) strong positive correlation between transformational leadership and teacher self-efficacy in academic settings lends credence to the idea. The study found that transformational leadership increased teachers' self-efficacy, based on a survey of 250 university professors. However, the study relied on self-reported data and had a limited sample size. Future research should examine this association under a variety of conditions. According to the study's findings, transformational leadership can increase instructors' self-efficacy, which will enhance their teaching strategies.

In higher education, transformational leadership has a critical role in promoting teacher self-efficacy and pedagogical creativity, according to a study by Zhang et al. (2020). The study, which polled 200 university instructors, discovered that transformational leadership improved the confidence of educators and fostered an environment that supported creativity. Nevertheless, the study did not account for unimportant characteristics and had a small sample size. Larger, more varied sample sizes should be used in future studies to examine this association. According to the research, transformational leadership can foster an atmosphere that encourages creativity and raises teacher self-efficacy.

Evans (2020) investigated the relationship between creative teaching methods and transformative leadership. According to their research, teachers were inspired to take more creative and student-centered classes by transformational leaders because of their engaging and thought-provoking actions. A key element of transformational

leadership was the individualized consideration it provided, which helped educators advance their careers and create more successful teaching strategies.

The effects of transformative leadership on teachers' educational practices and professional development were investigated by Perry et al., (2019). According to the study, instructors and mentors who received tailored assistance and guidance from transformational leaders were likelier to accept ongoing professional development and adjust to novel pedagogies. This support also influenced higher satisfaction levels among educators and dedication to innovative pedagogy.

2.8 Critical Summary of Literature Review

The theoretical and empirical foundations supporting the relationship between transformational leadership and university instructors' instructional practices have been extensively outlined in this literature review. Transformational leadership is consistently shown to positively influence pedagogical practices by inspiring innovation, promoting active learning, and fostering a collaborative teaching environment (Freeman et al., 2014; Herper, 2019). Studies such as Piccolo et al., (2021) and Zhang et al. (2020) reinforce that transformational leaders create a supportive atmosphere, encouraging creative and student-centered teaching approaches. This body of research establishes that effective leadership can significantly improve teaching quality and student outcomes.

However, despite these positive findings, several limitations and gaps remain in the existing literature. For instance, studies like Peterson et al., (2020) question the universal applicability of transformational leadership, suggesting that contextual factors, such as organizational culture and individual leadership styles, may influence its effectiveness. Furthermore, many studies rely heavily on self-reported data (Wang et al., 2020; Chen et al., 2019), limiting their generalizability due to potential biases. Additionally, while most studies highlight the impact of transformational leadership on pedagogical practices, the mechanisms by which this leadership style translates into specific instructional strategies remain unclear.

While the existing literature provides ample evidence supporting the positive influence of transformational leadership on teaching practices, there is a distinct gap in understanding how transformational leadership affects pedagogical innovation at the university level in specific academic environments. Moreover, few

studies explore the comparative impact of transformational leadership across different universities, particularly in developing countries, where educational systems and leadership structures may differ. Additionally, more research is needed to assess the long-term effects of transformational leadership on teacher development and student outcomes, as most studies provide short-term results.

From the analysis of previous studies, it is evident that transformational leadership plays a crucial role in shaping and enhancing teachers' pedagogical approaches. However, there is a need for further exploration into the specific leadership behaviors that most effectively drive these changes. Moreover, comparative studies between different institutional contexts, such as public and private universities, could provide valuable insights into how leadership styles can be adapted to suit diverse educational environments. This study seeks to fill this gap by examining the relationship between transformational leadership and pedagogical practices across different universities, exploring how academic leaders' transformational behaviors influence the teaching methodologies employed by university teachers.

CHAPTER 3

RESEARCH METHODOLOGY

This section provides an in-depth explanation of the research methodology, describing the approach and techniques used to explore the study's objectives. This section covers the choice of a research paradigm and the selection of research design, population, and sample and details the process for instrument adaptation to investigate the relationship between transformational leadership and teachers' pedagogical practices at the university level.

3.1 Research Paradigm

This study followed a positivist paradigm, which assumes that reality is objective and can be observed and measured using scientific methods. The positivist paradigm emphasizes the use of quantitative methods to gather data that can be analyzed statistically. By employing this paradigm, the study aimed to collect empirical data to investigate the relationship between transformational leadership and teachers' pedagogical practices.

3.2 Research Design

The study employed a quantitative approach and a descriptive research design. A quantitative approach involves the collection and analysis of numerical data to describe, explain, or predict phenomena. This method is often used when seeking to quantify attitudes, opinions, behaviors, or other defined variables. The descriptive research design, in particular, is used to describe characteristics or relationships between variables systematically. In this study, the design was employed to gather and quantify teachers' opinions on transformational leadership and their pedagogical practices through a structured survey method.

3.3 Population

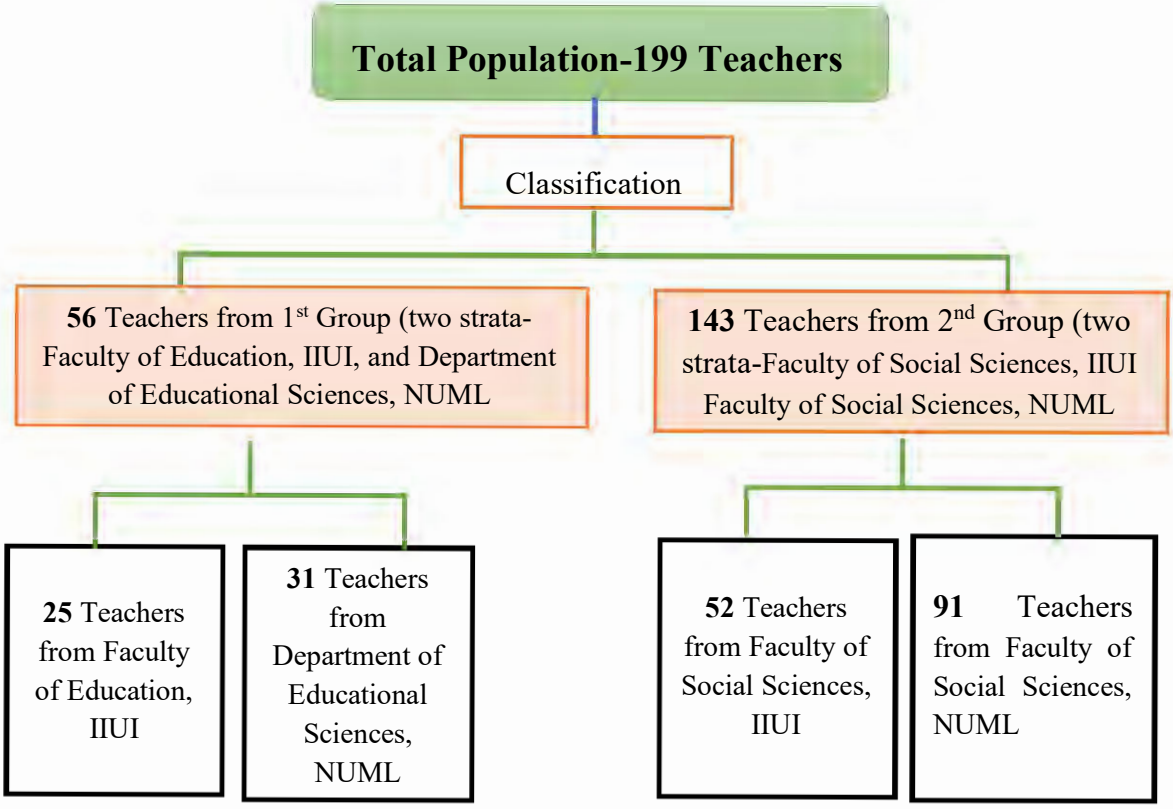


Figure 3.1 Population

People with similar characteristics, attributes, and qualities have been used to gather the information required for research called populations in research. Population refers to the criteria set by the totality of all substances, matters, and supporters and they have been chosen from a specific location (Polit & Hungler, 1999). The population was divided into two groups: 1st group consisted of two strata or sub-groups that included 25 teachers from the Faculty of Education, IIUI, and 31 teachers from the Department of Educational Sciences, NUML, and 2nd group also consisted of two strata or sub-groups that included 52 teachers from the common departments (Department of Psychology, History and Pakistan Studies, IR, and Media and Communication) from Faculty of Social Sciences, IIUI and 91 teachers from the Faculty of Social Sciences (Department of Psychology, Pakistan studies, IR and Media and Communication), NUML. So, 56 teachers from the 1st group and 143 teachers from the 2nd group participated as a population in the study. A total of 199 teachers were selected as a population of the study.

The population for this study was confirmed from institutional records (official websites) at the International Islamic University Islamabad (IIUI) and the National

University of Modern Languages (NUML). The data for IIUI was also confirmed by the Human Resources Department, while the population for NUML was verified by the Coordinator's Office. These sources provided the necessary information on faculty members, ensuring an accurate representation of the targeted groups of teachers from both universities.

Table 3. 1

Population of the study

Faculty\Department	IIUI (N)	NUML (N)	Total
Faculty of Education, IIUI\Department of Educational Sciences NUML	25	31	***56***
Faculty of Social Sciences			
1 Department of Psychology	15	12	27
2 Department of Pakistan Studies	07	25	32
3 Department of IR	14	23	37
4 Department of Media and Communication	16	31	47
			143
TOTAL			***199***

Note: **N** (Population)

3.4 Sample and Sampling Technique

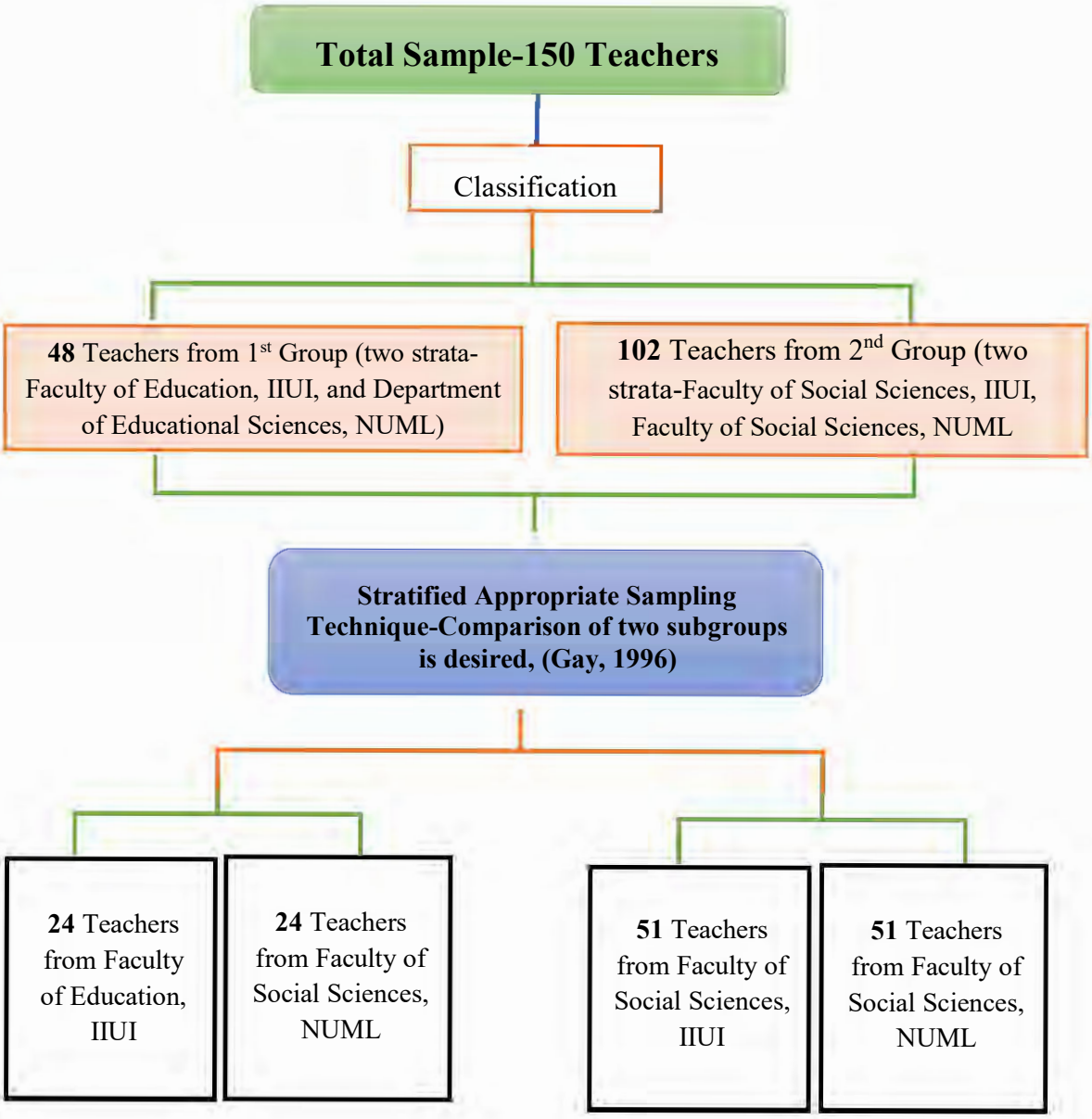


Figure 3.2 Sample and Sampling Technique

The sub-set of individuals or objects from the selected population to participate in the study was called the sample and participating in the study was the segment of the total selected (Brink, Polit & Hungler, 1999). Sample from the targeted population was driven through a stratified appropriate equal-size sampling technique. If subgroup comparisons are desired, an equal-sized sample of many subgroups will be selected (Gay, 1996). According to Gay (1996), In stratified equal-size sampling, an equal number of subjects are selected from each stratum to ensure that all subgroups are

represented equally in the study, regardless of their size in the population. This sampling technique was selected based on the nature of the research, which requires subgroup comparisons between two groups, and each group consisted of two strata or sub-groups making this technique suitable for achieving balanced representation. **1st Group** consisted of Teachers from the Faculty of Education, IIUI, and the Department of Educational Sciences, NUML. **2nd group** consisted of Teachers from the Faculty of Social Sciences (Department of Psychology, History and Pakistan Studies, IR, and Media and Communication), IIUI, and the Faculty of Social Sciences (Department of Psychology, Pakistan Studies, IR and Media and Communication), NUML

Gay's (1996) sampling table was used to draw a sample from the targeted population. So, there were **48** teachers out of 56 from the 1st group consisting of teachers from the Faculty of Education, IIUI, and teachers from the Department of Educational Sciences, NUML were selected as a sample of the study, according to Gay (1994) If subgroup comparisons are desired, an equal-sized sample of many subgroups will be selected so **24** teachers from the 1st stratum of 1st group (Faculty of Education, IIUI), and **24** teachers from 2nd stratum of the 1st group (Department of Educational Sciences, NUML were selected to collect data.

According to Gay's (1996) sampling table **102** teachers out of 143 from 2snd group were comprised as a sample from the population of the study. By selecting an equal-size sample from two strata or sub-groups, **51** teachers from the 1st stratum of 2nd group that included Faculty of Social Sciences (Department of Psychology, History and Pakistan Studies, IR, and Media and Communication), IIUI, and **51** teachers from 2nd stratum of 2nd group that included Faculty of Social Sciences (Department of Psychology, Pakistan studies, IR and Media and Communication), NUML were considered as the sample of the study.

So, 48 teachers from the 1st group 2nd and 102 teachers from the 2nd group participated to collect data as a sample. A total of 150 teachers were considered samples to collect data.

Table 3.2

Sample of the study

Faculty\Department	IIUI (S)	NUML (S)	Total
Faculty of Education, IIUI\Department of Educational Sciences, NUML	24	24	***48***
Faculty of Social Sciences			
1 Department of Psychology	14	7	21
2 Department of Pakistan Studies	07	14	21
3 Department of IR	14	12	26
4 Department of Media and Communication	16	18	34
			102
TOTAL			***150***

Note: **S** (Sample).

3.5 Instruments

Two instruments were used to collect data from teachers. Data was collected through two closed-ended questionnaires. Participants were selected in the questionnaires to express their opinions through a "5-point Likert scale" ranging from "strongly disagree" to "strongly agree." The opinions of Teachers regarding the transformational leadership of their heads and teachers' pedagogical practices at the university were rated in this way;

1. "5=Strongly Agree"
2. "4=Agree"
3. "3=Uncertain"
4. "2=Disagree"
5. "1=Strongly Disagree"

The first instrument, the Transformational Leadership Scale (Sunaengsih et al, 2021) was adapted by the researcher to measure transformational leadership style based on 20 items. It assesses 4 “Is”;

i. Idealized Influence
ii. Inspirational Motivation
iii. Intellectual Stimulation
iv. Individualized Consideration

The second instrument, the Pedagogical Practices questionnaire (Aterrado et al., 2020) was adapted to identify teachers' pedagogical practices based on 25 items. This scale evaluates various pedagogical practices which are as follows;

i. Constructive
ii. Collaborative
iii. Integrative
iv. Reflective
v. Inquiry-based learning

Both instruments are validated and widely used in educational research, ensuring reliability and consistency in measuring the intended constructs.

Relying on questionnaires ensures standardized, efficient data collection and reliable measurement of constructs. Their quantitative nature aligns with the study’s aim to assess trends and general perceptions of participants.

3.6 Procedure (Validity, Pilot Testing & Reliability)

a. Validity

The degree to which a study accurately reflects or evaluates the particular notion that the researcher is trying to test is known as validity (Twycross et al; 2015). To ensure the validity expert opinions were sought to refine and improve the instruments. A few of the statements were revised as per instructions and suggestions of experts and identified grammatical mistakes were also refined.

b. Pilot Testing

The effectiveness of the instruments was measured through pilot testing and data collection was used to check the weaknesses and overcome those

weaknesses in the instrument and design (Eysneck, 1948). A pilot study on the instruments (Transformational Leadership Scale & Teachers' Pedagogical Practices scale) was conducted with a subset of the population to test the clarity and effectiveness of the questions, allowing for adjustments before the main data collection. 45 teachers were selected to collect data. Pilot testing was done because it provided the key to the success of the main study. It dealt with and holed the required time and resource problems that could be very important in the study. This concealed prospective social & data management problems. The researcher measured the validity and reliability of the instrument.

c. Reliability

Reliability refers to the degree to which a test's consistency measures whatever it measures (Gay, 1996). A pilot study on the instruments (Transformational Leadership Scale & Teachers' Pedagogical Practices scale) was conducted with a subset of the population to test the clarity and effectiveness of the questions, allowing for adjustments before the main data collection. The reliability of the instrument Transformational Leadership Scale was checked by Cronbach Alpha value that was found 0.94. The reliability of the Teachers' Pedagogical Practices scale was also checked by Cronbach's Alpha (α) value which was found 0.87. A reliability coefficient above 0.7 is generally accepted, indicating that the instruments consistently measure the intended constructs.

Table 3.3

Statistics of the Questionnaire

Sr#	Variable/Indicator	No. of Items	A
1.	**Questionnaire Transformational Leadership Scale**	**20**	**.948**
i.	Idealized Influence	25	.717
ii.	Inspirational Motivation	5	.799
iii.	Intellectual Stimulation	5	.849
iv.	Individualized Consideration	5	.778
2.	**Teachers' Pedagogical Practices Scale**	**25**	**.878**
i.	Constructive Pedagogical Practice	5	.703
ii.	Collaborative Pedagogical Practice	5	.707
iii.	Interactive Pedagogical Practice	5	.700
iv.	Reflective Pedagogical Practice	5	.613
v.	Inquiry-Base Pedagogical Practice	5	.700

3.7 Data Collection

Data for this study were collected through both personal visits and electronic means. The researcher administered questionnaires to the selected participants across various departments. To ensure comprehensive coverage, physical copies of the questionnaires were distributed during personal visits, while a Google Form version was shared with faculty members in the Faculty of Education at International Islamic University Islamabad (IIUI), the Department of Educational Sciences at the National University of Modern Languages (NUML), and the Faculty of Social Sciences at both IIUI and NUML.

Before data collection, the researcher obtained an official permission letter from the supervisor, which facilitated access to the selected departments. Hard copies of the questionnaires were distributed to the teaching staff, and data were collected incrementally due to the varying availability of faculty members. To accommodate their schedules, the researcher made multiple visits to the selected departments on alternate days, collecting data as staff became available.

3.8 Data Analysis

Quantitative data were analyzed using descriptive statistics (mean, frequency, and percentage) to measure the teachers' opinions regarding the transformational leadership of leaders and their pedagogical practices at the university level. A 5-point Likert scale was used in the survey, and the interpretation of the mean scores was guided by specific cut points (Licayan, et al. 2021) that define the levels from strongly agree to strongly disagree with the statements provided.

TABLE OF LEVELS OF 5-POINT LIKERT SCALE

Table 3.5

The table below outlines the Levels of the 5-Point Likert Scale and their corresponding descriptive levels:

Levels of 5-points Likert Scale

Rating Scale	Mean Score Range Interval	Response Anchor	Descriptive Level
5	4.20 to 5.00	Strongly Agree (SA)	Extreme
4	3.40 to 4.19	Agree (A)	High
3	2.60 to 3.39	Neutral (N)	Moderate
2	1.80 to 2.59	Disagree (D)	Slight
1	1.00 to 1.79	Strongly Disagree (SD)	No

(Licayan, et al. 2021)

Pearson correlation coefficient (r) was used to analyze the relationship between transformational leadership style and teachers' pedagogical practices at the university level. Inferential statistics (t-test) was used to compare transformational leadership among leaders in Faulty of Education, IIUI, and the Department of Educational Sciences NUML. It also compared transformational leadership among leaders in the Faculty of Social Sciences, IIUI, and the Faculty of Social Sciences, NUML. T-test was also used to compare the pedagogical practices among teachers in Faulty of Education, IIUI, and the Department of Educational Sciences, NUML, and the pedagogical practices among teachers in the Faculty of Social Sciences, IIUI, and the Faculty of Social Sciences, NUML.

The comparison between IIUI and NUML was included to explore potential differences or similarities in how transformational leadership and pedagogical practices are implemented in these two distinct university settings. IIUI and NUML were chosen due to their diverse institutional cultures and academic environments, which could provide insights into varying leadership approaches and their influence on teaching practices. Both universities are prominent in Pakistan's higher education landscape, and comparing them allows for a deeper understanding of leadership dynamics and pedagogical practices. The findings from this comparison can be valuable for educational leaders and policymakers, offering practical implications for leadership development and teaching methodologies in higher education institutions. This comparison adds depth to the study and broadens the relevance of the findings beyond the specific universities examined.

3.9 Ethical consideration

Ethical considerations were kept in view during data collection. Participant consent was taken before the research process. Personal information was not asked from the participants and it was ensured that all data collected was remain confidential. Additionally, the purpose of the research was clearly explained to all participants.

CHAPTER 4

DATA ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter provides a comprehensive analysis and interpretation of the data. This study aimed to investigate the relationship between transformational leadership and teachers' pedagogical practices at the university level. transformational leadership. Comprehensive data analysis is offered, examining the connections and comparisons anticipated by the research hypotheses through the use of descriptive and inferential statistical techniques. 199 instructors from the Department of Educational Sciences at NUML, the Faculty of Social Sciences at IIUI, the Faculty of Education at IIUI, and the Faculty of Social Sciences at NUML participated in the study. Information was gathered from the National University of Modern Languages, or NUML, and the International Islamic University of Islamabad. The two groups were stratified in the sample. Both descriptive and inferential statistics were used to analyze the data.

A. Descriptive Statistics.

i. Tabular and Graphical Representation (Frequency, Percentage) of Demographic Factors.

ii. Percentage Response over Questionnaires (Percentage, Mean, and Standard Deviation).

B. Inferential Statistics.

i. Pearson correlation coefficient (r) was used to analyze the relationship between transformational leadership style and teachers' pedagogical practices

ii. T-test was used to compare transformational leadership among leaders in Faulty of Education, IIUI, and the Department of Educational Sciences NUML. It was also used to compare transformational leadership among leaders in the Faculty of Social Sciences, IIUI, and the Faculty of Social Sciences, NUML).

4.2 Descriptive Statistics.

A- Tabular and Graphical Representation (Frequency, Percentage) of Demographic Factors.

TABLE OF INSTITUTES

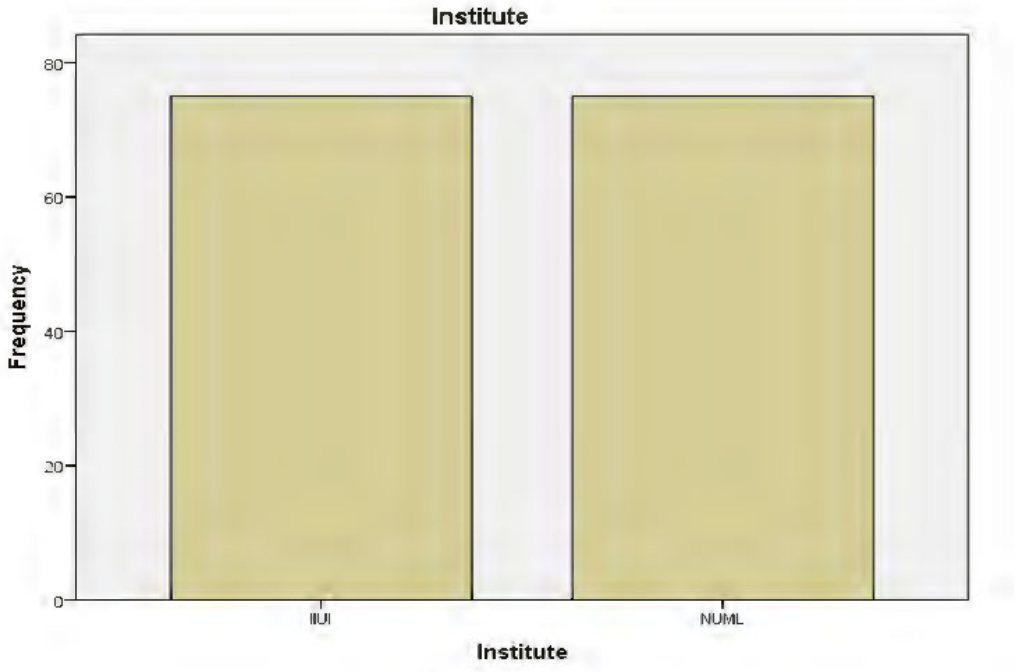
Table 4.1

Representation of participants based on Institutes (S=150).

Institutes	Frequency	Percentage
IIUI	75	50.0
NUML	75	50.0
Total	150	100.0

Table 4.1 shows that 75 teachers from the International Islamic University, Islamabad, and 75 from the National University of Modern Languages, Islamabad participated in the study.

Graph 4.1



Graph 4.1 Institutions-wise Distribution of Teachers

Graph 4.1 shows that equal teachers from the International Islamic University, Islamabad, and the National University of Modern Languages, Islamabad participated.

TABLE OF FACULTY\DEPARTMENT

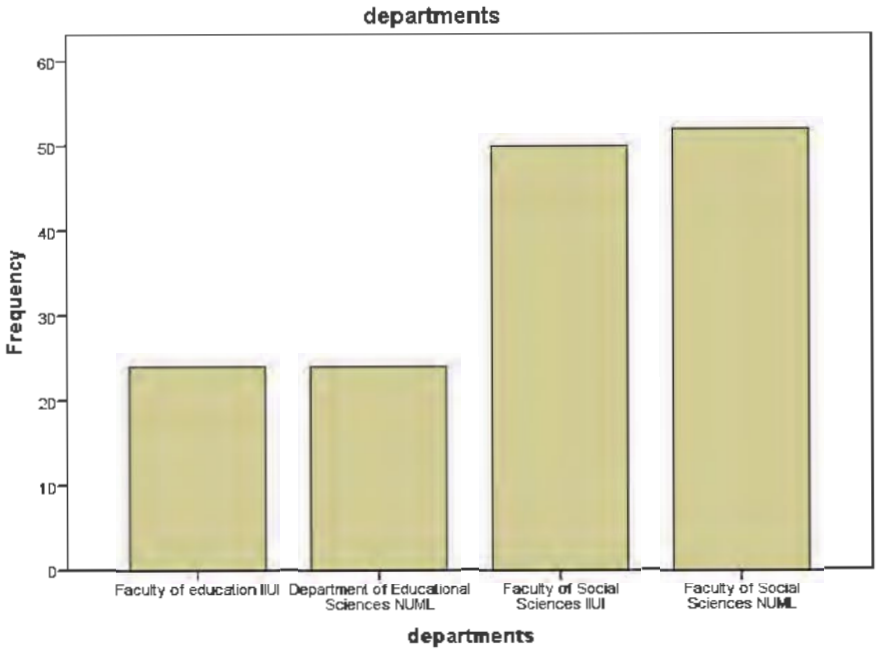
Table 4.2

Representation of participants based on Faculty\Department (S=150).

Faculty\Department	Frequency	Percentage
Faculty of Education, IIUI	24	16.0
Department of Educational Sciences NUML	24	16.0
Faculty of Social Sciences, IIUI	51	33.8
Faculty of Social Sciences, NUML	51	34.7
Total	150	100.0

Table 4.2 shows the distribution of teachers based on faculty and departments. The teachers from the Faculty of Education, IIUI, were 24, and the teachers from the Department of Educational Sciences, NUML, were also 24. The 51 teachers from the Faculty of Social Sciences, IIUI, and the 51 Faculty of Social Sciences, NUML, participated as a sample in the study.

Graph 4.2



Graph 4.2 Departments-wise Distribution of Teachers

Graph 4.2 shows that the majority of teachers participated from the faculty of Social Sciences, IIUI, and NUML

TABLE OF AGE-GROUP

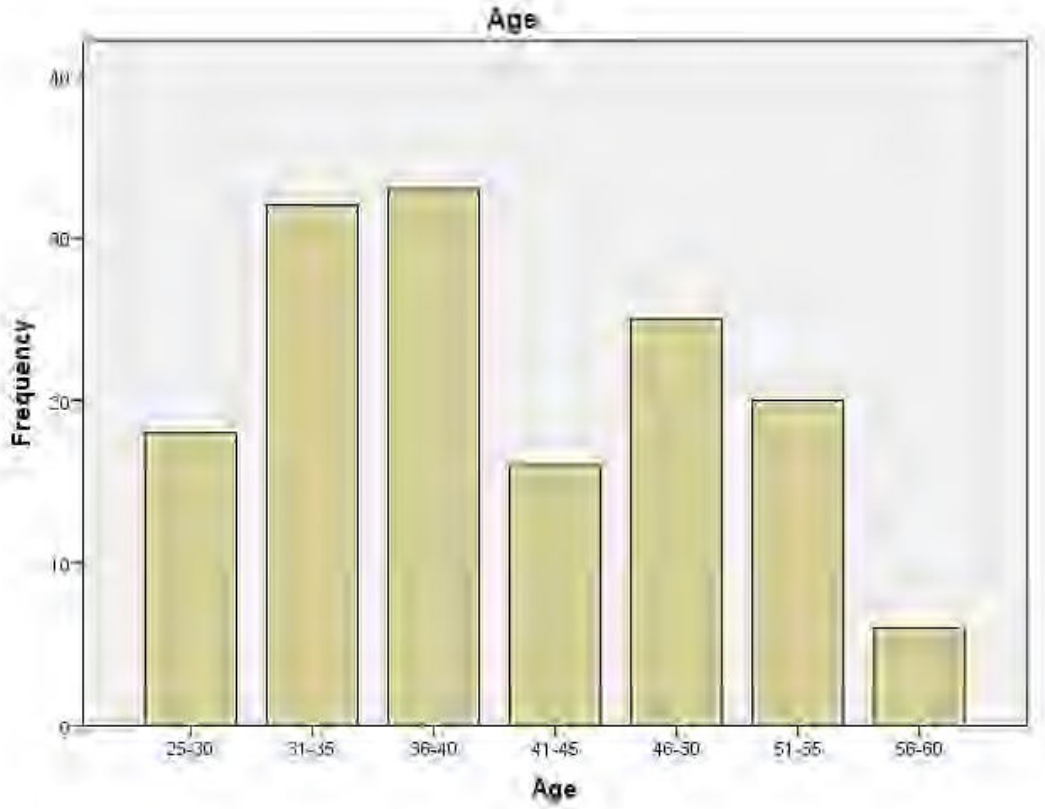
Table 4.3

Representation of participants based on age (S=150).

Age	Frequency	Percentage
25-30	18	12.0
31-35	32	21.3
36-40	33	22.0
41-45	16	10.7
46-50	25	16.7
51-55	20	13.3
56-60	6	4.0
Total	150	100.0

Table 4.3 shows the distribution of teachers based on their age group. The teachers of age 25-30 were 18, the teachers of age 31-35 were 32, the teachers of age 36-40 were 33, the teachers of age 41-45 were 16, the teachers of age 46-50 were 25, the teachers of age 51-55 were 20, and the teachers of age 56-60 were 6. These teachers participated as a sample in the study.

Graph 4.3



Graph 4.3 Age-wise Distribution of Teachers

Graph 4.3 shows that the majority of teachers were age group of 36-40

TABLE OF DESIGNATION

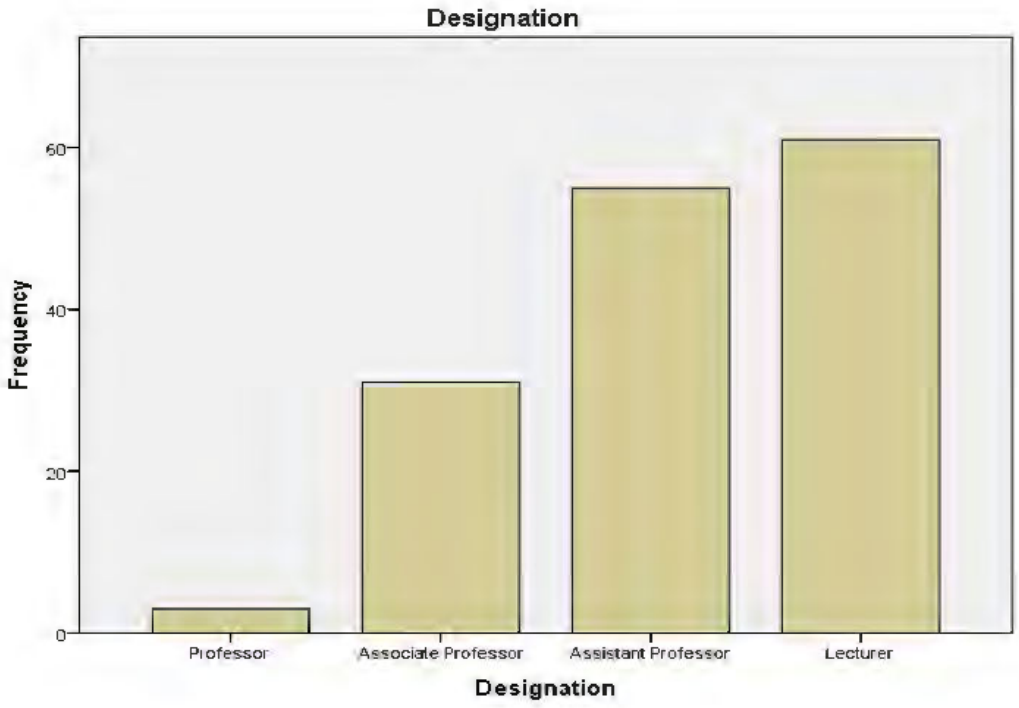
Table 4.4

Representation of participants based on Designation (S=150).

Designation	Frequency	Percentage
Professors	3	1.4
Associate Professors	31	21.0
Assistant Professors	55	37.0
Lecturers	61	40.7
Total	150	100.0

Table 4.4 shows the distribution of teachers based on their designation in which 3 Professors, 31 Associate Professors, Assistant Professors, and 61 Lecturers participated as a sample in the study.

Graph 4.4



Graph 4.4 Designation-wise Distribution of Teachers

Graph 4.4 shows that the majority of lecturers participated in the study

TABLE OF TEACHING EXPERIENCE

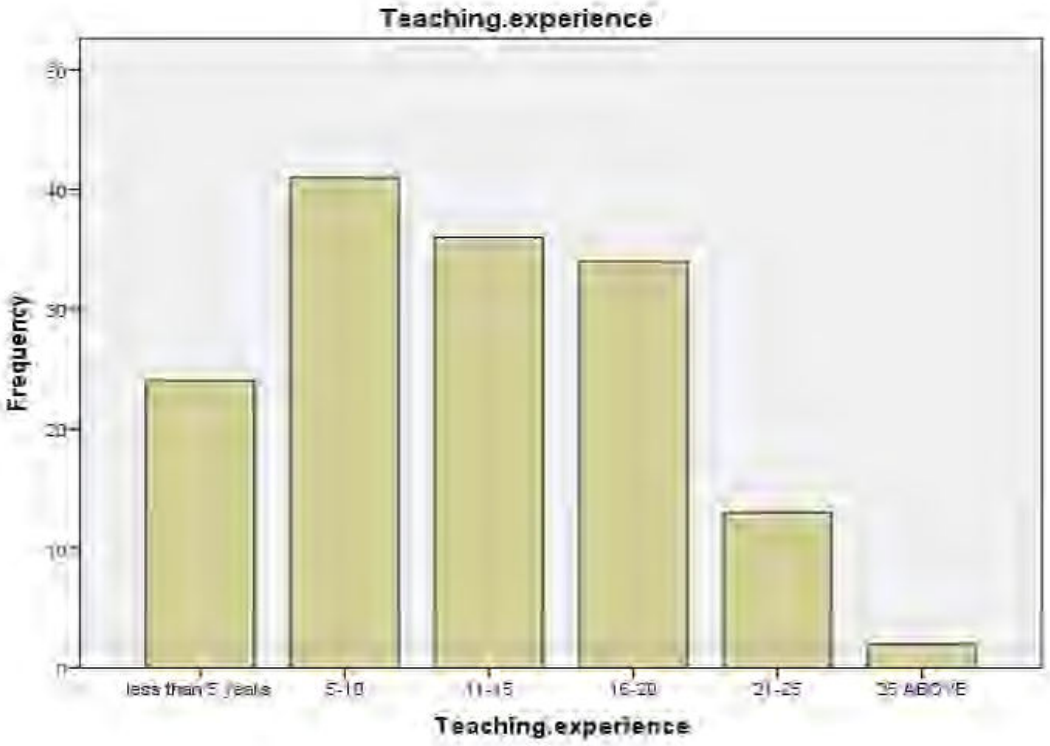
Table 4.5

Representation of participants based on their teaching experience (S=150).

Teaching Experience	Frequency	Percentage
less than 5 years	24	16.0
5-10	41	27.3
11-15	36	24.0
16-20	34	22.7
21-25	13	8.7
25 ABOVE	2	1.3
Total	150	100.0

Table 4.5 shows the teaching experience of teachers who participated as a sample in the study. This table shows that 24 teachers have less than 5 years of teaching experience, 41 teachers have 5 to10 years of teaching experience, 36 teachers have 15 to10 years of teaching experience, 34 teachers have 16 to 20 years of teaching experience, 13 teachers have 21 to 25 years of teaching experience, and 2 teachers have 25 above teaching experience. It shows that the majority of teachers have 5 to 10 years of teaching experience.

Graph 4.5



Graph 4.5 Teaching experience

Graph 4.5 shows that the majority of teachers who participated in the study have 5 to 10 years of teaching experience

TABLE OF LEVELS OF 5-POINT LIKERT SCALE

Table 4.6

Levels of 5-points Likert Scale

Rating Scale	Mean Score Range Interval	Response Anchor	Descriptive Level
5	4.20 to 5.00	Strongly Agree (SA)	Extreme
4	3.40 to 4.19	Agree (A)	High
3	2.60 to 3.39	Neutral (N)	Moderate
2	1.80 to 2.59	Disagree (D)	Slight
1	1.00 to 1.79	Strongly Disagree (SD)	No

(Licayan, et al. 2021)

TABLE OF TEACHERS' PERCEPTION REGARDING TRANSFORMATIONAL LEADERSHIP OF THEIR LEADERS

The table below represents the questionnaire's indicators-wise analysis of teachers' responses, showing their leaders' transformational leadership.

Transformational leadership

Table 4.7

Responses of Teachers' Perceptions Regarding Transformational Leadership of Their Leaders (S=150)

Transformational Leadership	Mean	Level
Idealized Influence	4.21	Extreme
Inspirational Motivation	4.14	High
Intellectual Stimulation	4.09	High
Individualized Consideration	3.94	High

Table 4.7 shows the mean score of teachers' responses regarding their leaders' transformational leadership. The mean score of idealized influence is 4.21, which shows the extremely predominant "I" of transformational leadership. The mean score of inspirational motivation is 4.14, inspirational motivation is 4.09, and individualized consideration is 3.94 which shows that these were highly implemented "Is" of transformational leadership. The table indicates that leaders have different Transformational leadership skills with the highest mean score of idealized influence (4.21) showing that leaders inspire admiration and trust by serving as ethical role models and leading by example.

TABLE OF TEACHERS' PERCEPTIONS REGARDING THEIR PEDAGOGICAL PRACTICES

The table below represents the questionnaire's indicators-wise analysis of teachers' responses, showing their pedagogical practices.

Teachers' Pedagogical Practices

Table 4.8

Responses of Teachers' Perceptions Regarding their Teaching Pedagogical Practices

Teachers' Pedagogical Practices	Mean	Levels
Constructive Pedagogical Practice	4.14	High
Collaborative Pedagogical Practice	4.14	High
Integrative Pedagogical Practice	3.37	Moderate
Reflective Pedagogical Practice	4.27	High
Inquiry-based Pedagogical Practice	3.94	High

Table 4.8 shows the mean score of teachers' responses regarding their pedagogical practices. The mean score of constructivist pedagogical practice and collaborative pedagogical practice is 4.14 which shows that teachers reported high use of collaborative and constructive strategies, where they focus on student-centered learning, encouraging students to construct their understanding through active involvement, similarly, teachers engage in a high-level of collaborative practices, which promote teamwork, peer learning, and cooperative activities in the classroom. The mean score of integrative pedagogical practice 3.37 shows that teachers perceive their use of integrative approaches to be moderate. This indicates that while they do integrate different subject areas or cross-disciplinary strategies, it is less frequent compared to other practices. The mean score of reflective pedagogical practice is 4.27. The highest reported practice was reflective pedagogy, where teachers regularly reflect on their teaching methods, student outcomes, and how to improve their instructional techniques. This is crucial for continuous improvement in teaching. The mean score of inquiry-based pedagogical practice is 3.94 shows teachers also reported a high level of engagement in inquiry-based learning, where they encourage students to explore, ask questions, and discover new knowledge through investigation. Reflective pedagogical

practice was reported as the highest among all categories (M = 4.27, high level), indicating that teachers frequently engage in reflective practices to evaluate and improve their teaching methods. This shows a strong emphasis on self-assessment and ongoing professional development within the teaching profession. Teachers are likely to view reflection as integral to their practice, allowing them to adapt their teaching strategies based on classroom experiences.

4.1.2 Inferential statistics

Correlation Analysis

H_{01}: There is no significant relationship between Idealized Influence and teachers' pedagogical practices at the university level.

Table 4.9

Relationship between transformational leadership and teachers' pedagogical practices *(S=150)*

Variable	S	R	p-value
Idealized Influence	150	.390**	.000
Teachers' Pedagogical Practices			

Table 4.9 shows the value r= .390**, p-value .000, greater than the significance level of 0.05. This indicates a significant relationship between idealized influence and teachers' pedagogical practices at the university level. So, hypothesis H_{01} that was indicating that there is no significant relationship between Idealized Influence and teachers' pedagogical practices at the university level was accepted, suggesting a significant relationship between the variables.

Correlation Analysis

H_{02}: There is no significant relationship between Inspirational Motivation and teachers' pedagogical practices at university level.

Table 4.10

Relationship between inspirational motivation and teachers' pedagogical practices (S=150)

Variable	S	R	p-value
Inspirational Motivation	150	.447**	.000
Teachers' Pedagogical Practices			

Table 4.10 shows the value r= .447**, p-value .000, greater than the significance level of 0.05. This indicates a significant relationship between inspirational motivation and teachers' pedagogical practices at university level. Hypothesis H_{02} that was showing that there is no significant relationship between Inspirational Motivation and teachers' pedagogical practices at university level was accepted, suggesting a significant relationship between the variables.

Correlation Analysis

H_{03}: There is no significant relationship between Intellectual Stimulation and teachers' pedagogical practices at university level.

Table 4.11

Relationship between intellectual stimulation and teachers' pedagogical practices (S=150)

Variable	S	R	p-value
Intellectual Stimulation	150	.482**	.000
Teachers' Pedagogical Practices			

Table 4.11 shows the value r= .482**, p-value .000, greater than the significance level of 0.05. This indicates a significant relationship between intellectual stimulation and teachers' pedagogical practices at university level. Hypothesis H_{03} was accepted, suggesting a significant relationship between the variables.

Correlation Analysis

H_{04}: There is no significant relationship between Individual Consideration and teachers' pedagogical practices at university level.

Table 4.12

Relationship between individual consideration and teachers' pedagogical practices (S=150)

Variable	S	R	p-value
Individual Consideration	150	.518**	.000
Teachers' Pedagogical Practices			

Table 4.12 shows the value r= .581**, p-value .000, greater than the significance level of 0.05. This indicates a significant relationship between individual consideration and teachers' pedagogical practices at the university level. Hypothesis H_{04} was accepted, suggesting a significant relationship between the variables.

Correlation Analysis

H_{05}: There is no significant relationship between Transformational Leadership and teachers' pedagogical practices at university level.

Table 4.13

Relationship between transformational leadership and teachers' pedagogical practices (S=150)

Variable	S	R	p-value
Transformational Leadership	150	.576**	.000
Teachers' Pedagogical Practices			

Table 4.13 shows the value r= .576**, p-value .000, greater than the significance level of 0.05. This indicates a significant relationship between transformational leadership and teachers' pedagogical practices at the university level. Hypothesis H_{05} was accepted, suggesting a significant relationship between the variables.

4.3 Inferential statistics

t-test Results

$H_{06:}$ There is no significant difference in transformational leadership among leaders in the Faculty of Education IIUI and Department of Educational Sciences NUML.

Table 4.14

Difference in transformational leadership among leaders in the Faculty of Education, IIUI, and Department of Educational Sciences, NUML.

Respondents	N	Mean	t-value	Df	*p*-value
Faculty of Education, IIUI	24	4.3042	.086	46	0.931
Department of Educational Sciences, NUML	24	4.3146			

Table 4.14 shows the difference between transformational leadership among leaders in the Faculty of Education, IIUI, and the Department of Educational Sciences, NUML. So, the table shows that the t-value = 0.86 and the *p*-value is 0.931 which is greater than the significant level of 0.05. The mean score of the Faculty of Education, IIUI (4.3042) and Department of Educational Sciences, NUML (4.3146) indicates a minor difference. This shows that hypothesis H_{06} which indicates there is no significant difference between transformational leadership among leaders in the Faculty of Education IIUI and the Department of Educational Sciences NUML is accepted.

H_{07}: There are no significant differences in pedagogical practices among teachers in the Faculty of Education IIUI and Department of Educational Sciences NUML.

Table 4.15

Difference in pedagogical practices among teachers in the Faculty of Education, IIUI, and Department of Educational Sciences, NUML.

Respondents	N	Mean	t-value	Df	*p*-value
Faculty of Education, IIUI	24	4.3200	.083	46	.934
Department of Educational Sciences, NUML	24	4.3267			

Table 4.15 shows the difference between pedagogical practices among teachers in the Faculty of Education, IIUI, and the Department of Educational Sciences, NUML. So, the table shows that the t-value = 0.83 and the *p*-value is 0.934 which is greater than the significant level of 0.05. The mean score of the Faculty of Education, IIUI (4.3200) and Department of Educational Sciences, NUML (4.3267) indicates a minor difference. This shows that hypothesis H_{07} which indicates there is no significant difference between pedagogical practices among teachers in the Faculty of Education IIUI and the Department of Educational Sciences NUML is accepted.

$H_{08:}$ There are no significant differences between transformational leadership among leaders of the Faculty of Social Sciences (Department of Psychology, Pakistan studies, and IR) of IIUI and NUML.

Table 4.16

The difference in transformational leadership among leaders of the Faculty of Social Sciences (Department of Psychology, Pakistan studies, and IR) of IIUI and NUML.

Respondents	N	Mean	t-value	Df	*p*-value
Faculty of Social Sciences of IIUI	51	3.8220	2.36	100	.023
Faculty of Social Sciences NUML	51	4.1154			

Table 4.16 shows the difference between transformational leadership among leaders of the Faculty of Social Sciences (Department of Psychology, Pakistan studies, and IR) of IIUI and NUML. So, the table shows that the t-value = 2.36 and the *p*-value is 0.23 which is less than the significant level of 0.05. The mean score of the Faculty of Social Sciences, IIUI (3.8220) and Faculty of Social Sciences, NUML (4.1154) indicates a significant difference. This shows that hypothesis H_{08} which indicates there is no significant difference between transformational leadership among leaders of the Faculty of Social Sciences (Department of Psychology, Pakistan studies, and IR) of IIUI and NUML failed to be accepted.

$H_{09:}$ There are no significant differences among teachers' pedagogical practices of the Faculty of Social Sciences (Department of Psychology, Pakistan studies, Department of Media and Communication, and IR) of IIUI and NUML.

Table 4.17

The difference in teachers' pedagogical practices of the Faculty of Social Sciences (Department of Psychology, Pakistan studies, Department of Media and Communication, and IR) of IIUI and NUML.

Respondents	N	Mean	t-value	Df	*p*-value
Faculty of Social Sciences of IIUI	51	4.2968	.960	100	.339
Faculty of Social Sciences of NUML	51	4.3792			

Table 4.17 shows the difference between pedagogical practices among teachers in the Faculty of Social Sciences (Department of Psychology, Pakistan studies, and IR) of IIUI and NUML. So, the table shows that the t-value = .960 and the *p*-value is .339 which is greater than the significant level of 0.05. The mean score of the Faculty of Social Sciences, IIUI (4.2968) and Faculty of Social Sciences, NML (4.3792) indicates a minor difference. This shows that hypothesis H_{09} which indicates there is no significant difference between pedagogical practices among teachers in the Faculty of Social Sciences (Department of Psychology, Pakistan studies, and IR) of IIUI and NUML is accepted.

CHAPTER 5

SUMMARY, FINDINGS, DISCUSSION, CONCLUSIONS, AND RECOMMENDATIONS

5.1 Summary

This study was conducted to investigate the relationship between transformational leadership and teachers' pedagogical practices at the university level, focusing on institutions in Pakistan, specifically the International Islamic University Islamabad (IIUI) and the National University of Modern Languages (NUML). The primary goal was to assess how transformational leadership characteristics such as idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration impact various teaching practices, including reflective, integrative, collaborative, constructivist, and inquiry-based pedagogies. The population was divided into two groups: 56 teachers from the 1st group and 143 teachers from the 2nd group participated as a population in the study. A total of 199 teachers were selected as a population of the study.

The participants came from diverse age groups, with most aged between 31 and 40 years. Additionally, teachers at different career stages, ranging from lecturers to associate professors, with varying levels of teaching experience, were included to ensure comprehensive coverage of the population. Data collection employed a structured survey that measured teachers' perceptions of their leaders' transformational leadership styles and their pedagogical practices. The study used a five-point Likert scale to assess responses, with descriptive statistics summarizing demographic variables and overall perceptions. Inferential statistics, including Pearson correlation coefficients and t-tests, were applied to evaluate the relationships and differences predicted by the research hypotheses. Teachers reported high levels of transformational leadership in their institutions, with idealized influence receiving the highest rating, indicating that teachers perceive their leaders as ethical role models. Inspirational motivation and intellectual stimulation were also rated highly, signifying that leaders inspire and challenge their staff. Individualized consideration, while still rated favorably, received a slightly lower score, indicating room for improvement in

providing personalized support. Reflective pedagogy emerged as the most prominent practice among teachers, indicating a strong commitment to self-evaluation and continuous professional development. Collaborative and constructivist practices also scored highly, emphasizing a focus on student engagement and teamwork. Inquiry-based learning was also significant, though integrative pedagogy, which involves connecting different subject areas, was less commonly practiced.

5.2 Findings

1. The sample consisted of 199 teachers equally divided between IIUI and NUML. Participants were stratified across faculties and departments, ensuring a balanced representation of each group at both universities. (Table # 4.1, & 4.2)
2. The majority of participants fell within the 31-40 years age group (53%), followed by those aged 25-30 (12%), 41-50 (27%), and over 50 (17%). This indicates a wide range of teaching experience levels among participants. (Table # 4.3)
3. Lecturers made up the largest proportion of participants (40.7%), followed by assistant professors (37%), and associate professors (21%). Only 1.4% were professors, suggesting that most respondents were mid-career or early-career teachers. (Table # 4.4)
4. The data on teaching experience revealed that most participants (27.3%) had 5-10 years of experience, while 24% had 11-15 years, and 22.7% had 16-20 years of teaching experience. This shows that the sample was diverse regarding teaching tenure, allowing for insights into leadership and pedagogy across varying levels of experience. (Table # 4.5)
5. In the study, the mean score for Idealized Influence was the highest, with a score of 4.21. This indicates that teachers perceive their leaders as ethical role models who inspire admiration and trust. Leaders who demonstrate idealized influence serve as examples of integrity and moral conduct, which encourages teachers to align with their leaders' vision and values. This shows that ethical leadership fosters a positive environment where teachers are motivated to emulate their leaders, reinforcing a culture of trust and respect within the educational setting. (Table # 4.7)

6. The mean score of Inspirational Motivation was 4.14, showing that leaders are successful in inspiring enthusiasm and a sense of purpose among their teams. Teachers reported feeling highly motivated by their leaders, who effectively communicate a compelling vision for the future. This high level of motivation shows that leaders who articulate clear goals and aspirations for their institutions foster an atmosphere where teachers are encouraged to exceed expectations and take pride in their roles. (Table # 4.7)
7. Intellectual Stimulation received a mean score of 4.09, indicating that leaders challenge teachers to think critically, solve problems creatively, and explore new teaching methods. Leaders who promote intellectual stimulation create an environment where teachers feel supported in trying new pedagogical approaches, which may lead to innovative teaching practices and improved student outcomes. This finding emphasizes the importance of leadership that encourages professional growth and continuous improvement in teaching strategies.
8. The mean score for Individualized Consideration was 3.94, the lowest among the four dimensions of transformational leadership, but still favorable. Individualized consideration reflects leaders' ability to provide personal support, mentorship, and development opportunities tailored to the unique needs of individual teachers. While this dimension scored lower than others, it indicates that some leaders may need to focus more on personalizing their support for teachers, which could further enhance teacher satisfaction and effectiveness. (Table # 4.7)
9. Constructive Pedagogical Practice was highly rated with a mean score of 4.14. This finding shows that teachers emphasize student-centered learning, where students actively engage in constructing knowledge through participation. The high score reflects the adoption of constructivist practices that encourage students to take ownership of their learning, fostering critical thinking and problem-solving skills. (Table # 4.8)
10. Collaborative Pedagogical Practice also scored highly, with a mean score of 4.14, indicating that teamwork and peer learning are prevalent in these institutions. Teachers reported a strong engagement in activities that promote cooperation and group work, emphasizing that collaborative practices are

valued as part of their teaching methods. These practices may lead to a more interactive and supportive learning environment for students. (Table # 4.8)

11. In contrast, Integrative Pedagogical Practice had a mean score of 3.37, showing that it was the least implemented practice. Teachers were less likely to use cross-disciplinary or integrative approaches in their teaching, which suggests that while some pedagogical innovations are embraced, there may be a gap in integrating diverse subject areas to provide a more holistic learning experience for students. This finding highlights the potential for growth in incorporating integrative teaching strategies. (Table # 4.8)
12. Reflective Pedagogical Practice had the highest mean score among pedagogical practices, at 4.27, indicating that teachers frequently reflect on their teaching methods and outcomes. This high level of reflection highlights that teachers are committed to continuous improvement, regularly evaluating their instructional techniques to enhance their effectiveness. Reflective practices are essential for adapting teaching to meet the needs of students and improving overall teaching quality. (Table # 4.8)
13. Inquiry-Based Pedagogical Practice scored 3.94, showing that it is also a prominent practice among teachers. This practice encourages students to ask questions, investigate, and discover new knowledge. Teachers' use of inquiry-based methods shows a commitment to fostering curiosity and active learning, which can lead to deeper understanding and engagement from students. (Table # 4.8)
14. The study also found significant positive relationships between the dimensions of transformational leadership and pedagogical practices. For instance, the relationship between Idealized Influence and pedagogical practices ($r = 0.390$, $p = 0.000$) indicates that leaders who model ethical behavior positively influence teachers' instructional methods. This emphasizes that ethical leadership encourages teachers to adopt higher teaching standards, promoting practices such as reflection and collaboration. (Table # 4.9)
15. Similarly, a significant relationship was found between Inspirational Motivation and pedagogical practices ($r = 0.447$, $p = 0.000$), showing that leaders who inspire their teachers foster a more engaged and motivated teaching staff. This finding highlights the importance of inspirational leadership in creating a

vibrant learning environment where teachers are motivated to innovate and push beyond their usual practices. (Table # 4.10)

16. The relationship between Intellectual Stimulation and pedagogical practices ($r = 0.482$, $p = 0.000$) was also significant, suggesting that leaders who encourage creative problem-solving and critical thinking have a positive impact on teachers' pedagogy. This relationship emphasizes the role of leadership in fostering an atmosphere of intellectual curiosity and pedagogical experimentation. (Table # 4.11)
17. Moreover, a significant relationship was found between Individualized Consideration and teaching practices ($r = 0.518$, $p = 0.000$), indicating that leaders who provide personal support to their teachers foster better pedagogical approaches. This finding indicates that when teachers feel individually supported, they are more likely to adopt effective teaching strategies tailored to their students' needs. (Table # 4.12)
18. Transformational leadership as a whole was significantly correlated with improved pedagogical practices, reinforcing the idea that leaders who inspire, challenge, and support their teachers contribute to enhanced educational quality. The study confirms that transformational leadership plays a critical role in shaping effective teaching practices at the university level. (Table # 4.13)
19. However, no significant difference in transformational leadership was found between the Faculty of Education at IIUI and the Department of Educational Sciences at NUML (t-value = 0.086, p-value = 0.931). Both faculties reported similarly high levels of transformational leadership, suggesting a consistent approach to leadership across these institutions. (Table # 4.14)
20. Similarly, no significant difference in pedagogical practices was found between the Faculty of Education at IIUI and the Department of Educational Sciences at NUML (t-value = 0.083, p-value = 0.934). This finding shows that pedagogical practices are consistent across these two faculties, indicating similar teaching approaches. (Table # 4.15)
21. In contrast, a significant difference in transformational leadership was found between the Faculty of Social Sciences at IIUI and NUML (t-value = 2.36, p-value = 0.023), with teachers at NUML rating their leaders higher. This highlights some variations in leadership effectiveness between the two faculties,

possibly indicating differences in leadership styles or institutional cultures. (Table # 4.16)

22. Finally, no significant differences in pedagogical practices were found between the Faculty of Social Sciences at IIUI and NUML (t-value = 0.960, p-value = 0.339), emphasizing that despite variations in leadership, the teaching practices remain consistent across these faculties. (Table # 4.17)

5.3 Discussion

The findings of this study contribute significantly to the existing body of literature on transformational leadership and its impact on teachers' pedagogical practices at the university level. By examining the four dimensions of transformational leadership Idealized Influence, Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration this study provides insights into how leadership influences teaching effectiveness, professional development, and overall school culture.

The highest mean score of 4.21 for Idealized Influence reflects that teachers perceive their leaders as ethical role models who inspire admiration and trust. This finding aligns with previous studies that highlight the importance of idealized influence in fostering a positive relationship between leaders and their followers. Dong et al., (2020) emphasized that leaders who demonstrate integrity and consistency in decision-making build trust among their subordinates, leading to enhanced motivation and performance. Similarly, Jackson, (2021) found that leaders who exhibit idealized influence inspire greater follower identification with organizational goals, which contributes to higher commitment and loyalty. In the context of educational settings, this study supports the findings of Kouzes & Posner, (2020) who observed that principals who exhibit idealized influence foster a culture of trust and respect, leading to higher job satisfaction among teachers and improved student outcomes. The present study confirms that ethical leadership plays a critical role in creating a supportive environment where teachers feel valued and motivated to align with their leaders' vision.

With a mean score of 4.14, Inspirational Motivation was also highly rated, indicating that leaders successfully inspire enthusiasm and a sense of purpose among

their teams. This finding is consistent with the work of Bass & Riggio, (2019) who highlighted the importance of leaders communicating a compelling vision that resonates with followers' higher-order needs. Leaders who excel in inspirational motivation, as shown by Northouse, (2021) foster emotional bonds with their subordinates, increasing their commitment to organizational goals. In educational contexts, Gumus et al., (2020) demonstrated that leaders who inspire their teams with a shared vision promote collaboration among teachers, which leads to enhanced teacher effectiveness and student achievement. The current study reinforces these findings by showing that teachers who are motivated by their leaders' clear goals and vision are more likely to exceed expectations and contribute positively to their institutions.

The mean score of 4.09 for Intellectual Stimulation indicates that leaders encourage teachers to think critically and explore innovative teaching methods. This result is consistent with Day & Sammons, (2019) research, which emphasizes the role of intellectual stimulation in fostering creativity and adaptability within organizations. Leaders who promote intellectual stimulation create an environment where employees feel empowered to challenge existing practices and experiment with new approaches. Dvir et al., (2020) found that intellectual stimulation positively impacts organizational learning by encouraging divergent thinking and innovation. In the educational sphere, Hoyt & Blascovich, (2020) highlighted the importance of intellectual stimulation in fostering a culture of continuous improvement among teachers. The findings of this study align with this perspective, suggesting that leaders who encourage intellectual growth among teachers contribute to the development of innovative pedagogical practices, which ultimately lead to improved student outcomes.

Although the mean score for Individualized Consideration was the lowest among the four dimensions (3.94), it still reflects a positive perception of leaders' ability to provide personalized support and mentorship. This finding echoes the work of Antonakis et al., (2020) who noted that transformational leaders act as mentors, offering personalized attention and support to their subordinates. Chen et al., (2021) demonstrated that individualized attention leads to higher job satisfaction and loyalty among employees. In educational settings, Bono & Judge, (2019) found that personalized support from school leaders enhances teachers' commitment to professional development. While the lower score for Individualized Consideration in

this study suggests that some leaders may need to improve in this area, it also highlights the potential for further enhancing teacher satisfaction and effectiveness through more personalized support. The findings suggest that focusing on individualized attention can help address the unique needs of teachers, leading to higher job satisfaction and improved teaching practices.

This study expands on the existing literature by confirming the positive impact of transformational leadership on teacher motivation, professional development, and pedagogical practices at the university level. The findings align with the work of previous scholars, such as Wang & Howell, (2020) and Berson et al., (2021) by demonstrating that leaders who exhibit the four dimensions of transformational leadership: Idealized Influence, Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration create a supportive and motivating environment for teachers. The study also provides new insights by comparing leadership practices between two universities, IIUI and NUML, contributing to the understanding of how transformational leadership varies across different educational settings.

The study's findings on teachers' pedagogical practices provide insight into how transformational leadership influences various teaching methods. Reflective, collaborative, constructivist, and inquiry-based practices were highly rated by teachers, while integrative practices were less commonly implemented.

Constructivist Pedagogical Practice: The high rating of constructivist pedagogical practices (mean score of 4.14) in this study highlights the emphasis on student-centered learning where students actively engage in constructing knowledge through participation. This aligns with the constructivist theories of Piaget and Vygotsky, which stress the importance of learners' active roles in knowledge formation. Previous studies by Schyns et al., (2021) and Tummers & Knies, (2020) found similar results, showing that constructivist methods enhance student engagement, motivation, and academic performance. The current findings extend this understanding by showing that not only is constructivism widely adopted in the institutions studied, but it also fosters critical thinking and problem-solving skills, which are essential for academic success. This suggests that constructivist pedagogy continues to be a robust approach, consistent with findings by Hirst et al., (2020) who highlighted its role in enhancing

critical thinking. However, it also highlights the need for ongoing support and training, as Sosik and Godshalk, (2020) pointed out the challenge's educators face, such as resource limitations and standardized testing pressures.

Collaborative Pedagogical Practice: Similarly, collaborative pedagogical practices also received a high score (mean of 4.14), underscoring the importance of teamwork and peer learning. This confirms the findings of Silva et al., (2020), who reported that cooperative learning leads to higher academic achievement. The present study adds to this by showing that collaboration is not only prevalent but integral to creating an interactive and supportive learning environment. The emphasis on social interaction as a vehicle for learning is further supported by Vygotsky's theory of social constructivism and findings by Nguyen et al., (2021) who noted improvements in students' critical thinking, motivation, and engagement when collaborative approaches are used. However, this study also reinforces the need for professional development and strategies to address challenges like classroom management, as highlighted by Judge et al., (2021).

Integrative Pedagogical Practice: The lower mean score (3.37) for integrative pedagogical practices suggests that these methods are less commonly implemented compared to constructivist and collaborative practices. This finding resonates with the challenges identified by Ng et al., (2021) and Beane and Apple (2019), where curriculum constraints and limited resources hinder the effective integration of cross-disciplinary approaches. Despite its potential benefits, as shown by studies Li et al., (2020), which demonstrated improved student engagement and conceptual understanding through integrative methods, this research indicates that there is room for growth in implementing such strategies in the institutions studied. The gap in adopting integrative practices calls for targeted professional development to help educators incorporate interdisciplinary projects and real-world problem-solving tasks more effectively.

Reflective Pedagogical Practice: Reflective pedagogical practice, with the highest mean score of 4.27, shows that teachers place significant value on regularly evaluating and improving their instructional techniques. This finding aligns with the reflective models of Schön and Dewey, emphasizing the role of reflection in

professional development and continuous improvement. Chang et al., (2020) study supports this by highlighting the positive impact of reflective practices on teachers' instructional strategies and adaptability. In this study, the high frequency of reflective practices indicates a strong commitment to professional growth, with teachers using reflection as a tool to adapt their methods to better meet students' needs. This finding underscores the role of reflective pedagogy as a vital element in ensuring teaching quality and enhancing student outcomes.

Inquiry-Based Pedagogical Practice: Finally, inquiry-based pedagogical practices (mean score of 3.94) were found to be a prominent method used by teachers to foster curiosity and active learning. This is consistent with existing literature, such as the studies by Eva et al., (2021) which suggest that inquiry-based learning promotes deep engagement and critical thinking among students. The findings from this study reinforce the view that inquiry-based methods are effective in encouraging students to take ownership of their learning. However, the results also suggest that there is room to expand the use of these practices, particularly in integrating them with other pedagogical strategies to enhance student learning.

Despite the strong implementation of other pedagogical practices, integrative pedagogy (M = 3.37) was rated lower, indicating that teachers were less likely to engage in cross-disciplinary or integrative approaches. This may suggest that institutional barriers, such as rigid curriculum structures or a lack of support for interdisciplinary collaboration, prevent teachers from adopting integrative practices. While integrative pedagogy is important for providing students with a holistic understanding of subjects, the lower rating suggests that universities may need to do more to promote cross-disciplinary learning. Integrative pedagogy offers valuable opportunities for students to connect knowledge across disciplines, but it requires institutional support to be effectively implemented. Universities should encourage more interdisciplinary collaboration and provide teachers with the resources and flexibility needed to incorporate integrative approaches into their teaching.

The significant relationship between Idealized Influence and pedagogical practices ($r = 0.390$, $p = 0.000$) highlights that leaders who model ethical behavior positively affect teachers' instructional methods. This suggests that ethical leadership

fosters a culture of trust, professionalism, and mutual respect among teachers, which in turn influences their teaching approaches. By modeling ethical behavior, leaders set a high standard for teachers, encouraging them to adopt reflective and collaborative practices. This aligns with previous research that suggests ethical leadership is crucial in shaping a positive academic environment (Grant et al., 2020).

The positive relationship between Inspirational Motivation and pedagogical practices ($r = 0.447$, $p = 0.000$) points to the importance of motivational leadership in fostering a more engaged and dynamic teaching environment. Leaders who inspire their teachers create a sense of collective purpose and motivation, which drives innovation and experimentation in teaching methods. This finding supports the idea that transformational leaders not only inspire their followers but also empower them to exceed their limitations, pushing them toward greater achievements in their pedagogical approaches (Gumusluoglu et al., 2020). Such leaders are essential for creating an atmosphere where teachers are more likely to engage students actively and creatively.

The significant relationship between Intellectual Stimulation and pedagogical practices ($r = 0.482$, $p = 0.000$) emphasizes the importance of fostering critical thinking and creativity among teachers. Leaders who encourage intellectual stimulation push teachers to challenge existing norms, experiment with new pedagogical techniques, and embrace innovative solutions to classroom challenges. This aligns with transformational leadership theory, which posits that leaders who stimulate intellectual growth among followers contribute to continuous improvement and innovation in practices (Hetland et al., 2021). The study reinforces that leaders promoting intellectual stimulation can catalyze pedagogical experimentation, essential for a dynamic and evolving educational environment.

The strongest correlation was found between Individualized Consideration and pedagogical practices ($r = 0.518$, $p = 0.000$), suggesting that leaders who provide personalized support and mentorship foster better teaching practices. This relationship indicates that when teachers feel individually valued and supported by their leaders, they are more likely to adopt student-centered teaching strategies that cater to diverse learning needs. This finding is consistent with research suggesting that leaders who

offer personalized feedback and attention contribute significantly to the professional growth and motivation of their staff (Ilies et al., 2020). In higher education, such individualized consideration is vital in helping faculty members refine their teaching practices, enhancing the overall quality of education.

The overall significant correlation between transformational leadership and improved pedagogical practices reinforces the idea that transformational leaders play a critical role in shaping effective teaching at the university level. The results suggest that leaders who inspire, challenge, and support their teachers create an environment conducive to pedagogical excellence. This finding supports the broader literature on transformational leadership, which posits that leaders can drive substantial improvements in organizational outcomes through their influence on followers' behaviors and attitudes (Judge & Piccolo, 2019). In the context of universities, transformational leadership appears to be a key factor in fostering a culture of continuous improvement in teaching and learning.

One of the study's findings was the consistency in pedagogical practices across the faculties of IIUI and NUML. The t-tests revealed no significant differences in teaching practices between the Faculty of Education and the Faculty of Social Sciences at both institutions, suggesting that the implementation of pedagogical methods is relatively uniform across these universities. The consistency in teaching practices across institutions suggested that transformational leadership when implemented effectively, can create a uniform culture of teaching excellence. Despite differences in institutional resources or departmental cultures, leaders who exhibit transformational qualities can foster similar teaching methods across faculties, ensuring that students receive a high-quality education regardless of their department or university.

Although no significant differences were found in pedagogical practices, a significant difference in transformational leadership was observed between the Faculty of Social Sciences faculties of IIUI and NUML. Teachers at NUML rated their leaders higher in transformational leadership, particularly in the dimensions of intellectual stimulation and individualized consideration. This suggested that leadership effectiveness may vary between departments, even within the same institution. The variation in leadership effectiveness between departments highlights the importance of

context-specific leadership development. Universities should ensure that leadership training programs are tailored to the needs of different faculties, recognizing that certain departments may require more focused support in developing transformational leadership qualities.

5.4 Conclusions

The results emphasize how transformational leadership significantly influences the development of successful teaching strategies and the significance of leadership in educational environments. The following are the specific conclusions drawn from the main findings of the study:

1. The findings of the study revealed that the highest-rated dimension of transformational leadership, idealized influence, indicated that teachers are highly inspired by leaders who serve as ethical role models. Leaders who act with integrity and model the values they want to instill in their teams encourage teachers to adopt higher standards in their teaching practices. (Finding: 5)
2. The study also found that inspirational motivation leads to greater teacher engagement in innovative, student-centered teaching. Intellectual stimulation fosters creativity, critical thinking, and problem-solving, promoting active learning and student engagement. Although individualized consideration was rated slightly lower, it still contributes to professional growth by providing personalized support and mentoring, which encourages student-focused teaching. (Findings: 6, 7, & 8)
3. The study highlights the prominence of reflective pedagogical practice, where teachers focus on self-assessment and continuous improvement of their instructional methods. The findings highlight that collaborative and constructivist practices are highly valued, promoting active student engagement and teamwork in alignment with modern educational theories. Transformational leadership plays a key role in supporting these approaches by fostering innovation, collaboration, and student-centered teaching. (Finding: 9, 10, 11, & 12)

4. It is also concluded that integrative pedagogical practices, particularly interdisciplinary teaching, received lower ratings, indicating challenges in implementing cross-disciplinary methods. (Finding: 13)
5. The findings of the study revealed that there is a strong positive relationship between transformational leadership and teachers' pedagogical practices. Leaders who demonstrate transformational qualities such as idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration have a positive influence on teachers' approaches to teaching methods. (Finding: 14)
6. The study revealed a strong positive relationship between individualized consideration and teachers' pedagogical practices, making it the most influential dimension of transformational leadership. (Finding: 18)
7. The study found no significant difference in transformational leadership between the Faculty of Education at IIUI and the Department of Educational Sciences at NUML, as both faculties reported similarly high levels of transformational leadership. Additionally, teachers' pedagogical practices were consistent across both institutions. (Finding: 19 & 20)
8. Despite this difference in leadership perceptions within the Social Sciences faculties, no significant differences were found in the pedagogical practices employed by teachers across institutions or faculties. The consistency in pedagogical practices across faculties and institutions indicates that the teaching culture in these universities is generally uniform, with most teachers employing similar methods regardless of their department or institution. (Finding: 21, & 22)

5.5 Recommendations

The following recommendations are proposed to enhance transformational leadership and improve pedagogical practices at the university level:

1. The findings of the study revealed that teachers valued leaders who modeled ethical behavior and integrity, inspiring them to uphold high teaching standards. University leaders may act as role models by demonstrating integrity, ethical conduct, and professionalism. So, it is recommended that mentorship programs

may be conducted where experienced leaders model these behaviors for emerging leaders. It is suggested that universities may introduce ethical leadership workshops that provide case studies on integrity in leadership, allowing emerging leaders to reflect and develop their ethical decision-making skills.

2. The data also revealed that inspirational motivation is highly valued, where leaders inspire enthusiasm and communicate a compelling vision, leading to more innovative and student-centered teaching practices. So, leaders may engage with their teaching staff more regularly to share a clear, inspiring vision for the institution's educational goals. It is recommended that frequent motivational sessions and team-building activities foster a sense of purpose and enthusiasm among teachers. So, it is suggested these sessions could be scheduled quarterly, with key performance indicators for teaching innovations introduced at each session.
3. The findings revealed that teachers felt intellectually challenged by their leaders, which positively impacted their creativity and adoption of student-centered teaching methods. Universities may encourage leaders to provide opportunities for teachers to engage in research, innovation, and professional learning communities. So, it is suggested that universities implement an annual "Innovation in Teaching" award that recognizes faculty members for successfully integrating new methods.
4. The data showed that individualized consideration from leaders played a significant role in fostering better teaching practices. Leaders might invest time in understanding individual teachers' needs and career goals. So, it is recommended to create personalized professional development plans and conduct regular one-on-one meetings to enhance teacher growth and satisfaction. It is suggested that digital profiles for faculty members, tracking their career development needs and progress, updated through annual reviews would be developed.
5. Interdisciplinary teaching, while valuable, is less common due to institutional barriers like rigid curriculum structures. Universities might promote interdisciplinary collaboration by revising curriculum structures to include cross-disciplinary projects, team-teaching initiatives, and workshops on

integrative teaching methods. So, it is suggested that resources could be allocated for pilot projects in each department to explore the feasibility of interdisciplinary approaches, with an evaluation at the end of each academic year.

6. The findings revealed that teachers emphasized the importance of active engagement and teamwork in their classrooms, which led to better student outcomes. Universities may provide continued professional development focusing on reflective practices, team-based learning strategies, and constructivist approaches. So, it is suggested that peer observation programs and reflective teaching journals, provide regular feedback cycles to ensure continuous improvement in these areas would be implemented.
7. The findings indicated that teachers focus on fostering critical thinking and active learning, and leaders who encouraged this approach saw better teaching outcomes. Institutions may invest in training programs that emphasize inquiry-based teaching techniques. Providing access to technology and resources that support investigative learning, such as laboratories and digital tools, will further enhance these practices. It is suggested that partnerships with tech companies to offer discounts or grants for digital tools that can be used in classrooms would be developed.
8. The study found a strong positive relationship between transformational leadership and teachers' pedagogical practices. So, it is recommended that universities may prioritize leadership development programs that focus on cultivating transformational leadership qualities. Workshops and training on ethical leadership, vision articulation, creative problem-solving, and personalized mentoring should be offered to enhance the overall teaching culture. A suggestion is to tie these workshops to faculty career progression, making transformational leadership training a prerequisite for leadership roles.

To implement the proposed recommendations, universities must allocate adequate resources and funding to ensure the success of leadership development and pedagogical improvement programs. To implement the proposed recommendations, universities must allocate adequate resources and funding to ensure the success of leadership development and pedagogical improvement programs. Financing can be sourced through the university's annual budget,

allocating a specific portion for professional development, or seeking external grants from educational bodies and government agencies. The Vice Chancellor's office and department heads would manage these programs, while HR or a faculty development unit coordinates logistics and recruits expert trainers, such as senior faculty or external consultants. Collaboration with bodies like HEC and partnerships with other institutions can help secure additional funding. Regular assessments would ensure the programs align with institutional goals, fostering sustainable leadership and teaching excellence.

5.6 Future Recommendations

The future researcher may:

1. Explore the impact of transformational leadership on teachers' practices across different academic disciplines (e.g., STEM, humanities, social sciences). Pedagogical practices may differ across disciplines, and transformational leadership may have varying effects depending on the specific needs and teaching methodologies within each field.
2. Future researchers could broaden their studies to include more universities from different regions and educational systems, which would help improve the generalizability of their findings.
3. Examine how transformational leadership influences teachers to implement more student-centered learning approaches, such as project-based learning, or flipped classrooms. Shifting the focus from teacher-centered to student-centered pedagogy is crucial for enhancing student engagement and learning outcomes, making it a relevant area for leadership's influence.
4. Conduct longitudinal research to analyze the long-term effects of transformational leadership on teachers' pedagogical practices and student outcomes. Studying the evolution of teaching practices over time will provide deeper insights into how sustained transformational leadership influences teacher development, motivation, and instructional strategies.
5. Develop and assess training programs for academic leaders on transformational leadership to see how such interventions improve pedagogical practices at their institutions. Many university leaders may benefit from training programs that

specifically focus on enhancing their transformational leadership skills, thereby indirectly improving the quality of teaching at their institutions.

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APPENDIX -I

INTERNATIONAL ISLAMIC UNIVERSITY FACUTLY OF EDUCATION, DEPARTMENT OF EDUCATIONAL LEADERSHIP AND MANAGEMENT

Questionnaire for Teachers

Transformational Leadership Scale

Respected teachers, researcher is MS scholar at Department of Educational Leadership and Management, Faculty of Education, IIUI, and presently conducting research titled "**Relationship between Transformational Leadership and Teachers' Pedagogical Practices at University Level".** On the following pages, you will find statements about transformational leadership practices practiced by your faculty leaders (Deans, Chairpersons, and HODs). You are requested to please read out the statements carefully and tick (✓) the relevant box. Your responses will be kept confidential and used only for research purposes.

1.	**"SD"**	stands for	**Strongly Disagree**
2.	**"D"**	stands for	**Disagree**
3.	**"UD"**	stands for	**Undecided**
4.	**"A"**	stands for	**Agree**
5.	**"SA"**	stands for	**Strongly Agree**

DEMOGRAPHIC VARIABLES:

You are requested to please tick the relevant box (✓).

Faculty\Department

Faculty of Education, IIUI.	☐	Department of Educational Sciences NUML	☐
Department of Psychology, IIUI	☐	Department of Psychology, NUML	☐
Department of IR, IIUI	☐	Department of IR, NUML	☐
Department of Pak. Studies, IIUI	☐	Department of Pak. Studies, NUML	☐
Department of Media and Communication, IIUI	☐	Department of Media and Communication, NUML	☐

Gender: Male ☐ Female ☐

Age Group: 25-30 ☐ 31-35 ☐ 36-40 ☐ 41-50 ☐ 51-55 ☐ 56-60 ☐ Above ☐

Designation: Professor☐ Associate Professor☐ Assistant Professor☐ Lecturer☐

Teaching Experience: Less than 5 years☐ 5-10☐ 11-15☐ 16-20☐ 21-25 ☐ Above ☐

	Statements	SA 5	A 4	UD 3	D 2	SD 1
	Idealized Influence (II) **The leaders of my faculty:**					
1.	Carry out tasks according to the vision of the faculty.					
2.	Formulate the study program's vision and mission to develop faculty members' insight.					
3.	Grow an attitude of respect in the university environment.					
4.	Instill a high commitment to the faculty members toward the vision of the study program.					
5.	Create an environment of trust and wave off penalties for any mistake a faculty member makes.					
	Intellectual Stimulation (IS) **The leaders of my faculty:**					
6.	Recommend books or other references to faculty members as a reference for their professional development.					
7.	Provide opportunities for the faculty members to conduct professional training.					

	Statements	SA 5	A 4	UD 3	D 2	SD 1
8.	Provide freedom of opinion to the faculty members regarding policies devised by the higher education commission.					
9.	Involve faculty members in assessing the coursework activities.					
10.	Pay attention to innovative ideas to solve complex problems of faculty members					
Individualized Consideration (IC) **The leaders of my faculty:**						
11.	Regularly praise and appreciate the achievements and efforts of faculty members.					
12.	Ensure that faculty members have dedicated time to express their opinions, to build their confidence.					
13.	Guide faculty members in reviewing evaluation results to address areas that need improvement.					
14.	Provide guidance and support to faculty members during challenges.					
15.	Provide individual guidance to faculty members to enhance teaching and learning activities in the classroom.					
Inspirational Motivation (IM) **The leaders of my faculty:**						
16.	Encourage teachers to stay optimistic about the future.					
17.	Show enthusiasm to inspire faculty members to perform their tasks effectively.					
18.	Share success stories of colleagues to motivate faculty members.					
19.	Demonstrate innovative ideas in finding solutions to the problems in teaching and learning.					
20.	Encourage faculty members to apply new approaches in their teaching practices.					

APPENDIX -II

Questionnaire for Teachers

Pedagogical Practices Scale

	Statements	SA 5	A 4	UD 3	D 2	SD 1
	Constructivist Pedagogical Practice **The teachers using constructivist practice:**					
1.	Encourage students to solve problems on their own and make independent decisions.					
2.	Focus on helping students think critically to improve their academic performance.					
3.	Encourage students to explore and analyze different perspectives.					
4.	Involve students in hands-on activities like discussions, project work, and experiments.					
5.	Guide and model the quickest ways for students to learn.					
	Collaborative Practice **The teachers using collaborative practice:**					
6.	Prepare students to be responsible citizens in a modern, technology-driven world.					
7.	Help students learn content while improving their listening, participation, and empathy.					
8.	Encourage students to work together and also independently.					
9.	Allow students to think through questions using three distinct steps: TPS (Think, Pair, and Share)					
10.	Involve students in teaching-related matters and school settings.					
	Integrative Practice **The teachers using integrative practice:**					
11.	Encourage students to learn collaboratively with their peers.					
12.	Promote independent thinking and lifelong learning skills in students.					
13.	Support students in tracking their progress, engaging in complex projects, and applying what they learn to new challenges.					
14.	Integrate language development with subject-specific content to enhance understanding.					
15.	Combine knowledge from various disciplines to create a more interconnected learning experience.					
	Reflective Practice **The teachers using reflective practice:**					
		SA 5	**SA 4**	**UD 3**	**D 4**	**SD 5**

16.	Regularly evaluate my teaching methods to identify areas for improvement.					
17.	Ask students for feedback and use it to adjust my teaching strategies.					
18.	Actively seek out new teaching strategies to enhance my practice.					
19.	Critically analyze my teaching experiences to understand their impact on student learning.					
20.	Create and implement action plans to improve my teaching based on my reflections.					
	Inquiry-Based Learning **The teachers using reflective practice:**					
21.	Allow students to collect information about what goes on inside the classroom.					
22.	Encourage students to analyze information collected from various sources, including other students and instructors.					
23.	Give students opportunities to observe and identify patterns in behavior and learning.					
24.	Support students in asking questions to explore topics they are interested in.					
25.	Guide students in examining and understanding patterns in teaching and learning processes.					

Turnitin Originality Report

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Certificate of Validity

Relationship between Transformational Leadership and Teachers' Pedagogical Practices at University Level

By

Gullfareen Fakhar

MS Scholar, Department of Educational Leadership and Management, Faculty of Education, International Islamic University Islamabad (IIUI), Pakistan

This is to certify that the **Transformational Leadership Scale** and **Pedagogical Practices Scale** adopted by the researcher has been assessed by me, and I found that it has been designed adequately to assess the **Relationship between Transformational Leadership and Teachers' Pedagogical Practices at the University Level.**

Name: Dr. M. Zafar Iqbal

Designation: Assistant Professor

Institute: DoTE

Signature:

Stamp: Dr. Muhammad Zafar Iqbal
Assistant Professor, Incharge Academics
Department of Teacher Education
International Islamic University
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Certificate of Validity

Relationship between Transformational Leadership and Teachers' Pedagogical Practices at University Level

By

Gullfareen Fakhar

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This is to certify that the **Transformational Leadership Scale** and **Pedagogical Practices Scale** adopted by the researcher has been assessed by me, and I found that it has been designed adequately to assess the **Relationship between Transformational Leadership and Teachers' Pedagogical Practices at the University Level.**

Name: Dr. Munazza Mahmood

Designation: Assistant Professor

Institute: IIUI

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Stamp: _____

DR.MUNAZZA MAHMOOD
INCHARGE
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Certificate of Validity

Relationship between Transformational Leadership and Teachers' Pedagogical Practices at University Level

By

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Name: Dr. Munazza Mahmood

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Certificate of Validity

Relationship between Transformational Leadership and Teachers' Pedagogical Practices at University Level

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This is to certify that the **Transformational Leadership Scale** and **Pedagogical Practices Scale** adopted by the researcher has been assessed by me, and I found that it has been designed adequately to assess the **Relationship between Transformational Leadership and Teachers' Pedagogical Practices at the University Level.**

Name: Ms. Sumaira Batool

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Certificate of Validity

Relationship between Transformational Leadership and Teachers' Pedagogical Practices at University Level

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This is to certify that the **Transformational Leadership Scale** and **Pedagogical Practices Scale** adopted by the researcher has been assessed by me, and I found that it has been designed adequately to assess the **Relationship between Transformational Leadership and Teachers' Pedagogical Practices at the University Level.**

Name: Dr. Munazza Mahmood

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Institute: IIUI

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Name: Dr. Fatima Maqsood

Designation: Assistant Professor

Institute: IIUI

Signature:

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Relationship between Transformational Leadership and Teachers' Pedagogical Practices at University Level

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MS Scholar, Department of Educational Leadership and Management, Faculty of Education, International Islamic University Islamabad (IIUI), Pakistan

This is to certify that the **Transformational Leadership Scale** and **Pedagogical Practices Scale** adopted by the researcher has been assessed by me, and I found that it has been designed adequately to assess the **Relationship between Transformational Leadership and Teachers' Pedagogical Practices at the University Level**.

Name: Dr Fouzia Ajmal

Designation: AP TE

Institute: IIUI

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Dr. Fouzia Ajmal
Assistant Professor
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Islamabad

Certificate of Validity

Relationship between Transformational Leadership and Teachers' Pedagogical Practices at University Level

By

Gullfareen Fakhar

MS Scholar, Department of Educational Leadership and Management, Faculty of Education, International Islamic University Islamabad (IIUI), Pakistan

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Name: Dr. Humaira Akram

Designation: Assistant Professor

Institute: DoTE, IIUI

Signature:

Stamp: DEPT OF TEACHER EDUCATION FACULTY OF EDUCATION

الجامعة الاسلامية العالمية اسلام اباد

INTERNATIONAL ISLAMIC UNIVERSITY ISLAMABAD PAKISTAN
Department of Educational Leadership & Management
FACULTY OF EDUCATION
(Female Campus)

Dated: September 30th, 2024

It is stated that Ms. Gullfareen Fakhar Reg No 20-FOE/MSEDU/S23 is a student of MS Educational Leadership and Management and is currently working on her research thesis titled **"Relationship between Transformational Leadership & Teachers' Pedagogical Practices at University Level"**. In this regard, she needs to collect data from your respective teachers from the Department of Educational Sciences, NUML.

Your kind cooperation in this regard is highly appreciated.

National University of Modern Languages
Department of Educational Sciences

02/10/24

PG Coord.

Chairperson
Department of Educational Leadership and Management

DR AZHAR MAHMOOD
Associate Professor Chairperson
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Dated: September 30th, 2024

Subject:

It is stated that Ms. Gullfareen Fakhar Reg No 20-FOE/MSEDU/S23 is a student of MS Educational Leadership and Management and is currently working on her research thesis titled **"Relationship between Transformational Leadership & Teachers' Pedagogical Practices at University Level"**. In this regard, she needs to collect data from your respective teachers from the Department of International Relations (IR).

Your kind cooperation in this regard is highly appreciated.

Chairperson

Department of Educational Leadership and Management

DR. ANWAR MAHMOOD
Associate Professor & Chairperson
Department of
Educational Leadership & Management
International Islamic University Islamabad

الجامعة الاسلامية العالمية اسلام اباد

INTERNATIONAL ISLAMIC UNIVERSITY ISLAMABAD PAKISTAN
Department of Educational Leadership & Management
FACULTY OF EDUCATION
(Female Campus)

Dated: September 30th, 2024

It is stated that Ms. Gullfareen Fakhar Reg No 20-FOE/MSEDU/S23 is a student of MS Educational Leadership and Management and is currently working on her research thesis titled **"Relationship between Transformational Leadership & Teachers' Pedagogical Practices at University Level"**. In this regard, she needs to collect data from your respective teachers from the Department of Pakistan Studies.

Your kind cooperation in this regard is highly appreciated.

Chairperson

Department of Educational Leadership and Management

DR ANWAR MAHMOOD
Associate Professor & Chairperson
Department of
Educational Leadership & Management
International Islamic University Islamabad

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INTERNATIONAL ISLAMIC UNIVERSITY ISLAMABAD PAKISTAN
Department of Educational Leadership & Management
FACULTY OF EDUCATION
(Female Campus)

Dated: September 30th, 2024

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Your kind cooperation in this regard is highly appreciated.

Chairperson

Department of Educational Leadership and Management

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Associate Professor/Chairperson
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Educational Leadership & Management
International Islamic University Islamabad

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INTERNATIONAL ISLAMIC UNIVERSITY ISLAMABAD PAKISTAN
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Your kind cooperation in this regard is highly appreciated.

Chairperson
Department of Educational Leadership and Management

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Associate Professor Chairperson
Department of
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International Islamic University Islamabad

الجامعة الاسلامية العالمية اسلام آباد

INTERNATIONAL ISLAMIC UNIVERSITY ISLAMABAD PAKISTAN
Department of Educational Leadership & Management
FACULTY OF EDUCATION
(Female Campus)

Dated: September 30th, 2024

Subject:

It is stated that Ms. Gullfareen Fakhar Reg No 20-FOE/MSEDU/S23 is a student of MS Educational Leadership and Management and is currently working on her research thesis titled **"Relationship between Transformational Leadership & Teachers' Pedagogical Practices at University Level"**. In this regard, she needs to collect data from your respective teachers from the Department of International Relations (IR).

Your kind cooperation in this regard is highly appreciated.

Chairperson

Department of Educational Leadership and Management