

MS Research Thesis

**RELATIONSHIP OF TRANSFORMATIONAL
LEADERSHIP WITH TEACHERS' SELF-EFFICACY
AND JOB SATISFACTION AT UNIVERSITY LEVEL**



Researcher

KASHMALA MEHBOOB
43-FOE/MSELM/F23

Supervisor

Dr. AZHAR MAHMOOD

DEPARTMENT OF EDUCATIONAL LEADERSHIP AND MANAGEMENT

FACULTY OF EDUCATION

INTERNATIONAL ISLAMIC UNIVERSITY ISLAMABAD

(August 2025)

RELATIONSHIP OF TRANSFORMATIONAL LEADERSHIP WITH TEACHERS' SELF-EFFICACY AND JOB SATISFACTION AT UNIVERSITY LEVEL



Kashmala Mehboob
43-FOE/MSELM/F23

A thesis submitted in partial fulfilment of the requirement for the degree of MS
Educational Leadership and Management

**DEPARTMENT OF EDUCATIONAL LEADERSHIP AND
MANAGEMENT**
FACULTY OF EDUCATION
INTERNATIONAL ISLAMIC UNIVERSITY ISLAMABAD
(2025)

APPROVAL SHEET

**RELATIONSHIP OF TRANSFORMATIONAL LEADERSHIP WITH
TEACHERS' SELF-EFFICACY AND JOB SATISFACTION AT UNIVERSITY
LEVEL**


By

Kashmala Mehboob

43-FOE/MSELM/F23

This thesis has been accepted by the Department of Educational Leadership & Management (ELM), Faculty of Education, International Islamic University Islamabad in partial fulfillment of the degree of MS Education.

Supervisor:


Dr. Azhar Mahmood


Internal Examiner:



Dr. Asad Abbas Rizvi

External Examiner:


Dr. Munazza Ambreen

Dated:


Chairperson
Department of ELM
International Islamic University
Islamabad- Pakistan


Dean
Faculty of Education
International Islamic University
Islamabad- Pakistan

AUTHOR'S DECLARATION

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

Kashmala Mehboob

43-FOE/MSELM/F23

SUPERVISOR’S CERTIFICATE

The thesis titled “Relationship of transformational leadership with teachers’ self-efficacy and job satisfaction at university level” submitted by Ms. Kashmala Mehboob Regd. No. 43-FOE/MSELM/F23 is partial fulfillment of MS degree in, Educational Leadership and Management has been completed under my guidance and supervision. I am satisfied with the quality of student’s research work and allow her to submit this for further process as per IIUI rules and regulations.

Dr. AZHAR MAHMOOD

Dedication

To my beloved parents and family, whose unwavering love, support, and encouragement have been the bedrock of my academic journey. Your sacrifices, guidance, and faith in me have inspired me to pursue my dreams and achieve my goals. This thesis is a testament to your enduring influence in my life, and I dedicate it to you with deepest gratitude and love. May this accomplishment bring joy and pride to our family, and may it serve as a reminder of the power of perseverance and hard work.

Acknowledgments

I would like to express my heartfelt gratitude to my supervisor, Dr. Azhar Mahmood Associate Professor, Chairman ELM and Incharge Faculty of Education IIUI, for his invaluable guidance, expertise, and unwavering support throughout my research journey. His insightful feedback, constructive criticism, and encouragement have been instrumental in shaping this thesis.

I also extend my sincere appreciation to the faculty and staff of the department for their assistance, cooperation, and kindness. Their collective efforts have created a conducive academic environment that has facilitated my growth and learning. Thank you all for your contributions to my academic pursuits.

Abstract

Transformational leadership inspires innovation and growth whereas teachers' self-efficacy reflects their confidence in influencing student success, and job satisfaction represents the fulfilment individuals derive from their work environment (Saavedra & Vallejos, 2024). This study investigated the relationship between transformational leadership of university heads, self-efficacy, and job satisfaction among university teachers. The objectives of the study were to determine the degree of transformational leadership of educational leaders (Deans, HODs, Chairpersons) in university settings, to assess the degree of self-efficacy exhibited by teachers within the university context, and to determine the degree of job satisfaction experienced by teachers in university settings. Additionally, the study aimed to investigate the relationship between transformational leadership of educational leaders and teachers' self-efficacy within university settings, to examine the relationship between transformational leadership of educational leaders and teachers' job satisfaction within university settings, and to determine the association of transformational leadership with the efficacy of teachers and their job satisfaction in the university context. The quantitative research approach was adopted, utilizing a correlational research design. The population consisted of 204 permanent and contract-based university teachers from the Faculty of Social Sciences and Education at the International Islamic University Islamabad (IIUI) and the National University of Modern Languages (NUML). A stratified sampling technique yielded a sample size of 136 university teachers. Data collection employed three validated instruments: Sunaegsih's Transformational Leadership Scale, Tschannen-Moran and Hoy's Teachers' Sense of Efficacy Scale, and an adapted version of the Job Descriptive Index. The instruments used to assess job satisfaction, teachers' self-efficacy, and transformational leadership were validated by a panel of experts from IIUI to ensure content validity through contextual refinement and clarity. A pilot study involving 20% of the sample was conducted to test the instruments' reliability and usability. Based on the feedback and reliability analysis, necessary adjustments were made. Cronbach's Alpha was used to assess internal consistency, yielding an overall reliability coefficient of 0.804, indicating acceptable reliability of the instruments. Descriptive statistics and inferential analyses, including Pearson's correlation coefficient and Multivariate Analysis of Variance (MANOVA), were used to analyze the data. The findings revealed that university heads are perceived as effective transformational leaders, and teachers have high self-efficacy and job satisfaction. Transformational leadership positively correlates with both self-efficacy ($r = .443, p < .01$) and job satisfaction ($r = .537, p < .01$), and significantly predicts both variables. The study concludes that transformational leadership plays a crucial role in enhancing teachers' job satisfaction and self-efficacy. Based on the findings, it is recommended that university administrators prioritize developing transformational leadership skills to foster a positive academic environment, improve teacher satisfaction, and promote professional growth. There are some recommendations for policymakers, administrators, and educators seeking to improve the quality of higher education. By promoting effective leadership practices, universities can create a supportive environment that enhances teacher well-being, job satisfaction, and overall institutional performance.

Key words: *Leadership, Transformational Leadership, Self Efficacy, Job Satisfaction*

TABLE OF CONTENTS

Abstract	vii
INTRODUCTION	1
1.1 Background and the Context of the Study	2
1.2 Problem Statement	5
1.3 Objectives of the Study	7
1.4 Research Questions	7
1.5 Research Hypotheses.....	8
1.6 Significance of the Study	8
1.7 Delimitations of the Study.....	10
1.8 Operational Definitions	10
1.8.1 Transformational leadership	10
1.8.2 Teachers' self-efficacy.....	11
1.8.3 Job Satisfaction.....	11
1.9 Conceptual Framework	12
LITERATURE REVIEW	16
2.1 Leadership Styles	16
2.2 Transformational Leadership	17
2.2.1 Idealized Influence.....	19
2.2.2 Inspirational Motivation.....	19
2.2.3 Intellectual Stimulation.....	20
2.2.4 Individual Considerations	20
2.3 Self Efficacy	21
2.4 Teachers' Self-Efficacy	22
2.4.1 Self-Efficacy in Student Engagement.....	23
2.4.2 Self-Efficacy in Teaching Methods	24

2.4.3	Self-Efficacy in Classroom Management	25
2.5	Job Satisfaction	26
2.6	Teacher Job Satisfaction.....	27
2.7	Job Descriptive Indicators	28
2.7.1	Work Itself	28
2.7.2	Pay.....	28
2.7.3	Promotion Opportunities/Advancement Factor	28
2.7.4	Supervision	29
2.7.5	Co-workers.....	29
2.8	Theoretical Review	31
2.8.1	Herzberg's Motivation-Hygiene Theory.....	31
2.8.2	Maslow's Need Hierarchy Theory	32
2.8.3	Transformational Leadership Theory	34
2.8.4	Self Efficacy.....	35
2.9	Empirical Review	38
2.16	Critical Summary of Literature Review	42
	RESEARCH METHODOLOGY.....	46
3.1	Research Paradigm/Research Design	46
3.2	Population of the study.....	47
3.4	Instruments	50
3.5	Procedure (Validity, Pilot testing & Reliability).....	60
3.6	Data Collection Practicalities	64
3.7	Data Analysis	65
3.8	Ethical Considerations.....	65
	DATA ANALYSIS AND INTERPRETATIONS	66
4.1	Introduction	66
4.2	Analysis of Demographic Description of Participants	66

4.3	Descriptive Statistics	70
4.4	Inferential Statistics.....	76
SUMMARY, FINDINGS, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS		101
5.1	Summary	101
5.2	Findings.....	104
5.2.1	Findings for Research Objective No. 1	104
5.2.2	Findings on Research Objective No. 2	105
5.2.3	Findings about Research Objective No. 3.....	105
5.2.4	Results of Objective No. 4	106
5.2.5	Results of Research Objective No. 5	106
5.2.6	Findings in respect of Research Objective No. 6.....	106
5.2.7	Findings concerning Research Objective No. 7.....	107
5.3	Discussions.....	107
5.4	Conclusions	110
5.5	Limitations of the Study	112
5.6	Recommendations	113
5.6.1	Recommendations of the Study:	113
5.6.2	Recommendations for future studies	114
REFERENCES		116
APPENDICES		128

List of Tables

Table 3.1 Total Population of the Teachers	48
Table 3.2 Adapted Transformational Leadership Scale Items	51
Table 3.3 Adapted Teachers' Sense of Efficacy Scale Items	54
Table 3.4 Adapted Job Descriptive Index Items	57
Table 3.5 Reliability Calculation of Transformational Leadership Scale	61
Table 3.6 Reliability calculation of Teachers' Sense of Efficacy Scale	62
Table 3.7 Reliability calculation Job Descriptive Index	63
Table 3.8 Reliability Calculation of Instrument	64
Table 4.1 Response Rate	66
Table 4.2 Gender-wise Description of Participants	67
Table 4.3 University-wise Description of Participants	67
Table 4.4 Department wise Description of Participants	68
Table 4.5 Experience-wise Description of Participants	68
Table 4.6 Levels of transformational leadership scale	70
Table 4.7 Teachers' perceptions regarding transformational leadership of heads	71
Table 4.8 Levels of Self Efficacy	72
Table 4.9 Levels of Teachers' Self Efficacy	73
Table 4.10 Job Satisfaction Levels	74
Table 4.11 Job Satisfaction Level of Teachers	75
Table 4.12 Relationship between idealized influence and self efficacy	76
Table 4.13 Relationship between intellectual stimulation and self efficacy	77
Table 4.14 Relationship between individualised consideration and self efficacy	78
Table 4.15 Relationship between inspirational motivation and self efficacy	79
Table 4.16 Correlation results of self efficacy in student engagement with	80

Transformational Leadership	
Table 4.17 Correlation results of self efficacy in instructional strategies with Transformational Leadership	81
Table 4.18 Correlation results of self efficacy in classroom management with Transformational Leadership	82
Table 4.19 Correlation results of Transformational Leadership and Self Efficacy	83
Table 4.20 Correlation results of idealised influence and Job Satisfaction	84
Table 4.21 Correlation results of intellectual stimulation and Job Satisfaction	85
Table 4.22 Correlation results of inspirational motivation and Job Satisfaction	86
Table 4.23 Correlation results of pay factor satisfaction with transformational leadership	87
Table 4.24 Correlation results of advancement factor and transformational leadership	88
Table 4.25 Correlation results of supervision factor of teachers and transformational leadership	89
Table 4.26 Correlation results of co-workers factor of teachers' job satisfaction and transformational leadership	90
Table 4.27 Correlation results of Transformational Leadership and Job Satisfaction	91
Table 4.28 Correlation results of self efficacy in student engagement and Job Satisfaction	92
Table 4.29 Correlation results of self efficacy in classroom management and Job Satisfaction	93
Table 4.30 Correlation results of pay factor with teachers' self efficacy at	94

university level

Table 4.31 Correlation results of supervision with teachers' self efficacy at 95

university level

Table 4.32 Correlation results of co-workers with teachers' self efficacy at 96

university level

Table 4.33 Correlation results of Self Efficacy and Job Satisfaction 97

Table 4.34 MANOVA results of Transformational Leadership, Self Efficacy 99
and Job Satisfaction

List of Figures

Figure 1.1 Conceptual Framework	12
Figure 1.2 Theoretical Framework	13
Figure 2.1 Job Descriptive Indicators.....	30
Figure 2.2 Herzberg's Two Factor Principles.....	31
Figure 2.3 Maslow's Hierarchy of Needs.....	33
Figure 2.4 Transformational Leadership Theory.....	34
Figure 2.5 Sources of Self Efficacy.....	37

CHAPTER 1

INTRODUCTION

In the world of higher education, successful leadership is critical in promoting academic innovation, faculty welfare, and institutional achievement. Transformational leadership is a primary agent of successful change, encouraging instructors to perform beyond expectations and collaborate toward common objectives. By creating a trusted environment of motivation, this style of leadership increases the self-efficacy of academic professionals, enabling them to take control and make significant contributions to institutional development. Since self-efficacy is directly related to job satisfaction, which in turn is a primary driver of faculty performance and retention, examining the relationship among these constructs can yield rich findings for enhancing leadership practices and teaching environments in universities (Pashiardis & Ärlestig, 2023).

Transformational leadership has been of particular interest in educational research, particularly in universities where leadership contributes significantly to the reshaping of the learning culture. It has been characterized as the ability to inspire and motivate others to excel beyond their normal call of duty by advancing a shared vision, professional development, and innovation. On this front, university administrators hold a significant position in molding teachers' attitudes and behaviors, which in turn influences their sense of self-efficacy and satisfaction with work. An essential aspect of teachers' overall success lies in their belief to impact student results and carry out their role as successful teachers (Lachman, 2020).

Highest resilience, perseverance, and commitment to excelling in academic environments can be the outcome of having high self-efficacy feelings. While, job satisfaction shows how much people are contented and pleased with work. It plays an equally crucial role in establishing the well-being of a person in professional as well as personal terms (Ross & Bruce, 2007). Since the leaders who can generate a positive, supportive, and empowering climate can significantly increase teachers' job satisfaction and confidence, the bond between these vital variables; teachers' self-efficacy, transformational leadership and job satisfaction presents a valuable research area. To better understand how leadership strategies can create a lively academic climate, this research aims to explore the complex interconnections among

transformational leadership, self-efficacy, and job satisfaction at the university level (Uden, Ritzen, & Pieters, 2013).

1.1 Background and the Context of the Study

Leadership and organizational effectiveness across a range of industries, including higher education, are impacted substantially by the culture. Higher education leadership impacts the quality of teaching, research productivity, and overall scholarly accomplishment as well as administrative tasks. Transformational leadership has been of great interest to various theories of leadership due to its potential in promoting creativity, inspiring teamwork, and bringing about positive change within organizations. It is characterized by leaders who establish an example, stimulate intellect, provide individualized support, and inspire a shared vision, all of which motivate employees to stretch themselves beyond expectations (McGreal & Olcott, 2022).

Transformational leadership can potentially exert considerable influence over how university leaders work with instructors and further on the way in which instructors work with their students and with their task, which can have an impact on their self-perception and overall job (Zembar & Dogan, 2010). Teachers' self-efficacy is an essential component of success in education. Self-efficacy is actually teachers' confidence in their capacity to cope with teaching challenges and influence student outcomes, contributes to variations in performance of job, student achievement, and overall teaching effectiveness. Teachers who are highly satisfied are more prone to adopt innovative teaching approaches, maintain students' interest, and stick to tough situations in the classroom. In contrast, a lack of self-efficacy can contribute to an increased likelihood of burnout, diminished motivation, and job dissatisfaction (Bush, 2014).

Another significant determinant in educational environment is job satisfaction, which is directly related to student learning results, professional commitment, and teacher retention. Working conditions, interpersonal relationships, professional autonomy, recognition, and leadership support are all determinants of job satisfaction. More job satisfaction among university faculty not only increases the quality of teaching but also enhances the overall academic environment, which is good for students and the organization. Conversely, dissatisfaction can result in a poor

academic environment, turnover rates, and decreased-quality teaching (Carpara, 2006).

Despite the fact that leadership has been shown to have a major influence on the determination of academic achievement, few studies have explored the specific ways in which transformational leadership influences university teachers' self-efficacy (self-confidence in the ability to educate) and overall job satisfaction. Although these connections remain not well enough understood within higher education settings, research does suggest that leaders who support and facilitate their faculty members are able to increase teacher morale and improve teaching. In addition, the needs of expanding student diversity, growing research expectations, and shifting educational technology emphasize the need for leadership that is capable of effectively facilitating educators to meet such responsibilities (Damanik, 2017).

Understanding how transformational leadership, teachers' perceived competence and satisfaction with their work are interconnected is important since it could assist universities in enhancing the teaching culture, boosting teacher retention, and ultimately inspiring greater academic performance. Addressing these concerns, the study seeks to advance understanding within the evolving domain of educational leadership by making practical recommendations for higher education leaders who would like to build an inclusive, empowering, and motivating academic culture (Grayson, 2008).

The effectiveness of transformational leadership in higher education is critical because it directly influences teachers' confidence in their abilities (self-efficacy) and their overall job satisfaction. Universities often struggle to implement transformational leadership effectively, which can lead to low teacher morale, reduced motivation, and diminished willingness to innovate in teaching and research. Despite the recognized importance of these relationships, there is a lack of comprehensive research examining how transformational leadership impacts teachers' self-efficacy and job satisfaction at the university level. Conducting this study will provide empirical evidence on these associations, enabling university administrators and policymakers to develop leadership strategies that enhance faculty motivation, improve job satisfaction, foster teacher development, and ultimately elevate the quality of higher education.

Effective leadership plays a critical role in shaping the university environment, particularly in influencing teachers' self-efficacy and job satisfaction. Transformational leadership, which encourages positive change, fosters innovation, and promotes a shared vision, has been shown to positively impact employee motivation and performance. However, many universities face challenges in implementing transformational leadership effectively. Academic leaders may lack the necessary skills or vision to support and motivate faculty, which can reduce teachers' confidence in their abilities, limit their willingness to innovate, and lower overall job satisfaction.

In today's dynamic higher education environment, leadership has a profound impact on the effectiveness and professional growth of university faculty. Transformational leadership, in particular, plays a crucial role in shaping teachers' confidence in their own abilities (self-efficacy) and their overall job satisfaction. At the university level, where educators are expected to engage in advanced teaching practices, foster critical thinking, and guide students toward independent research, leadership that is inspiring, supportive, and growth-oriented becomes essential. Without transformational leadership, teachers may struggle with motivation, feel less confident in their teaching capabilities, and experience diminished satisfaction in their professional roles.

Teachers' self-efficacy and job satisfaction are central to the quality of education, as confident and satisfied educators are more likely to embrace innovative pedagogical strategies and positively influence student outcomes. Transformational leadership, through its components of Idealized Influence, Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration, has been shown to strengthen teachers' belief in their own competence and enhance their sense of fulfillment at work. This leadership style not only empowers educators but also fosters a collaborative and innovative academic culture.

The present study addresses a significant gap in the literature by examining how transformational leadership contributes to improving teachers' self-efficacy and job satisfaction at the university level. Understanding this relationship is critical for developing effective leadership practices that enhance faculty performance, promote professional well-being, and ultimately raise the standard of higher education.

1.2 Problem Statement

Leadership that is effective has a profound impact in shaping the university environment, impacting teachers' confidence in their abilities (self-efficacy) and their overall job satisfaction. Transformational leadership, known for encouraging positive changes, fostering innovation, and promoting a shared vision, has been widely studied in various fields (Alessa, 2021).

Many universities still struggle to successfully implement transformational leadership, despite its many advantages. Academic leaders occasionally lack the skills or vision necessary to uplift and encourage faculty and staff, which can result in poor communication, low morale, and resistance to change. Faculty members' self-efficacy may suffer when transformational leadership is absent or applied poorly, leading them to question their skills and feel unsupported in their positions. Their willingness to take charge or be creative in their research and teaching may be decreased by this lack of confidence. Overall job satisfaction may consequently decline, which could result in problems like disengagement, burnout, or even a high staff turnover rate. These issues may affect the standard of education in the long run (Yip & Xu, 2024).

The quality of education at universities is heavily influenced by teacher motivation and job satisfaction, which in turn are impacted by transformational leadership. There still exists a noticeable inadequacy of comprehensive research that examines the associations among university-level transformational leadership, self-efficacy, and job satisfaction, despite the fact that their significance in higher educational institutions is well acknowledged. There is a knowledge gap regarding how these ideas interact in the context of universities since the majority of current research tends to concentrate on them independently or in school-level contexts. Institutions find it challenging to create leadership strategies that effectively support faculty and enhance organizational outcomes as a result of this gap. Insufficient research could cause universities to overlook important information about how leadership styles can increase employee satisfaction and confidence, which are critical for encouraging creativity, teamwork, and long-term success in higher education settings (Maktoum & Ahmed, 2024).

This knowledge gap hinders university administrators' and policy makers' ability to develop evidence based strategies for promoting transformational leadership,

enhancing educators' sense of efficacy and work satisfaction, and ultimately elevating student outcomes, highlighting the need for research within this domain. This study aims to fill that gap, as a lack of understanding in this area could result in lower morale among teachers and a decline in educational quality. Addressing this issue is important for improving teaching practices, enhancing teacher retention, and supporting universities' mission to deliver high-quality education.

The quality of higher education is closely tied to the professional competence and well-being of university teachers. While faculty members are expected to demonstrate strong self-efficacy and maintain high levels of job satisfaction in order to perform effectively, many continue to face challenges that undermine their confidence and motivation. A lack of supportive leadership often leaves teachers feeling undervalued, uncertain about their professional abilities, and dissatisfied with their work environment. This not only weakens teaching performance but also reduces the likelihood of adopting innovative practices that respond to the complex needs of diverse student populations.

The evolving dynamics of higher education demand academic leaders who can effectively foster innovation, motivation, and faculty well-being. Despite the importance of leadership in shaping teaching environments, many university teachers continue to experience low self-efficacy and dissatisfaction with their professional roles, which negatively affects their performance, commitment, and student outcomes. Leadership that fails to inspire or support teachers contributes to reduced confidence, limited innovation, and weakened job satisfaction.

Although transformational leadership has been widely recognized for its potential to motivate and empower individuals, its influence on university teachers' self-efficacy and job satisfaction remains underexplored. Teachers' belief in their capabilities is directly linked to their resilience, effectiveness, and willingness to embrace challenges, while job satisfaction is crucial for sustaining motivation and retention. However, insufficient empirical evidence exists on how transformational leadership at the university level enhances these constructs.

This study addresses this gap by examining the relationship between transformational leadership of academic heads, teachers' self-efficacy, and their job satisfaction. By investigating these interconnections, the study aims to highlight how

effective leadership can create supportive and empowering academic environments, ultimately contributing to improved teaching practices, faculty development, and institutional success.

This study addresses this gap by examining the relationship between transformational leadership, teachers' self-efficacy, and job satisfaction at the university level. Specifically, it seeks to determine whether transformational leadership can create a supportive academic environment that empowers faculty members, strengthens their confidence, and enhances their job fulfillment. By identifying weaknesses in current leadership practices and exploring their impact on teacher outcomes, this study aims to provide insights that can contribute to more effective leadership strategies in higher education.

1.3 Objectives of the Study

The objectives of the study were as detailed below:

1. To determine the level of transformational leadership of educational leaders (Deans, HODs, Chairpersons) in university settings.
2. To determine the level of self-efficacy exhibited by teachers within the university context.
3. To determine the degree of job satisfaction experienced by teachers at the university settings.
4. To identify the relationship between transformational leadership of educational leaders and teachers' self-efficacy within university settings.
5. To identify the relationship between transformational leadership of educational leaders and teachers' job satisfaction within university settings.
6. To identify the relationship of university teachers' self efficacy and their job satisfaction at university level.
7. To identify the relationship of transformational leadership with the self efficacy and job satisfaction of teachers at university level.

1.4 Research Questions

The primary questions guiding the study were as following:

- RQ1.** What is the level of transformational leadership of educational leaders at university level?

- RQ2.** What is the level of Self Efficacy of University teachers?
- RQ3.** What is the level of Job Satisfaction of teachers at university level?

1.5 Research Hypotheses

Hypotheses formulated for this research were as following:

- H01:** There is no significant relationship between the mean score of transformational leadership of educational leaders and the mean score of teachers' self efficacy at university level.
- H02:** There is no significant relationship between the mean score of transformational leadership of educational leaders and the mean scores of job satisfaction of teachers at university level.
- H03:** There is no significant relationship between the mean scores of teachers' self efficacy and the mean score of job satisfaction within university settings.
- H04:** There is no significant relationship of transformational leadership with teachers' self efficacy and job satisfaction at the university level.

1.6 Significance of the Study

Leadership serves a fundamental involvement in shaping the dynamics of any organization, and in educational institutions, it holds particular significance in creating an environment that fosters learning and growth. In universities, effective leadership not only influences institutional success but also directly impacts the experiences and performance of faculty members.

The contribution of this research is found in its identification of how in the realm of higher education, transformational leadership contributes to teachers' self-efficacy and job satisfaction. The aforementioned factors are essential for fostering a positive academic framework, where educators have the drive and confidence to perform at their optimum level. By understanding this relationship, the study will contribute to enhance leadership practices in universities, with potential long-term benefits for the quality of teaching and organizational culture.

The primary beneficiaries of this research include university leaders and administrators, who can use the findings to develop leadership strategies that improve teacher satisfaction and performance. Teachers and faculty members will also get benefit by gaining insights into the types of leadership that best support their confidence and well-being. Additionally, students stand to benefit indirectly through improved teaching quality, while policymakers can utilize the findings to create policies that promote effective leadership in educational institutions.

The study may be significant for university leaders and administrators by demonstrating that transformational leadership fosters a positive work environment, enhances teachers' self-efficacy, and improves job satisfaction. The findings emphasize the need for leadership training and development programs that promote motivation, role modeling, and supportive management. By adopting transformational leadership practices, administrators can create an atmosphere where teachers feel valued, competent, and motivated to achieve institutional goals.

It may also be significant for university teachers by showing that high self-efficacy not only improves teaching practices and classroom management but also contributes to job satisfaction and professional growth. The results encourage teachers to engage in continuous professional development and reflective practice to strengthen their confidence and instructional effectiveness. Such efforts can lead to greater fulfillment in their roles and a healthier teaching–learning environment.

For higher education institutions, the study offers evidence that effective leadership combined with strong teacher self-efficacy leads to improved productivity, morale, and retention. The findings can guide universities in designing policies and programs that address both intrinsic and extrinsic factors influencing job satisfaction, including compensation, career advancement opportunities, and collegial relationships. Institutions that invest in such improvements are more likely to achieve sustainable success in meeting academic objectives.

The study may also be significant for policymakers in education by providing data-driven insights into the interconnectedness of leadership, teacher self-efficacy, and job satisfaction. The results can inform the development of policies and initiatives that promote leadership development, teacher empowerment, and professional support

systems, which can ultimately enhance educational quality at the national and institutional levels.

Finally, the study may be significant for students and the broader academic community by indirectly improving the quality of teaching and learning. When teachers are motivated, confident, and satisfied with their work, they are better able to inspire students, foster academic achievement, and contribute positively to institutional culture. It can also be valuable to future researchers by providing a framework and empirical evidence for further exploration of the relationships between leadership styles, teacher efficacy, and job satisfaction in different educational settings and cultural contexts.

1.7 Delimitations of the Study

The scope of this study was confined to:

- 1) The International Islamic University Islamabad (IIUI) and the National University of Modern Languages (NUML) were selected for the study because they are the only public universities in Islamabad, offering unique access to diverse and multicultural faculty and student populations. IIUI blends contemporary and Islamic academic traditions, while NUML specializes in languages and social sciences, providing rich contexts for studying transformational leadership, teacher self-efficacy, and job satisfaction. Their established administrative structures and accessibility make them ideal for a focused and in-depth investigation.
- 2) Faculty of Social Sciences, Faculty of Education
- 3) Departments of Media and Communication, History and Pakistan Studies, Psychology, Politics and International Relations, Teacher Education, Educational Leadership and Management
- 4) Permanent and Contract based Faculty Members

1.8 Operational Definitions

1.8.1 Transformational leadership

It pertains to the leadership style portrayed by university leaders, characterized by behavior that inspire and motivate faculty members toward innovation, professional growth, and a shared academic vision. This approach

encourages innovation, provides personalized support, and seeks to help individuals reach their full potential.

1.8.2 Teachers' self-efficacy

It is defined as the assurance and conviction that university instructors have in their proficiency to effectively teach, shape student learning, along with managing the demands of their academic roles.

1.8.3 Job Satisfaction

It pertains to the extent of contentment and gratification that university teachers feel towards their professional roles, including aspects such as intrinsic factors or extrinsic factors.

1.9 Conceptual Framework

Figure 1.1

The relationship of transformational leadership with teachers self efficacy and job satisfaction at university level

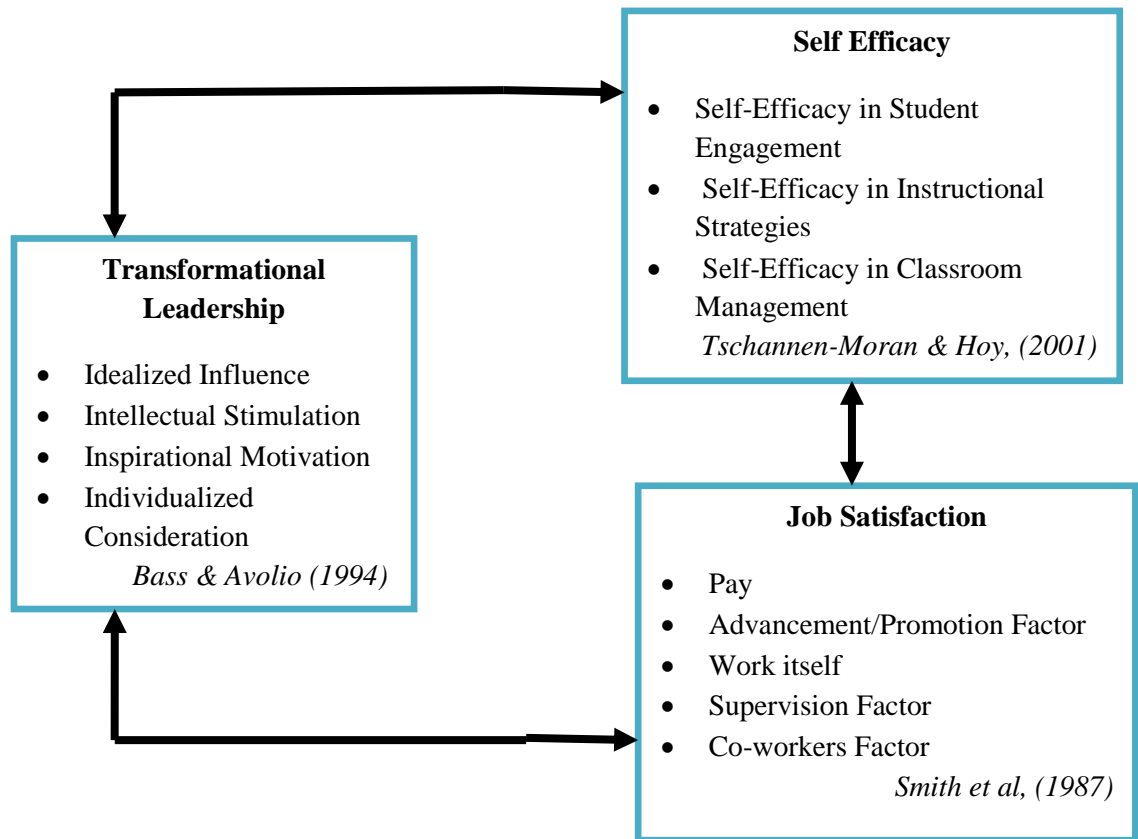


Figure 1.1 highlights on finding the possible relationship between transformational leadership of educational leaders with teachers' self-efficacy and job satisfaction in university settings. Transformational leadership is characterized by four key dimensions; Idealized Influence, Intellectual Stimulation, Inspirational Motivation, and Individualized Consideration. Self-efficacy is examined through three facets: Self-Efficacy in Student Engagement, Instructional Strategies, and Classroom Management. Additionally, transformational leadership is posited to correlate with Job Satisfaction, which is assessed through components such as Pay, Advancement/Promotion Opportunities, The Nature of the Work Itself, Supervision, and Co-worker Relationships.

1.10 Theoretical Framework

Figure 1.2

The relationship of transformational leadership with teachers' self efficacy and job satisfaction at university level

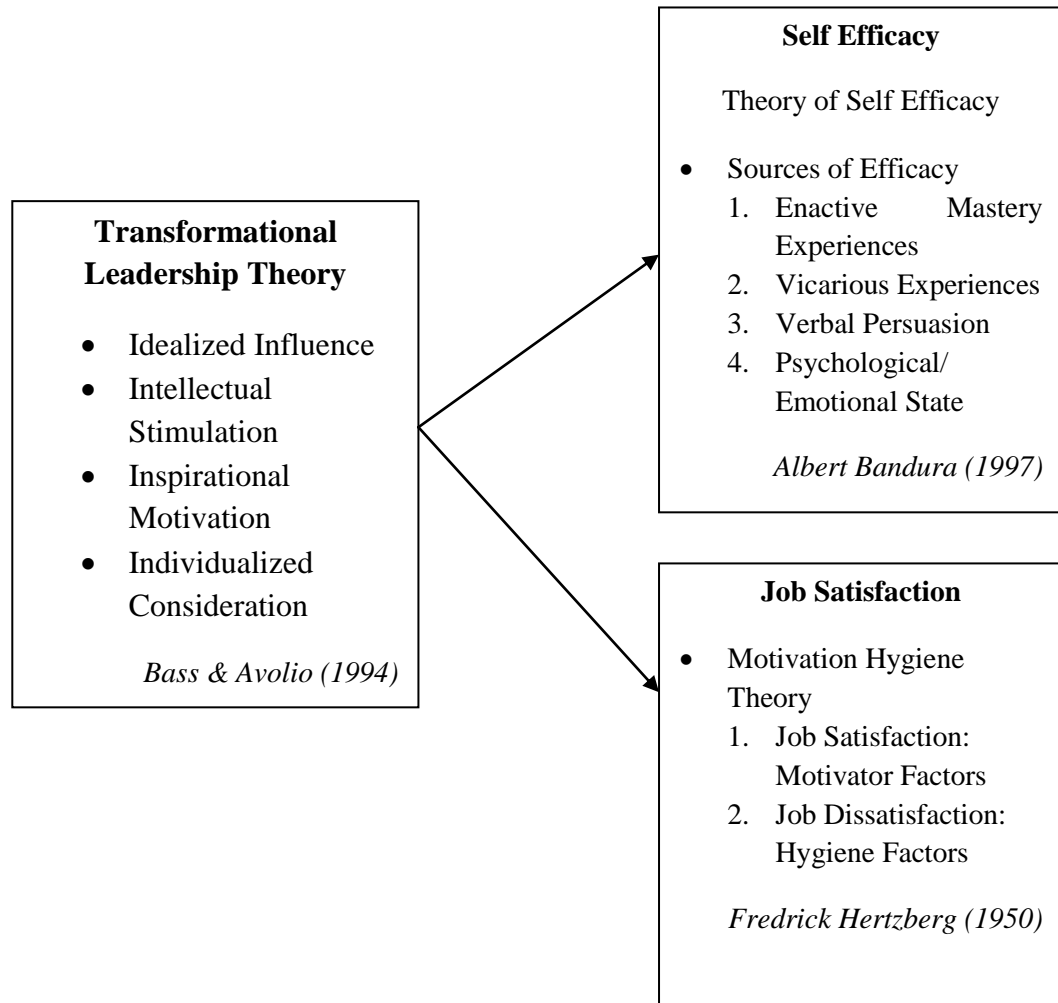


Figure 1.2 highlights that the present study is based on the relationship between transformational leadership, teachers' self-efficacy, and job satisfaction at the university level. According to Bass and Avolio (1994), transformational leadership theory is characterized by four key dimensions: idealized influence, intellectual stimulation, inspirational motivation, and individualized consideration. These leadership behaviors are expected to influence both teachers' self-efficacy and their job satisfaction.

Transformational Leadership Theory, introduced by Bass and Avolio (1994), provides a strong foundation for understanding how leadership influences teachers' professional outcomes in higher education. The theory emphasizes four core components: idealized influence, intellectual stimulation, inspirational motivation, and individualized consideration. Leaders who demonstrate idealized influence act as role models, fostering trust and respect among faculty members. Through intellectual stimulation, they encourage teachers to think creatively and critically, thereby enhancing problem-solving abilities. Inspirational motivation involves articulating a compelling vision that motivates and energizes teachers, while individualized consideration highlights the leader's ability to recognize and address the unique needs of each faculty member. Collectively, these elements create an empowering environment that not only strengthens teacher commitment but also influences their sense of efficacy and satisfaction with their professional roles.

Albert Bandura's Theory of Self-Efficacy (1997) further explains how transformational leadership impacts teachers' confidence in their professional capabilities. Self-efficacy refers to one's belief in their ability to perform tasks successfully, and it is shaped by four primary sources: enactive mastery experiences, vicarious experiences, verbal persuasion, and psychological/emotional states. At the university level, supportive leaders who provide opportunities for mastery experiences and model effective teaching behaviors contribute to stronger self-efficacy beliefs among faculty. Encouraging feedback (verbal persuasion) and the creation of a positive emotional climate also play significant roles in sustaining teachers' confidence. Thus, transformational leadership fosters conditions that enhance teachers' self-efficacy, which in turn influences their teaching effectiveness and resilience.

Job satisfaction can be further understood through Herzberg's Motivation-Hygiene Theory (1950), which distinguishes between motivator factors that enhance job satisfaction and hygiene factors that prevent dissatisfaction. Motivator factors, such as recognition, achievement, and opportunities for professional growth, are often nurtured through transformational leadership practices that inspire and support teachers. On the other hand, hygiene factors, such as working conditions, salary, and institutional policies, must be adequately managed to prevent dissatisfaction. Transformational leaders who are attentive to both sets of factors can ensure that

teachers feel valued and fulfilled in their roles, while also reducing sources of frustration or dissatisfaction.

Taken together, these theories suggest a strong interplay between transformational leadership, self-efficacy, and job satisfaction in the university context. Transformational leaders influence teachers' confidence in their abilities (self-efficacy) through support, encouragement, and opportunities for growth. Enhanced self-efficacy then contributes to higher levels of job satisfaction, as teachers feel competent, recognized, and motivated in their roles. Therefore, the theoretical framework highlights that transformational leadership not only drives self-efficacy but also indirectly promotes job satisfaction, creating a positive cycle that benefits both faculty and institutions.

CHAPTER 2

LITERATURE REVIEW

A review of the different researches related to the research topic is provided in this chapter. Examining how these three constructs have been researched separately and in connection with one another, especially in academic settings, is the aim of this review. The chapter attempts to highlight important theories, empirical findings, and gaps in the current body of knowledge by drawing on national as well as international research. According to the goals of this research, the literature review will concentrate on comprehending how transformational leadership affects faculty self-efficacy and job satisfaction. It also pinpoint areas that need more research to support successful leadership practices in higher education.

2.1 Leadership Styles

Understanding methods to enhance team effectiveness has been the central agenda of research over the past 20 years. A leader who is able to inspire and motivate colleagues is required for team management as well as for their performance. It is incumbent upon leaders to enable team members in accomplishing their objectives by establishing explicit expectations as well as rendering necessary assistance (Arami, 2016).

One of the most rapidly developing fields of study is the investigation of the impact of leaders on team performance. Since they help set up group norms and overcome team challenges, leaders are considered so significant by the members of the team. New approaches that allow leaders to be able to make their contributions have appeared as a response to the vital role that leaders play in helping team members (Autry, 2006).

In order to assist team members in achieving team and corporate objectives, the leaders must provide them with clear and motivating directions. Transformational leadership, or person-centered leadership, can be applied in this direction. In order to create a strong guideline for the team to follow, task-centered leadership must also be applied to help team members accomplish both team and corporate goals (Bardes & Piccolo, 2010).

It was important to distinguish between the two types of leadership traits in this case. Task-oriented leadership emphasizes strongly on completing tasks accurately and on time. In order to enable staff members to work more effectively, such leaders create calendars with clear, achievable goals. But the primary objective of person-oriented leadership is to produce an open and affirmative setting that encourages and motivates staff members (Barnett & McCormick, 2001).

Another leadership style is referred to as "drivers." Drivers work quickly and enthusiastically, solving problems as they occur and making the most of the data and tools available. The "integrators," who are highly relationship-oriented and believe that cooperation and collaboration are the ingredients of success, is a different style. Apart from the task-oriented and person-oriented approaches, these styles are believed to make teams more innovative, better at communicating, and more efficient in making decisions. The research sought to explore how these different team styles influence the factors that motivate team members in the working place (Berson & Linton, 2005).

One person guiding others is referred to as leadership, and it has been discussed extensively in literature. Employees are responsible for ensuring that services are of good quality, and they generally work better when they understand their responsibilities and expectations. Even though leaders are responsible for distributing responsibilities appropriately, various philosophies of leadership treat task delegation differently. Since they motivate and guide their subordinates, leaders are observed to benefit the efficiency of a corporation. In the organization, leaders specifically exert a significant influence on their followers (Bessellieu & Kozzlof, 2000).

2.2 Transformational Leadership

James McGregor Burns initially brought forth the idea of transformational leadership in 1978, and this was later developed by Bernard Bass. While their primary areas of research were political leaders, army officers, and corporate executives, schools and learning environments could also be impacted by the core concepts of transformational leadership. Consistent with the intellectual stimulation element of transformational leadership, Moolenaar et al. (2010) indicate that a transformational

leader raises the motivation of educators to develop their professional knowledge and skills.

Based on his perspective, transformational leaders not only stimulate challenges but also Guide followers to achieve superior performance while nurturing advancement in both personal life and career. After focusing on long-term vision, values, and change, it goes beyond the management of day-to-day tasks. Transformational leadership can enhance academic achievement and student outcomes, especially in universities, through promoting a positive academic culture, heightened faculty motivation, enhanced self-efficacy, which can also enhance the level of job satisfaction (Deng & Gulserenb, 2022)

Similarly, Sii Ling and Mee Ling (2016) highlighted how leadership behaviors shape instructors' perceptions of their teaching competence and overall efficacy. Their findings revealed that teacher collaboration was significantly influenced by leadership, and that collective efficacy was largely explained by the interplay of collaboration and transformational practices. In line with these findings, Bass and Avolio (1993) argued that transformational leadership stands out as one of the most effective leadership approaches when compared to other major theories (Bass & Avolio, 1993).

Supporting this view, scholars have found that transformational leadership models honesty and fairness, motivating individuals to achieve the best they could and exceed the bounds of explicit and implicit contracts. Encouraging co-workers, associates, followers, clients, and even bosses to prioritize the common good of groups, organizations, or society over their own self-interests is an integral part of transformational leadership. There is growing evidence that transformational leadership assists employees in achieving corporate objectives and has a positive impact on their job satisfaction. Vision, staff development, helpful leadership, empowerment, lateral or creative thinking, leading by example, and charismatic leadership are the seven behaviors that characterize transformational leadership (Puspitawati & Ricky, 2024).

Overall different studies on the concept of transformational leadership have indicated that leaders who apply this style utilize charisma, intellectual stimulation, and individual consideration to motivate, empower, and inspire individuals to

perform. Charisma was redefined as idealized influence that can be broken down into two different components: behavior and characteristics (Saranya & Anbu).

2.2.1 Idealized Influence

The core aspect of transformational leadership is idealized influence, which denotes a leader's capacity to act as an example that others respect, admire, and trust. Idealized influence leaders have the highest sense of morality and ethics, prioritize the welfare of the group over personal interests, and behave in a manner consistent with the principles they espouse. This leadership style encourages profound emotional connections with followers, inspiring them to internalize collective values and emulate the leader's behaviour (Afshari, 2022).

Such leaders, for example, department chairs or university officials, may inspire faculty members and staff in higher education by modeling honesty, fairness, and dedication to academic achievement. As a result, followers tend to become more committed, have greater self-efficacy, and be more satisfied with work, all of which ultimately leads to a better and more productive institutional climate (Amin & Saif, 2022).

2.2.2 Inspirational Motivation

It is the capability as demonstrated by a leader to provide his or her subordinates with self-confidence, inspiration, and direction. A transformative leader must be capable of articulating the expectations of the group and possessing a vision for the future. He should also exhibit commitment to the set the goals. This leadership aspect is very reliant on superior communication ability as the leader needs to deliver his or her messages with authority, effect, and clarity. Positive disposition, passion and the capability to bring to the fore the good things in a situation should also be among the elements of the behavior of the leader (Blase, 2000).

Transformational leaders use emotional appeal, clear communication, and a clear sense of purpose to motivate their followers and establish a shared belief in the mission and future goals. They foster settings in which individuals are motivated to exceed expectations as well serve a greater cause by showing belief in their abilities and emphasizing the importance of their work. This kind of motivation enhances group cohesiveness and performance as well as boosting morale, especially in times of uncertainty or change. Ultimately, inspirational motivation allows individuals to align

their personal goals with the collective vision of the group, resulting in sustained growth and change (Kariuki, 2021).

2.2.3 Intellectual Stimulation

Intellectual stimulation is yet another critical element of transformational leadership, one that emphasizes a leader's power to drive followers' originality, inventiveness, and critical thoughts. Intellectually stimulating leaders challenge assumptions, foster problem-solving, and accept new ideas; even if they defy the existing norm. They establish an environment where questioning is valued and mistakes are viewed as learning opportunities instead of failures. These leaders make individuals take charge, look at things from various angles, and continually grow professionally and personally by mentally challenging their subordinates. Aside from enhancing the skills of their team members, this approach promotes ingenuity and adaptability in the company; enhancing its resilience and forward thinking (Sholeh, 2021).

It is concerned with the creativity and individuality of followers. By doing so, the group leader encourages them to engage in the decision-making process and inspires them to be as imaginative and creative as possible when working on problems. This is done by motivating the group as an inspirational figurehead. The transformational leader achieves this by questioning common assumptions and provoking reactions by requesting that the follower provide ideas without opinion. This affects the way the followers see and think about problems and difficulties. The leader, with a vision that will enable the follower to realize the broad picture, increases his likelihood of being successful (Bogler, 2002).

2.2.4 Individual Considerations

There is always a possibility of the presence of variability in motives and desires among the members. An individual may be seeking to attain money, but there are those who desire excitement and novelty. All such differences in motives are recognized by the unique consideration aspect of transformational leadership; through informal observation and conversation, the leader must be capable of discovering or ascertaining what motivates the individual or individuals. Such training is readily accessible to all the team members because of personalised sessions within a

transformational leader. Mentoring and coaching within one-to-one activities assist them in developing and fulfilling themselves within the task executed (Boyett, 2006).

Under this domain whereby the identification and fulfillment of each follower's specific needs, capabilities, and aspirations are stressed. Individualized consideration leaders are coaches or mentors who give personalized guidance and encouragement to allow individuals to achieve their highest potential. They closely observe the performance of every member, giving constructive criticism, assigning work congruent with individual interest or competence, and developing opportunities for advancement. This style of leadership makes the followers feel valued and understood by building trust, respect, and belongingness. Thus, by building a culture of empowerment and support within the firm, individualized attention not only heightens individual motivation and job satisfaction but also enhances team performance (Khan & Khan, 2021).

2.3 Self Efficacy

Self-efficacy is defined as the confidence that an individual has in their ability to execute actions at a given level, thereby influencing the course of their life (Bandura, 1977). Bandura emphasizes that self-efficacy shapes individuals' emotions, motivations, thoughts, and behaviors. It also encompasses the ways in which individuals plan, reflect, and act, as well as the effort they invest and how they cope with challenges.

The perception that one can perform tasks and achieve goals is central to self-efficacy. It plays a critical role in how individuals feel, think, and behave. Low self-efficacy may lead to uncertainty, avoidance, and reduced performance, whereas high self-efficacy fosters confidence, motivation, and persistence during adversity. Self-efficacy is particularly important in leadership development and personal growth because it affects how much effort individuals exert, how persistently they respond to obstacles, and how effectively they manage failure. Transformational leaders, by providing support, setting achievable goals, giving constructive feedback, and serving as role models, can enhance their subordinates' confidence in achieving desired objectives. Individuals who believe in their capabilities are more likely to take initiative, embrace challenges, and expand beyond their perceived limits (Waddington, 2023).

In the educational context, self-efficacy refers to teachers' belief in their ability to develop student understanding despite challenges. According to Bandura (1998), it derives from four major sources: verbal encouragement, physical or emotional states, observing others (vicarious experiences), and mastery experiences. Self-efficacy beliefs significantly influence behavior and drive behavioral change. Bandura's research consistently highlights the impact of self-belief on motivation, actions, and ultimate success or failure. Such beliefs are strong predictors of behavior because they focus on the perceived ability to accomplish specific tasks. Empirical studies have repeatedly confirmed the link between self-efficacy and outcomes, showing that academic success and self-directed learning among both students and teachers are closely related to self-efficacy attitudes (Tschannen-Moran & Woolfolk, 2001).

Moreover, self efficacy also operates as a reinforcing cycle: high efficacy encourages effort and commitment, leading to improved performance, which in turn sustains or further enhances efficacy. It is a mental process that strengthens capacity, boosts self-perception of ability, and regulates behavior, all of which contribute to greater efficiency. In teaching, self-efficacy is particularly crucial for effective communication with students. Strong, supportive teacher-student relationships are essential, as they create environments that produce positive outcomes. The role of self-efficacy in learning has been extensively examined, highlighting its importance in educational research and practice (Rabey, 2014).

2.4 Teachers' Self-Efficacy

This concept can be understood as the confidence a teacher has in their ability to effectively plan, set up, and execute activities that promote student learning and engagement. It influences how teachers handle classroom challenges, interact with students, implement instructional strategies, and manage classroom dynamics. Teachers with high self-efficacy tend to achieve higher student outcomes, employ more effective teaching methods, and demonstrate greater enthusiasm, persistence, and adaptability in the face of adversity (Orakci, Goksu, & Karagos, 2023).

Educators who possess strong self-efficacy tend to adopt innovative instructional approaches, set high standards for all their students, and provide support to diverse students. They are also better able to cultivate an environment that is both safe and inclusive for learners and manage classroom behavior. On the contrary,

instructors with diminished self-belief can struggle with respect to managing the classroom, burn out faster, believe less in their capacity to alter circumstances, especially when confronted with challenging situations in the classroom (Baroudi & Shaya, 2022).

Professional development, peer support, mentoring, supportive leadership, and positive feedback are all successful methods of raising teachers' self-efficacy. Teachers feel more empowered, motivated, and effective in their profession if they believe in their ability to impact students' success, which ultimately enhances educational outcomes (Han, 2021).

2.4.1 Self-Efficacy in Student Engagement

A teachers' conviction in their skill to actively involve and energize students in the learning process is referred to as self-efficacy in student engagement. Even with students who are less motivated or have academic challenges, teachers who possess high self-efficacy in this regard believe that they can stimulate students' interest, keep them attentive, and ensure participation. This concept shapes the strategies instructors use, their determination despite apathetic students, and their willingness to experiment with new or tailored approaches to provide learning with meaning (Sokmen, 2019).

In order to foster more profound learning and improved student performance, educators will be more likely to utilize interactive instructional methods, create supportive classroom settings, and develop healthy teacher-student relationships when they believe that they can engage students. Low self-efficacy in engagement teachers, however, may utilize more passive or conventional strategies and become discouraged when students are not interested. Creating classrooms in which students feel valued, inspired, and attached to learning needs to raise teachers' self-efficacy for student engagement. Professional development, collaboration, mentoring, and positive experiences that support effective engagement practices can assist it (Shin & Bolkan, 2020).

Multiple researches have shown that the more self-assured teachers typically are more to perceive student engagement positively and use specific strategies to support their students (Van Uden et al., 2013). For instance, those students who are more self-efficacious tend to be more involved in school because they are interested in achieving something and like attending classes (Caprara et al., 2006). Where there are

low-achieving or at-risk students, self-efficacy is most important because more confident instructors generally commit more time with these students. Educators with elevated self-regard are more prone to use strategies that enhance students' achievements, such as adapting their approaches to assist challenging students and to heighten their outcomes. Therefore, teachers demonstrating high self-efficacy frequently promote self-determination in students by using novel and innovative training strategies (Klassen & Tze, 2014).

2.4.2 Self-Efficacy in Teaching Methods

The self-efficacy in instructional practices highlights a teacher's conviction in their capability to apply effective teaching methods to facilitate pupil learning. No matter what the ability levels, the learning styles, or the classroom challenges, teachers who possess strong-efficacy in this practice trust that they are capable to select, adapt, and implement instruction strategies that align with the standards of different academic and emotional needs of learners. This belief influences the way they react to student feedback, the way they teach imaginatively and adaptively, and how they approach learning and teaching difficulties (Gale & Alemdar, 2021).

Most of the time it is seen that the teachers are more inclined to use student-centered, research-tested approaches such as differentiated instruction, inquiry-based learning, and formative assessment techniques if they have high self-efficacy for their teaching processes. They are also more open to using technology, experimenting with new teaching methods, and adjusting their strategies to achieve improved outcomes. On the other hand, less self-efficacious teachers may eschew innovation, hold to rigid or traditional practices, or feel overwhelmed by demands of heterogeneous classrooms (Amirian & Ghaniabadi, 2022).

The reflective practices, peer support, ongoing professional development, and positive teaching experiences can all contribute to teachers becoming more self-efficacious. Teachers construct more inclusive, effective, and motivating learning settings for all learners as they develop confidence in their teaching capacities. Self-efficacy is also very much linked to how the teacher delivers the lessons, like classroom management. Those teachers with higher levels can experiment with various teaching techniques and adapt from traditional lectures to a more constructivist way, as studies suggest. Besides from being more passionate and

enthusiastic in their work, those who possessed a great belief in one's own abilities were also more expected to be creative as well organized in teaching (Pereira & Gomes, 2012).

2.4.3 Self-Efficacy in Classroom Management

The extent of confidence a teacher has in his abilities to establish and maintain a disciplined, respectful and effective pedagogical environment is regarded as an aspect of self-efficacy in classroom management. Teachers confident in their abilities are often confident in the capability to control and stop disruptive behavior, create clear rules and expectations, and maintain a caring and safe learning environment for all students (Huang & Richter, 2022).

The teachers' disciplinary styles, maintaining order, and promoting respect among students are all significantly influenced by this type of self-efficacy. Teachers will be more inclined to employ proactive strategies (such as student involvement and positive reinforcement), remain calm under pressure, and mete out steady punishments that are fair when they feel confident that they can manage their classrooms. Also, they can more easily form confident relationships and cope with students' social and emotional needs that contribute to greater classroom harmony (Krasniqi & Ismajli, 2022).

The educators with limited self-efficacy regarding classroom management, however, might find it hard with consistency, become overwhelmed by challenging behaviors, or resort to overly severe punishment. Promoting teachers to develop such self-efficacy through behavior management training, mentoring, and practice-based classroom experiences may lead to more assertive instructions, reduced stress, and enhanced student and teacher performance (Alasmari & Althaqafi, 2021).

Teachers whose confidence in managing the classroom is low, as proposed by Brouwers and Tomic (2000) are likely to feel incompetent in handling disruptive behavior and may be inclined to abandon their efforts. Moreover, they often had more challenging students in the classrooms and were more apt to be mistrustful and frustrated with disobedient students. Conversely, teachers who were confident that they could control the classroom and create a safe environment for their children were more apt to implement rules that served to encourage student behavior and involvement. In addition, these teachers also reported lower levels of burnout.

Teachers are also likely to have an opportunity to consider their own classroom management self-efficacy throughout the evaluation process (Osterman, 2014).

2.5 Job Satisfaction

The phrase job satisfaction represents the amount by which a worker is happy and content with his or her job. The character of the work, the work climate, compensation, development opportunities, and the balance between work and personal life are some of the key factors. Workers tend to be more motivated and involved when they are assigned important tasks, autonomy, and recognition for their efforts. Overall satisfaction from work is also highly determined by a respectful leadership team, a positive organizational culture, and polite encounters with co-workers (Amin & Mokhtar, 2021).

Along with these elements, equitable pay and upward mobility are essential to maintaining high degrees of satisfaction. Employees are more inclined to remain committed and loyal to their firm if they feel that an explicit career progression is available for them, receive regular feedback, and have potential to improve their skills. Equally, stress can be minimized and burnout prevented through a good work-life balance, which can be realized through flexible working hours, reasonable workloads, and leave. Ultimately, organizations that prioritize the well-being of their employees and foster an environment that respects respect, recognition, and promotion are likely to experience higher productivity and lower turnover (Ali & Anwar, 2021).

As per Sharma and Jyoti (2016), there are two major functions of a job. Apart from being a source of earning, it is also a defining aspect of one's life. A job is a reflection of one's status in society apart from occupying one's time. Job satisfaction as characterized by Rauf (2012) is the outcome of juxtaposing the words "job" and "satisfaction." It's important to understand the meaning of each term individually first to fully enjoy the notion of job satisfaction.

Similarly, it is an activity carried out for the purpose of earning compensation. In the same way, a job is regarding earning money; else it would be merely a service. A job therefore is a negotiated contract between an employer and an employee, generally placing monetary compensation in the foreground. Consequently, therefore, the employer and employee ought to agree on some terms (Ninkovic & Knezevic, 2018).

2.6 Teacher Job Satisfaction

One critical determinant of the overall effectiveness of the education system is job satisfaction among teachers, which is the degree to which teachers are happy and satisfied with their occupations. Increased job satisfaction boosts a teacher's motivation, number of years in service, and capacity to shape students' learning outcomes. Classroom environment, higher leadership intervention, student behavior, workload, compensation, and professional growth opportunities are significant determinants of their satisfaction level. They are also likely to enjoy their job and work optimally when they are appreciated, valued, and well-supported financially and emotionally (Hoque & Wang, 2023).

But there are many teachers who struggle with concerns such as large workloads, large class sizes, limited autonomy, inadequate resources, and stress brought about by standardized testing that diminishes job satisfaction. Burnout and stress may also be caused by a sense of not getting support to manage student behavior, opportunities for career growth, or appreciation. Systemic reforms, including better working conditions, competitive salaries, inspirational leadership, and opportunities for professional growth, will be required to improve teacher job satisfaction. When these needs are satisfied, teachers are more inclined to remain in the field and assist in establishing a favorable and result-driven educational environment for students (Harrison & King, 2023).

One of the significant determinants of teacher tenure has proven to be the level of professional contentment among teachers. As it is always challenging to find, recruit, and hold on to great teachers, teacher turnover remains a large issue for public education. As the biggest cost for any school district is paying certified personnel salaries, it's logical for them to be careful to protect this investment (Hammond & Plecki, 2010).

As per Ellis and Bernhardt (2015), the challenge of staffing and retaining effective teachers is exacerbated by the steep drop in numbers of young people opting to enter teaching and a potential loss of more than 25% of today's teaching workforce. Interestingly, teachers are leaving the profession for new challenges and greater mental stimulation rather than for ill reasons. One of the most effective approaches to assisting the teaching profession is raising teacher work satisfaction. This approach

would enhance the retention of veteran teachers in addition to attracting intelligent individuals into the education profession.

2.7 Job Descriptive Indicators

There are certain job descriptive indicators that are discussed in detail as following:

2.7.1 Work Itself

The work itself is often considered to be the single most significant factor affecting job satisfaction. Staff attitudes towards the nature and content of the work they perform each day are captured by this indicator. If their work is satisfying, stimulating, and provides them with the opportunity to utilize their skills and imagination, workers tend to be satisfied. Key elements of this facet are job variety, autonomy, task significance, and responsibility clarity. For example, a teacher will find it intrinsically rewarding if he/she can develop innovative teaching and see concrete evidence of improved learning by students. But dissatisfaction could arise from repetitive or overly routine work, lack of autonomy, or skill-job mismatch. Ensuring the job is challenging but achievable, and aligned with someone's interests, is an important factor in long-term satisfaction (Nuzulia & Saputra, 2022).

2.7.2 Pay

Workers' satisfaction with their base salary, bonuses, increases, and fringe benefits is assessed by the pay indicator. Equitable and competitive pay is important to retain talent and maintain morale, although it is not the sole determinant of job satisfaction. Perceptions of fairness and equity are extremely significant since workers often compare their salaries with others in the firm or industry. Dissatisfaction can be experienced where financial acknowledgement is perceived as inadequate in careers such as education, where remuneration might not always match work requirements. Satisfaction is promoted in this context through performance incentives, regular appraisal, and open remuneration structures. Employee commitment and enthusiasm often increase when they perceive their work and competence are being rewarded reasonably (Ortan & Simut, 2021).

2.7.3 Promotion Opportunities/Advancement Factor

The promotion opportunities demonstrate just how available and fair career advancement is in a firm. This aspect is especially important to employees who are

driven by long-term goals and career progression. Aside from formal promotions to new job statuses, it presents chances for career advancement, increased responsibility, and leadership roles. When employees believe that promotions are based on merit, performance, and potential, they are happier. Frustration and attrition might occur due to a stalled career progression, bias, or no opportunity for growth. The organization needs to offer training and mentorship, clear promotion guidelines, and communicate advancement criteria clearly and concisely in order to facilitate this indicator. Incentivization to become a department head or to go into educational leadership, for example, can make a teacher more dedicated to his/her work and to the future (Coetzee & Moosa, 2023).

2.7.4 Supervision

Supervision indicator considers employees' relationships with their managers or immediate supervisors. Constructive criticism, fairness in treatment, direction, and support are all elements of good supervision. When managers are capable, personable, and genuinely caring about their well-being, employees are more contented. Better morale and loyalty are often motivated by supervisors who respect work-life balance, recognize achievement, and communicate effectively. Conversely, low productivity, stress, and dissatisfaction can be caused by poor leadership, micromanaging, or not being supported. For example, in schools, enhancing teacher satisfaction greatly relies on school leaders who effectively support teachers with professional growth and classroom materials. Investing in feedback programs and leadership training significantly increases this measure (Altınok, 2024).

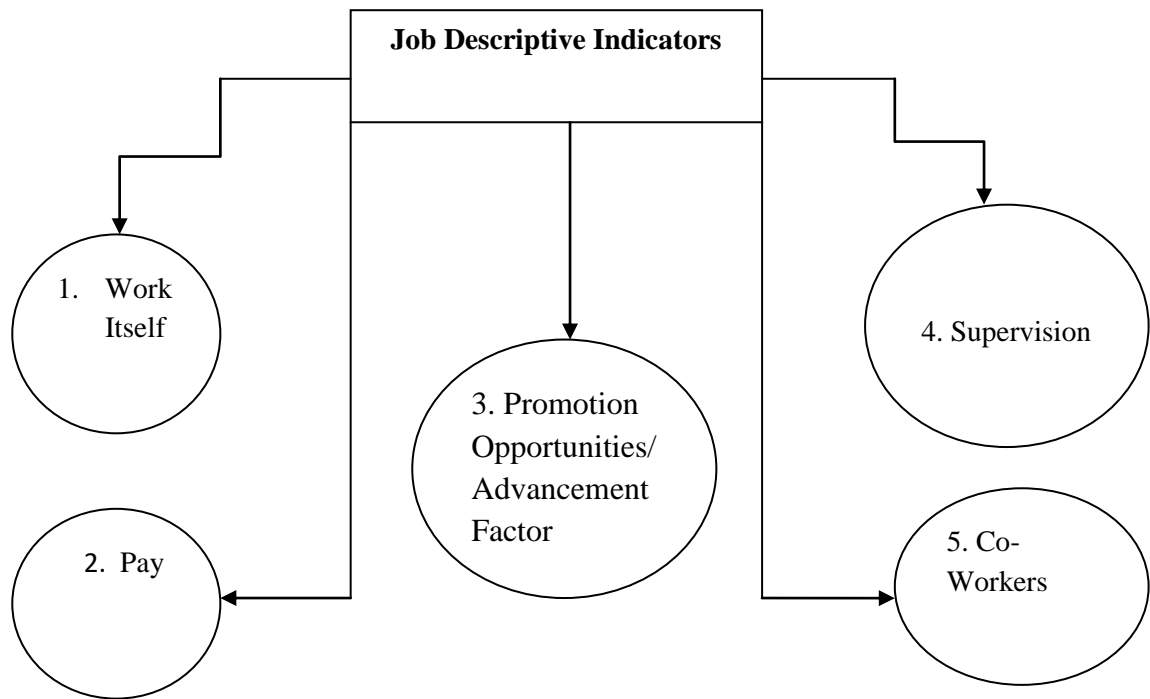
2.7.5 Co-workers

The co-workers factor measures to what extent employees relate to each other positively in the workplace. Peer environments that are cooperative, courteous, and supportive are able to enhance significantly the level of job satisfaction. Greater senses of belonging, lower stress levels, and enhanced teamwork are all consequences of constructive workplace relationships. Cooperative, reliable, and communicative co-workers are appreciated by employees. Workers are more likely to appreciate their work experience on a daily basis if conflict is minimized and mutual respect is fostered. On the other hand, isolation, tension, and disengagement can be caused by a competitive or toxic work environment. This factor can be enhanced by cultivating

open communication, team-building activities, and an open and respectful work culture (Petro & Gega, 2023).

Figure 2.1

Job Descriptive Indicators



2.8 Theoretical Review

This research is grounded by theories; some of them are discussed below:

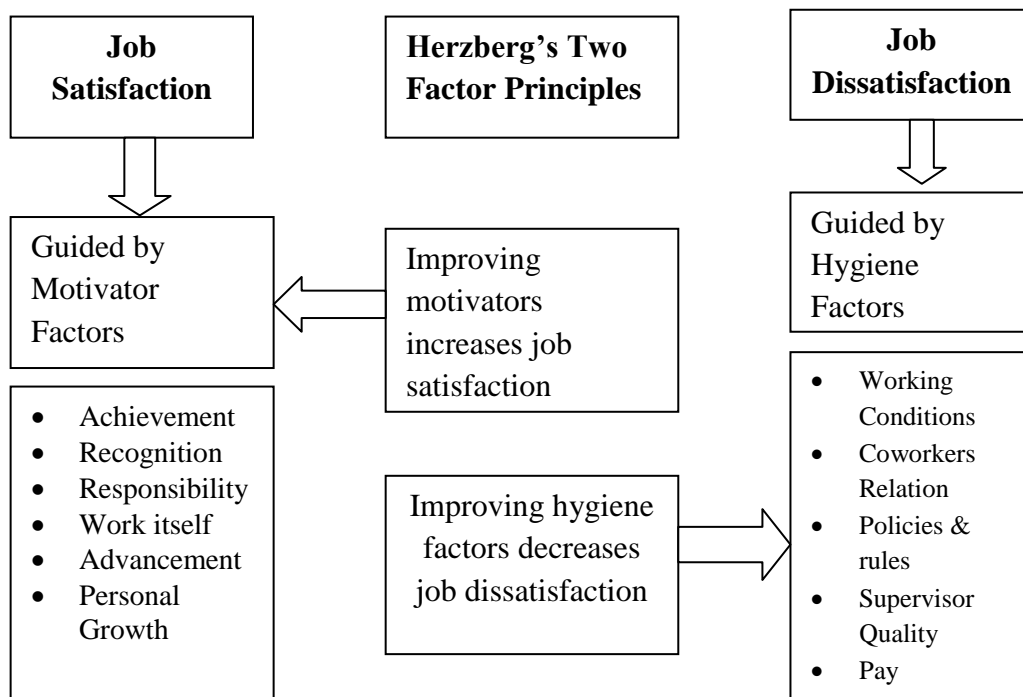
2.8.1 Herzberg's Motivation-Hygiene Theory

Fredrick Hertzberg, a famous psychologist, formulated Motivation-Hygiene Theory. In the 1950s, this foundational theory proposed that job satisfaction and dissatisfaction arise from two distinct groups of factors: motivators and hygiene factors. Its central premise is that satisfaction and dissatisfaction exist on different continua, but are instead based on different aspects of the workplace. Therefore, the removal of dissatisfaction by satisfying hygiene factors does not necessarily make real satisfaction; rather, motivators need to be there to create real sense of satisfaction.

Moreover, motivators inherent within the job itself, increase job satisfaction levels and encompass items like achievement, recognition, the content of work, responsibility, chances for advancement, and personal growth. Through connecting with the meaning and purpose of their job, motivators mobilize staff to work at superior level (Bhatt & Chitranshi, 2022).

Figure 2.2

Motivators-Hygiene Factors



Meanwhile, hygiene factors are external to the work itself and pertain to the work environment. These factors include aspects such as salary, organizational policies, and quality of supervision, job security, working conditions, and relationships with colleagues. While the presence of these factors might not always boost satisfaction, their absence can result in considerable dissatisfaction. For instance, a dedicated teacher who loves their job may still experience growing discontent if they are underpaid or receive inadequate administrative support, highlighting the importance of addressing these external factors to prevent dissatisfaction.

2.8.2 Maslow's Need Hierarchy Theory

Abraham Maslow, a well-known psychologist, proposed this theory in 1943, a motivational theory that depicts a five-step model of human needs. The model is traditionally depicted as a pyramid with basic needs at the bottom and more complex psychological needs at the top. People, based on Maslow's theory, are driven to meet these needs sequentially, starting from the most fundamental to the most complex, eventually pursuing self-actualization. This model helps explain how different needs impact job satisfaction and staff motivation across different work environments, such as within educational settings (Ihensekien & Joel, 2023).

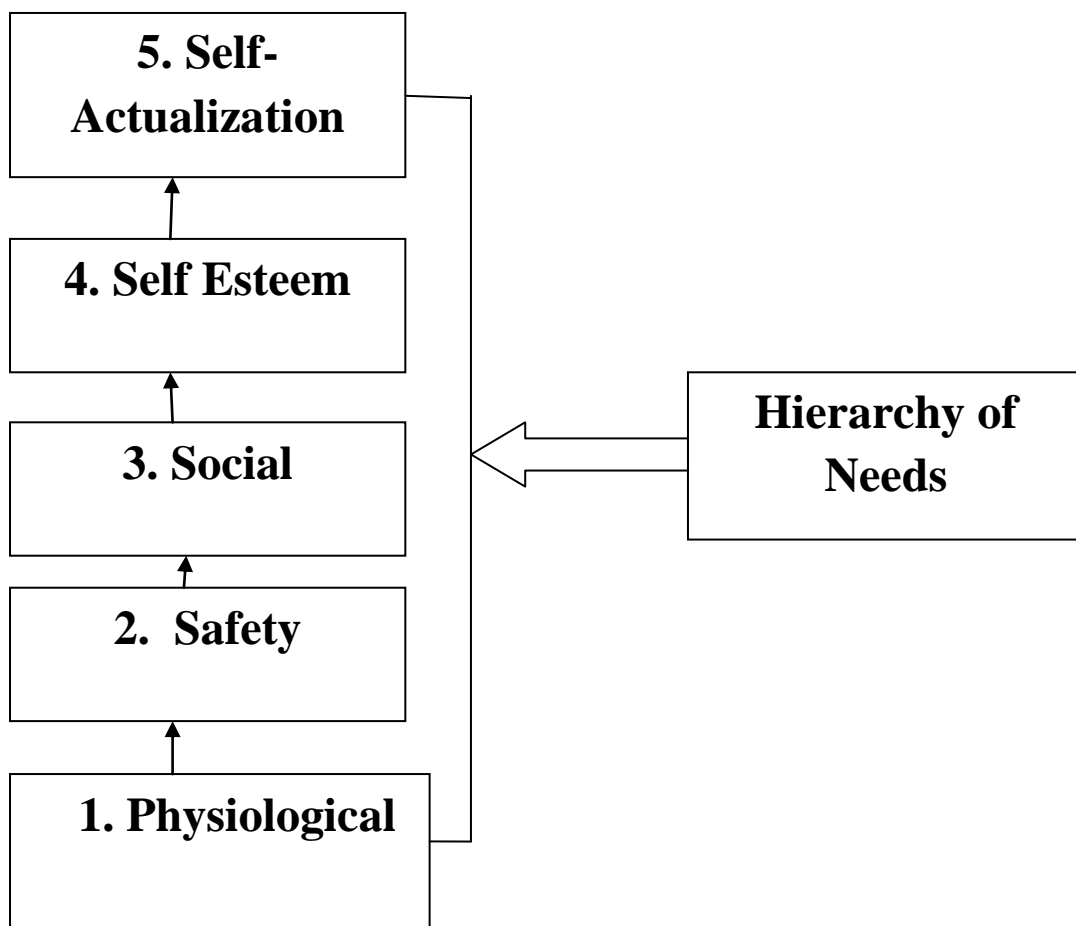
The main core of the hierarchy includes physiological needs, including food, water, rest, and shelter, which in the workplace translates to equitable remuneration that allows workers to pay for important necessities. Once these basic needs are fulfilled, people concentrate on fulfilling their safety needs, including secure working conditions, job security, and physical safety. For example, a teacher who has job security in his or her position and works in a secure school setting gets to be able to focus better on his or her own work.

Social needs, or the desire for social connections and belongingness, are at the next level. This involves having great relationships with colleagues, students, and bosses at work. A collaborative and supportive work environment can satisfy this need. Esteem needs, such as the need for achievement, respect, and consideration, come after social needs. Respect needs of teachers are fulfilled when they are offered leadership roles or acknowledgment of their work, which increases the level of job satisfaction (Ghaleb, 2024).

Self actualization, or realizing one's potential and utilizing one's own development, creativity, and worthy performance, is placed at the highest level of the hierarchy. This may mean that a teacher seeks innovative teaching methodologies, engages in lifelong learning, or advocates for education reform in the professional context. Maslow believes that individuals can only truly seek and realize self-actualization if their lower-level needs are well taken care of. Organizations are able to create work environments favorable for employees at any level by understanding this hierarchy better, which subsequently increases employee satisfaction and their level of motivation (Dar & Sakthivel, 2022).

Figure 2.3

Maslow's Hierarchy of Needs

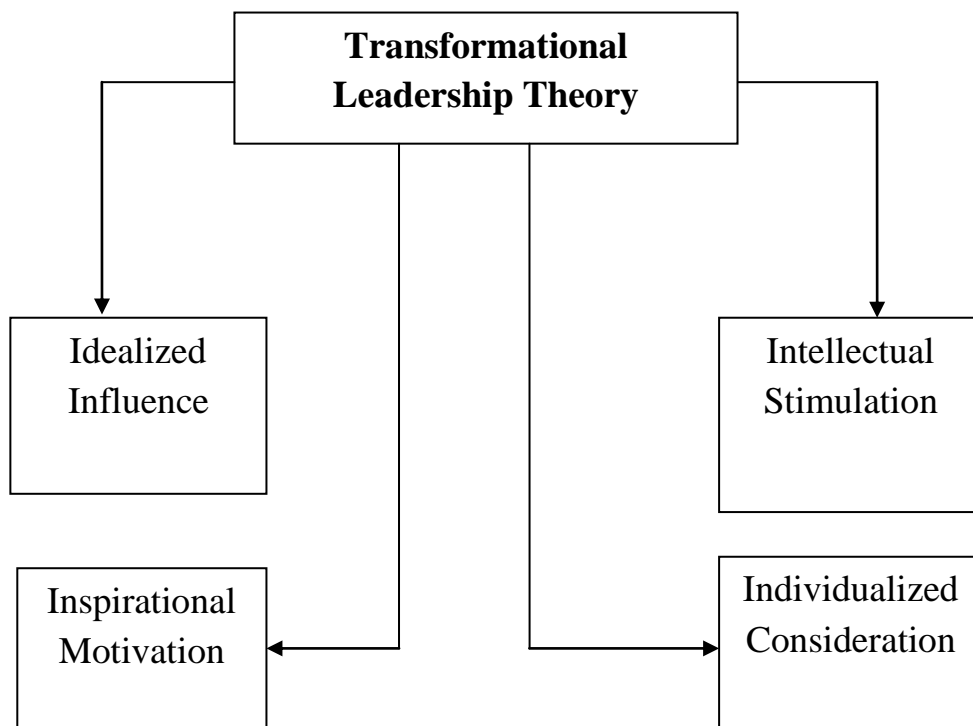


2.8.3 Transformational Leadership Theory

It is a leadership concept that centres on inspiring and motivating followers to exceed expectations and achieve their fullest potential. Originating with James MacGregor Burns in 1978 and further building on it by Bernard Bass, the transformational leadership theory identifies those leaders who not only operate at the daily affairs level but also develop an inspiring vision, encourage self-developmental growth, and promote organizational change. This style is especially powerful in dynamic, human-related fields like business administration, medicine, and teaching, as transformational leaders seek to transform the people they work with and the systems within which they are working (Ladkin & Patrick, 2022).

Figure 2.4

Transformational Leadership Theory



Ladkin and Patrick (2022) defined the four Is as following:

2.8.3.1 Idealized Influence:

The leader sets an example by acting morally and gaining respect and trust.

2.8.3.2 Inspirational Motivation:

Followers are inspired and energized by the leader's clear, upbeat vision of the future.

2.8.3.3 Intellectual Stimulation:

The leader challenges followers to find innovative solutions to problems by promoting creativity and critical thinking.

2.8.3.4 Individualized Consideration:

The leader attends to the needs of each follower, offers guidance, and encourages both professional and personal growth.

2.8.4 Self Efficacy

Albert Bandura, an eminent psychologist, introduced the self-efficacy theory in 1977, which articulates a person's assurance in their potential to undertake certain tasks or attain goals. Self-efficacy is a core component of Bandura's broader Social Cognitive Theory, which emphasizes the role of social influence and observational learning in shaping, and the bidirectional interactions between the environment, behavior, and personal factors. Based on the theory, high-self-efficacy individuals are likely to accept challenges, persist when there are obstacles, and show resilience, while those with low self-efficacy might avoid activities, give up easily, or show anxiety and doubt (Graham, 2022).

In the workplaces, self-efficacy is crucial, especially in such jobs as teaching, nursing, and leadership, which require independence, problem-solving abilities, and flexibility. For example, a highly self-efficacious teacher feels that they can efficiently regulate classroom behavior, provide interesting lessons, and respond to different students' needs. This belief positively affects their receptivity to new practices, job satisfaction, and performance levels (Lestari & Watini, 2024).

Self-efficacy, as proposed by Bandura, is shaped by four key factors:

2.8.4.1 *Mastery Experiences:*

These are the most powerful source of self-efficacy, which are a person's own achievement as a result of successfully accomplishing tasks or overcoming obstacles. When teachers are successful at classroom management, teaching effective lessons, or enhancing student achievement, they gain confidence in their own teaching skills. These successes build self-confidence, stress tolerance, and a higher willingness to challenge more difficulties. Although successes can be confidence-boosting, failure can affect it if not handled constructively.

2.8.4.2 *Vicarious Experiences:*

These are another primary determinant of self-efficacy, through which people acquire and develop confidence by seeing others accomplishing tasks, especially those they view as similar to themselves. For educators, seeing peers successfully control classrooms, utilize innovative teaching methods, or achieve student achievement can augment their own self-perceived capability in these areas, leading them to feel more confident in doing the same.

2.8.4.3 *Verbal Persuasion:*

Verbal persuasion is a term used for the process of gaining support, encouragement, or constructive criticism from others, which has the potential to increase belief in one's own capabilities. For teachers, commendation by administrators, colleagues, or students can serve to boost their self-confidence and encourage them to attempt new challenges or enhance their teaching style.

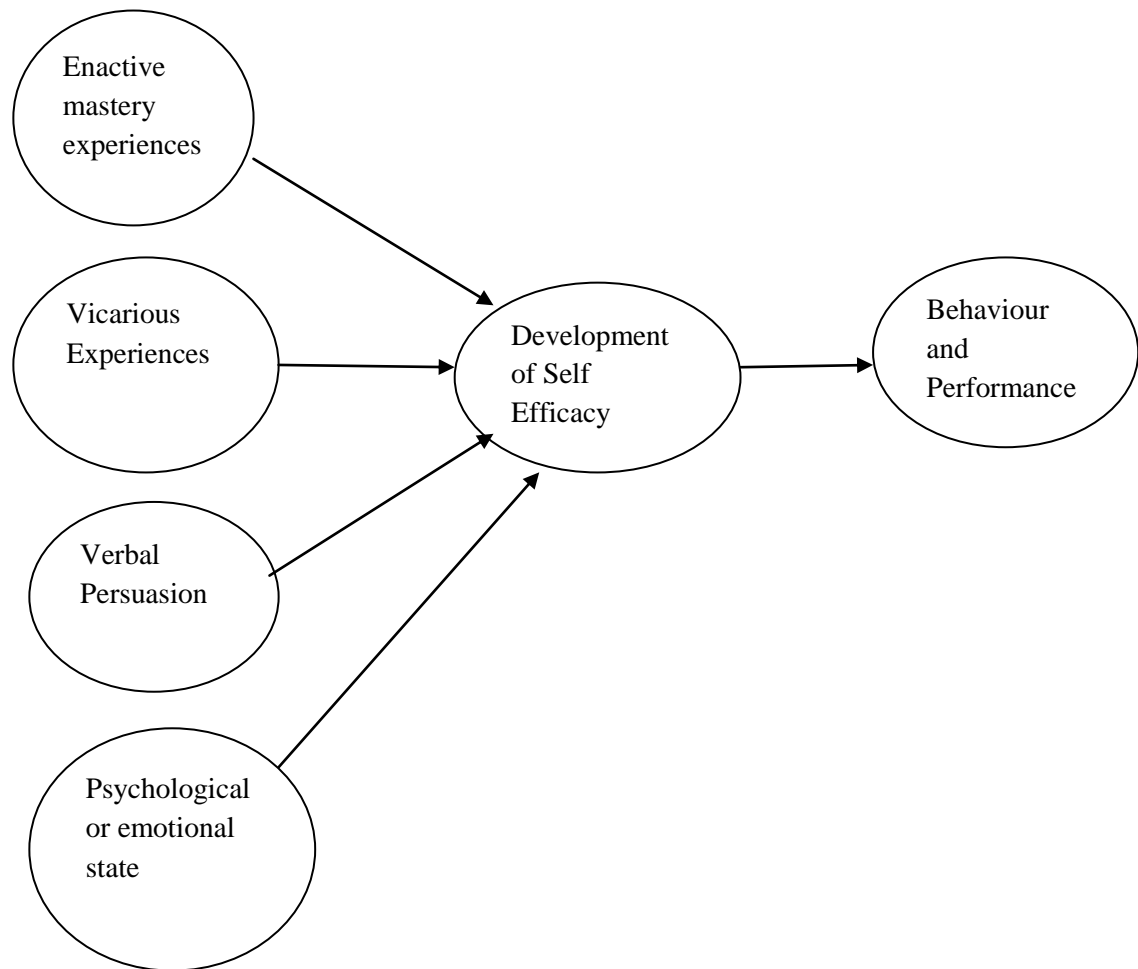
2.8.4.4 *Physiological and Emotional States:*

These are also important determinants of a person's confidence in performing tasks. Teachers' anxiety, fatigue, mood swings, or stress can adversely affect their self-efficacy, rendering problems more insurmountable. On the other hand, positive feelings and physical health can reinforce self-efficacy, resilience, and concentration.

In case, leaders and organizations grasp Self-Efficacy Theory, they can design settings supporting confidence-building through measures like coaching, training, positive feedback, and realistic goal-setting, which can, in turn, increase employee motivation, productivity, and job satisfaction (Orakcı & Göksu, 2023).

Figure 2.5

Sources of Self Efficacy



The theory of transformational leadership theory proposes that the kind of leaders that inspire, encourage, and intellectually stimulate their employees can lead to increased motivation and improved job performance among teachers. Based on Bandura's Self-Efficacy Theory, this type of leadership promotes self-efficacy by granting opportunities for mastery, illustrating successful behaviors, and providing encouragement, leading to heightened confidence and activity in teaching positions. This is also supported by Herzberg's Two-Factor Theory, where transformational leaders enhance job satisfaction through enhancing motivators such as personal growth and recognition and weakening dissatisfaction through enhanced working conditions and supportive policies. Maslow's Hierarchy of Needs also illustrates how this leadership style aids in fulfilling basic and higher-order needs to result in a

healthy and fulfilling work environment. The combination of these theories offers a strong platform for explaining how employing transformational leadership can improve university teachers' self-confidence and overall job satisfaction.

2.9 Empirical Review

Numerous studies have demonstrated the impact of transformational leadership on teachers' behavior and university culture. Transformational leadership in higher education has a positive influence on educators' commitment, satisfaction, and motivation, as shown in Jeung's (2015) study. Transformational leaders were found to create an environment of collaboration where teachers are engaged to work in unison as a team and develop innovative pedagogical practices. The study findings show that transformational leadership contributes to building an educational culture that encourages innovative teaching practices.

Moreover, at the university level, Herper (2019) studied the relationship between transformational leadership and classroom practices and students' outcomes. The research found that transformational leadership encourages instructors to become more innovative and student-oriented in their teaching practices. Teachers under transformational leaders are most likely to incorporate technology into instruction and use active learning strategies. In addition, the research identified a positive connection between transformational leadership and better student outcomes, suggesting the style of a leader can create a magnificent effect in student achievement.

Similarly, Freeman et al.(2014) meta-analyzed 225 studies to compare active learning with lecture-based instruction. The study indicated that active learning was more effective in promoting higher achievement in STEM disciplines. Evidence is given from this study that innovative practices in instruction are more efficient in engaging students and enhancing academic success.

Slavin (1991) also examined the effect of cooperative learning on instructional strategies and discovered that teachers who fostered peer-to-peer teaching and cooperation observed increases in student achievement and engagement. When cooperative learning was enhanced, students were more inclined to be participative in class and support each other. This result lends support to the consideration that collaborative methods can positively impact the learning outcomes of students.

Likewise, Wang et al. (2020) established a positive connection between teacher self-efficacy and transformational leadership, where growth mindset mediates the relationship. A survey of 300 teachers suggests that transformational leadership may enhance teachers' self-efficacy and contribute positively to their professional development. However, the study's limitations include reliance on self-reported data and limited sample diversity. Therefore, future research should explore this relationship across more varied contexts.

Moreover, Ross et al.'s (2019) investigation into the connection between transformational leadership and teacher self-efficacy provides evidence in favor of the argument. The research established a high level of correlation between the transformational leadership approaches of principals and teachers' self-perceptions. The study's limited generalizability due to its small sample size aside, the research indicates that transformational leadership fosters a positive view of competence among teachers. Replication with large, diverse sample populations is needed for future research in order to confirm these findings.

Similarly, Lee et al.'s (2018) comparison of instructional practices of high school and university instructors under transformational leadership also validates the assumption. Based on the investigation, significant differences existed in the teaching strategies employed by teachers in universities and high schools. Although the sample was small and extraneous variables were not controlled, the results suggest that transformational leadership can induce more innovative teaching strategies in institutions of higher learning. Subsequent studies need to replicate these results using larger and more diverse samples.

The argument is further affirmed by Chen et al.'s (2019) study that established a large positive connection between transformational leadership and self-efficacy among university teachers. The research that surveyed 250 university teachers showed that transformational leadership improved teachers' efficacy. Yet the shortcomings of the study, such as dependence on self-reported data and the scope of the sample size, call for more research to explore this linkage in other contexts. The evidence indicates that transformational leadership is able to boost the efficacy of teachers, hence bettering the teaching practices.

The research work of Zhang et al. (2020) highlights the recognition of the value of leadership in cultivating teacher efficacy along with pedagogical innovation in universities. The study, which surveyed 200 professors from a university, found that transformational leadership not only heightened the confidence of teachers but also created a climate conducive to creativity. Even though with a relatively low number of participants, the study was unable to control the extraneous variables, the results suggest that transformational leadership has the potential to foster an environment conducive to creativity as well as increasing teacher self-efficacy. Replications of these results need to be conducted with higher, more representative sample sizes in the future studies.

Likewise, Evans' (2020) research exploring the association between innovative teaching practices and TL attests to the notion that transformational leaders motivate educators towards more creative and student-focused pedagogies. The research established that the transformational leaders' participative and intellectually stimulating behaviors, especially individualized consideration, facilitated educators in improving their career paths and formulating better teaching methods. The above point emphasizes the significant importance of individualized care in the transformational leadership.

Moreover, Robinsons' et al.'s (2013) research examined transformational leadership as a driver of professional growth and teaching effectiveness among teachers. The study found that teachers who received one-on-one support and coaching from transformational leaders tended to participate more in continuous professional development and adopt new pedagogies. This assistance also resulted in greater teacher satisfaction and increased dedication to innovative instruction. It demonstrate the advantageous involvement of transformational leadership in fostering professional development and pedagogical improvement.

Scholarly research highlights transformational leadership as a major predictor of job satisfaction among educators in universities and colleges. A study conducted by Nguni, Slegers, and Denessen (2006) in Tanzanian institutions of higher learning revealed that, in comparison to transactional leadership, transformational leadership more accurately forecasts job satisfaction. In the same vein, Alonderiene and Majauskaitė's (2016) research in Lithuanian higher learning

institutions found that academic employees who viewed their leaders as transformational were more job-satisfied, especially with autonomy, recognition, and professional development opportunities.

Basham's (2012) research in American higher education similarly discovered that transformational leadership was directly related to greater faculty morale and contentment. The positive influence of TL on job satisfaction has been witnessed across different cultural settings. Riaz and Haiders' (2010) research in Pakistani universities determined that satisfaction of faculty members with their job, leadership, and institutional culture were advantageously linked with leadership that promotes transformation and positive change, specifically inspiration and individual support. These empirical results corroborate the hypothesis that transformational leadership enhances the psychological and working climate in higher education, which results in increased job satisfaction levels among academic staff members.

Ali and Mehreen (2019) demonstrated that transformational leadership substantially enhanced university instructors' self-efficacy, which resulted in increased job satisfaction. The research underscored the need for academic leaders to possess characteristics such as intellectual stimulation, personal encouragement, and vision-sharing to attain teachers' empowerment. Tschannen-Moran and Gareis (2004) also supported the impact leadership has on teachers' self-perceptions, suggesting that visionary and supportive leadership enhances self-efficacy by fostering a synergistic environment.

Therefore, transformational leadership, self-efficacy, and job satisfaction have been uniformly found to be positively correlated across various educational settings. Sadeghi and Pihie's (2012) research in Malaysian higher education institutions confirmed that transformational leadership has a strong predictive relationship with lecturers' job satisfaction and self-efficacy. Aydin, Sarier, and Uysal's (2013) meta-analysis also showed that a robust and stable relationship was observed between transformational leadership, increased instructor self-efficacy, and enhanced job satisfaction. The results emphasize the noteworthiness of transformational leadership for the encouragement of a favorable workplace and the improved well-being and performance of the academic staff members.

2.16 Critical Summary of Literature Review

Over the last few decades, research has highlighted the crucial position of leadership in enhancing team effectiveness. Effective leaders are essential for motivating and inspiring team members, setting clear expectations, and providing the necessary support to achieve their goals. How leadership affects team performance outcomes has become a significant area of study, with leaders playing a key role in establishing group standards and addressing obstacles within teams. Various leadership styles, including transformational and task-oriented leadership, have unique ways of fostering team effectiveness. Transformational leadership focuses on building a positive team environment, while task-oriented leadership is more concerned with completing tasks and increasing productivity.

Having the knowledge of different leadership styles is important in examining the driving factors that propel team members. Besides transformational and task-oriented leadership, other styles such as drivers and integrators can contribute to team effectiveness through rapid problem-solving and teamwork. Such leadership styles have the potential to significantly affect team performance and dynamics. Within education system, the leadership styles can drive teachers' motivation, conduct, and their interaction with the students.

Self-efficacy is a fundamental determinant of teaching performance as the extent to which an individual has faith in performing certain tasks. Within the context of education, self-efficacy describes teachers' assurance in their professional effectiveness to positively influence education among students when encountered by difficulties. Past studies have all demonstrated that greater self-efficacy causes educators to use various teaching approaches, increase student motivation, and establish excellent classroom atmospheres. Instructors with elevated self-efficacy are prone to adjust their practices to facilitate all students and better control classroom behavior, ultimately leading to improved student performance and decreased burnout.

Professional satisfaction is a very important component of one's life, not only by being a means of earning money but also being a symbol of social status and well-being. In the teaching field, it is a strong determinant of retention, influencing the capacity to recruit and retain effective teachers. With such a high shortage of novice teaching professionals, increasing teacher job satisfaction is critical to strengthening

instructional quality and decreasing turnover rates. Empowerment, defined as including teachers in decision-making and creating an overall positive organizational climate, contributes greatly to job satisfaction. By giving importance to teacher autonomy and job satisfaction, educational institutes can develop an improved and nurturing work setting (Lohwithee, 2010).

The integration of Maslow's model of human motivation, Transformational Leadership Theory, and Herzberg's Motivation-Hygiene Theory offers a complete picture of the influence the leadership has on the efficacy and job satisfaction of university instructors. As per Herzberg's theory, satisfaction with your job is the product of internal drivers, while discontent is triggered by the lack of external hygiene factors. Maslow's hierarchy of needs reinforces this viewpoint, with basic needs such as safety and belonging needed to be fulfilled before lofty needs such as self-actualization and esteem. Transformational leaders in the university environment meet these needs by providing a nurturing environment that rewards accomplishments, stimulates the professional development, and inspires a sense of belonging and meaning.

The transformational leadership theory goes on to describe how leaders motivate and develop their followers by different means. These leaders consciously foster the growth of their employees, with resulting commitment and job satisfaction. When combined with Bandura's Self-Efficacy Theory, the vision becomes even more distinct: leaders who champion teachers, demonstrate success, and provide positive emotional experience enhance teachers' confidence in themselves. High-self-efficacy teachers are more resistant, better-motivated, and more job-satisfied. Combined, these theories imply that transformational leadership not only creates the conditions for higher self-efficacy and long-term job satisfaction but also facilitates teachers' psychological well-being and their professional development.

The empowering effects of transformational leadership on teachers' confidence and workplace fulfillment are well supported by empirical research, especially in academic settings. According to studies like Jeung (2015) and Herper (2019), transformational leaders encourage teachers to collaborate, be creative, and be motivated, which improves teaching methods and student results. These leaders support innovative teaching methods, active learning, and technology integration, all

of which have been demonstrated to improve student achievement and faculty effectiveness. Slavin (1991) and Freeman et al. (2014) also emphasize the value of collaborative and active learning strategies, which are frequently used under transformational leadership. Additional research by Zhang et al. (2020), and Evans (2020) highlights how this kind of leadership fosters continuous professional development and instructional creativity.

The empirical evidences overwhelmingly confirm the constructive impact of transformational leadership can be seen on teacher self-efficacy and job satisfaction, especially in educational settings. Research such as Jeung (2015) and Herper (2019) illustrate that transformational leaders inspire teachers to work together, be innovative, and be inspired, leading to enhanced teaching practices and student performance. Transformational leaders promote innovative pedagogy, active learning, and infusion of technology, all of which have been found to maximize student success and faculty efficiency. Further research identifies the value of transformational leadership in facilitating ongoing professional development and enhancing teaching creativity.

The quality of education at universities is heavily influenced by teacher motivation and job satisfaction, which in turn are impacted by transformational leadership. There still exists a noticeable inadequacy of comprehensive research that examines the associations among university-level transformational leadership, self-efficacy, and job satisfaction, despite the fact that their significance in higher educational institutions is well acknowledged. There is a knowledge gap regarding how these ideas interact in the context of universities since the majority of current research tends to concentrate on them independently or in school-level contexts. Institutions find it challenging to create leadership strategies that effectively support faculty and enhance organizational outcomes as a result of this gap. Insufficient research could cause universities to overlook important information about how leadership styles can increase employee satisfaction and confidence, which are critical for encouraging creativity, teamwork, and long-term success in higher education settings (Maktoum & Ahmed, 2024).

This knowledge gap hinders university administrators' and policy makers' ability to develop evidence based strategies for promoting transformational leadership, enhancing educators' sense of efficacy and work satisfaction, and ultimately elevating

student outcomes, highlighting the need for research within this domain. This study aims to fill that gap, as a lack of understanding in this area could result in lower morale among teachers and a decline in educational quality. Addressing this issue is important for improving teaching practices, enhancing teacher retention, and supporting universities' mission to deliver high-quality education.

CHAPTER 3

RESEARCH METHODOLOGY

This part offers a thorough explanation of the methodology, detailing the strategies and tactics employed to meet the study's goals. It presents a detailed account of the target population, the sampling procedure, and the research design. Additionally, this section covers the methods for modifying tools to delve into the connection between variables.

3.1 Research Paradigm/Research Design

The study adopts the positivist paradigm as its foundation, grounded in the belief that reality is objective, quantifiable, and independent of the researcher's personal perspective. The positivist approach emphasizes empirical observation, statistical analysis, and theory testing, making it suitable for studies that aim to identify patterns, trends, and relationships among variables (Bonache, 2021).

Given the study's objective to measure the relationships between transformational leadership, teacher self-efficacy, and job satisfaction, a quantitative research approach is appropriate because it allows for precise measurement and objective analysis. By employing numerical data and statistical methods, the study can rigorously evaluate the strength and direction of relationships among the variables while minimizing subjective bias.

To specifically examine the association between variables without manipulating them, a correlational research design was chosen. This design is ideal for investigating how transformational leadership relates to teacher self-efficacy and job satisfaction and how self-efficacy and job satisfaction are interrelated. It enables the researcher to determine the degree of relationship among variables in a natural setting, providing evidence-based insights while maintaining the integrity of the observed phenomena (Bonache, 2021).

The authenticity of self-reported data in this study was ensured through several measures. First, anonymity and confidentiality were guaranteed to respondents, encouraging honest and candid responses without fear of identification or repercussions. Second, validated and reliable instruments were used, that have been widely tested in similar educational contexts, ensuring consistency and accuracy in

measuring transformational leadership, self-efficacy, and job satisfaction. Third, the questionnaires were carefully designed with clear, unambiguous items to minimize misunderstanding or misinterpretation. Finally, pilot testing was conducted to detect any potential issues in comprehension or response patterns, allowing refinements before the main data collection, thereby enhancing the trustworthiness and credibility of the data.

3.2 Population of the study

The study population encompasses all individuals, objects, or events that possess shared characteristics and serve as the primary focus of the research. It is the wider audience from which a sample is drawn and to which the study's findings are intended to generalize (Hossan & Mansor, 2023). The population for the study consists of 204 permanent and contract based teachers from the common departments of faculty of Social Sciences and Faculty of Education/ Department of education from International Islamic University Islamabad (IIUI) and National University of Modern Languages (NUML). These academic institutions were chosen because they were relevant to the research topic and had comparable departmental structures.

The International Islamic University Islamabad (IIUI) and the National University of Modern Languages (NUML) were selected for the study because they are the only public universities in Islamabad, offering unique access to diverse and multicultural faculty and student populations. IIUI blends contemporary and Islamic academic traditions, while NUML specializes in languages and social sciences, providing rich contexts for studying transformational leadership, teacher self-efficacy, and job satisfaction. Their established administrative structures and accessibility make them ideal for a focused and in-depth investigation.

Table 3.1*Table 3.1 Total Population of Teachers*

Faculty/Department	IIUI	NUML
Faculty of Social Sciences		
Media and Communication	16	31
History and Pakistan Studies	9	30
Psychology	15	12
Politics and IR	14	24
Faculty of Education/	22	31
Department of Education		
Total	76	128
(IIUI+NUML)	204	

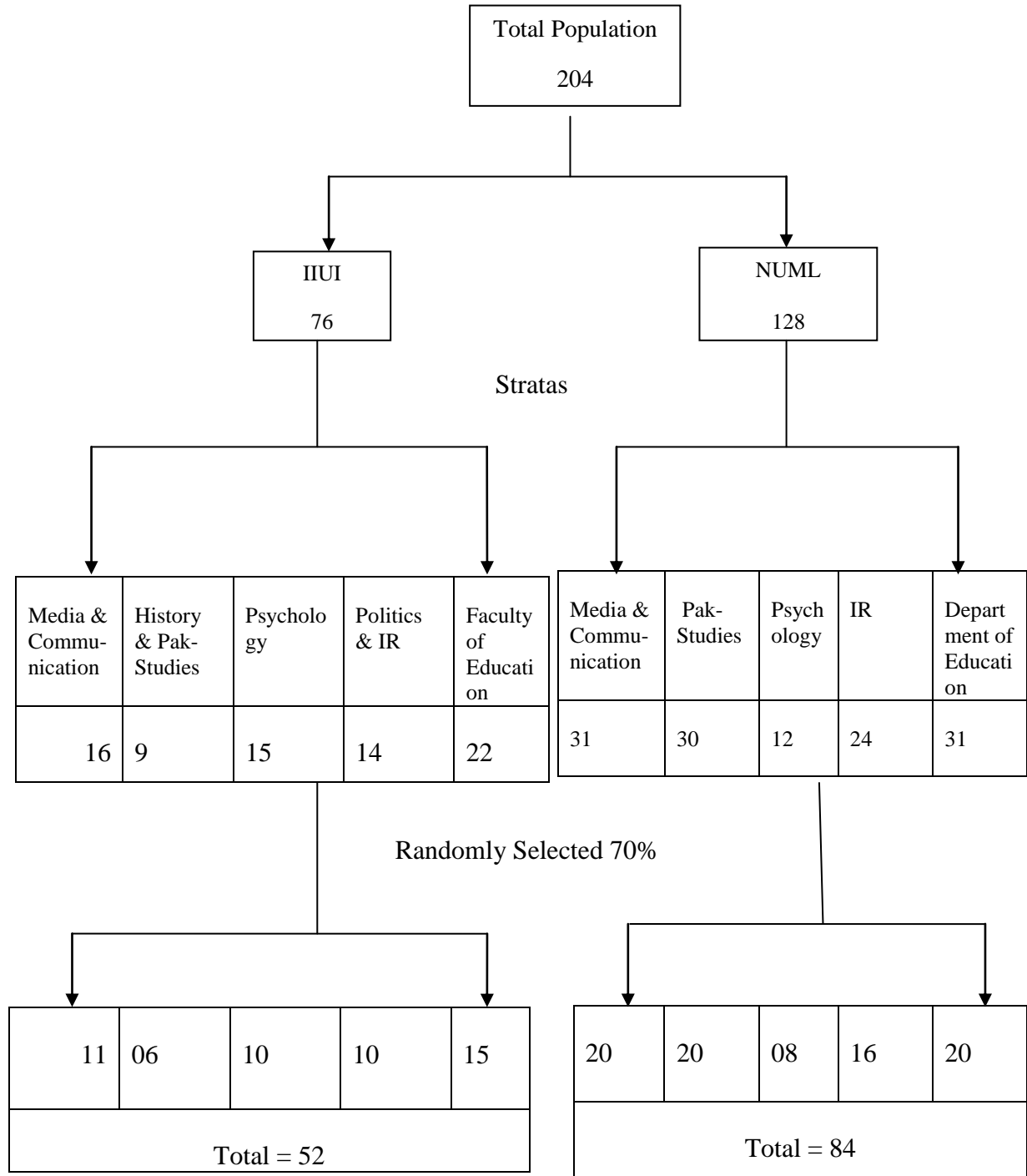
Note: Population of Faculty of Social sciences

The table 3.1 depicts that the population of the study were 204 teachers from the faculty of social sciences, faculty/department of education from (IIUI) and (NUML). The list of teachers from each university department was retrieved from the official websites of the respective universities.

3.3 Sample and Sampling Technique

Figure 3.2

Figure 3.2 Sample of the Study



Sample Size = 52 + 84 = 136

Figure 3.2 states that the total population of the study consisted of 204 teachers, divided between two universities: the International Islamic University Islamabad (IIUI) with 76 teachers and the National University of Modern Languages (NUML) with 128 teachers. Each university, was further divided into different academic departments, creating distinct strata. At IIUI, the departments included Media and Communication (16), History and Pakistan Studies (9), Psychology (15), Politics and International Relations (14), and the Faculty of Education (22). Similarly, at NUML, the departments were Media and Communication (31), Pakistan Studies (30), Psychology (12), International Relations (24), and the Department of Education (31). To ensure proportional representation, the researcher applied stratified proportionate sampling and then selected 70% of teachers from each department. This resulted in a sample of 52 teachers from IIUI and 84 teachers from NUML, making the final sample size 136. This method provided a balanced representation of both universities and their respective departments, ensuring that the sample accurately reflected the overall population distribution.

According to Gay's Educational Research: Competencies for Analysis and Application (5th ed.), stratified proportionate sampling involves dividing the population into relevant strata and then selecting participants from each stratum using simple random sampling so that the sample reflects the population's proportional composition. Guided by this approach and applying Krejcie and Morgan's (1970) sample size determination table, a finite population of 204 individuals yields a required sample size of 136 respondents. This depicts almost 70% participation of the population, therefore 70% of participants from each stratum were chosen, ensuring adequate precision, proportional representation, and overall reliability of the sample for quantitative analysis.

3.4 Instruments

Three closed-ended instruments, each chosen for its applicability to the research variables, were used to gather data for this study. With experts' opinions, these instruments were adapted to measure transformational leadership, teachers' self-efficacy, and job satisfaction quantitatively.

During the instrument validation process, the statements of existing instruments were first adapted to meet the requirements of the study. The modified

instruments were then reviewed and validated by experts, followed by a pilot study to assess their reliability. After establishing reliability, the final phase of data collection was initiated.

The first instrument was Sunaegsih's (2020) Transformational Leadership Scale which adapted for collecting the data. This measure evaluates the "Four I's" i.e., Idealized Influence (II), Inspirational Motivation (IM), Intellectual Stimulation (IS), and Individualized Consideration (IC): the four essential components of transformational leadership. These elements offered an all-encompassing assessment of university instructors' perceptions of transformational leadership.

Table 3.2

Table 3.2 Adapted Transformational Leadership Scale Items

Dimension	Original Sunaegsih	
	Transformational Leadership Scale Items (2020)	Adapted Item for University Context
Idealized Influence (II)	Carries out tasks in accordance with organizational vision	Carries out tasks in accordance with the vision of the university
	Instills a high level of commitment toward organizational goals	Instills a high level of commitment to the faculty members towards the vision of the study program
	Provides independence in task implementation	Provides faculty members with the independence to design and implement their work in a way that suits their expertise
	Promotes respect among employees	Promotes an attitude of mutual respect in the working environment

	Encourages shared vision and mission	Encourages a shared vision and mission for the study program to enhance faculty members' understanding and alignment
Intellectual Stimulation (IS)	Encourages participation in professional development	Provides opportunities for faculty members to take part in educational and training programs
	Provides freedom of opinion	Provides freedom of opinion to faculty members regarding departmental policies
	Promotes innovative thinking	Encourages innovative thinking to tackle complex issues
	Suggests self-development resources	Suggests reference books and material to faculty members for self-development
	Involves employees in evaluating organizational activities	Involves faculty members in assessing the departmental activities
Individualized Consideration (IC)	Praises and appreciates employees' work	Praises and appreciates the work results and achievements of faculty members

	Seeks opinions regarding policies	Asks for the opinion regarding departmental policies
	Understands employee needs	Understands the needs of faculty members for the flow of teaching-learning activities in the classroom
	Provides guidance and support	Provides guidance and support to faculty members if they face any problem
	Ensures employees can provide feedback	Ensures that faculty members get special time to give opinions or suggestions regarding improvements in departmental leadership
Inspirational Motivation (IM)	Inspires optimism toward future outcomes	Influences faculty members to be optimistic in facing the future outcomes
	Encourages professional effort	Encourages faculty members to work hard professionally
	Communicates clear goals	Clearly communicates the goals that should be achieved by the faculty members

Recognizes employees' achievements	Gives recognition to the work of faculty members in the form of personal praise
Shares success stories to motivate	Shares success stories of colleagues to motivate faculty members towards professional growth

The Teachers' Sense of Efficacy Scale (TSES), created by Tschannen-Moran and Hoy (2001), was the second tool which was adapted for data collection. Self-Efficacy in Student Engagement (SESE), Instructional Strategies (SEIS), and Classroom Management (SECM) were the three subscales that measures teachers' self efficacy. It was based on 20 items. A crucial component of teachers' perceived competence in the classroom can be measured by each subscale. The TSES has received extensive validation and is renowned for its reliability and applicability across a range of educational settings.

Table 3.3

Table 3.3 Adapted Teachers' Sense of Efficacy Scale Items

Dimension	Original Tschannen-Moran & Hoy Teachers' Sense of Efficacy Scale Item	Adapted Item for University Context
Self-Efficacy in Student Engagement (SE-Engagement)	I can motivate students who show low interest in schoolwork	I try to motivate students who show low interest in studies
	I can get through to the	I am committed to empower students to

	most difficult students	believe in their own abilities to succeed academically
	I can help students value learning	I try to help and motivate my students to value lifelong learning
	I can provide one-on-one support to students	I provide extra counselling to help my students succeed academically
	I can foster student participation in meaningful activities	I provide opportunities to students to share and showcase their creative work
Self-Efficacy in Instructional Strategies (SE-Instruction)	I can craft good questions for students	I design thought-provoking questions to stimulate critical thinking in my students
	I can use various assessment methods effectively	I employ a range of assessment strategies to cater different learning styles
	I can explain concepts in multiple ways	I provide multiple explanations to help students understand difficult material
	I can adapt instruction to student needs	I effectively implement alternative strategies to meet diverse student

		needs
	I can tailor lessons to individual students	I tailor lessons to meet individual students' learning needs and abilities
Self-Efficacy in Classroom Management (SE-Management)	I can control disruptive behavior in the classroom	I effectively manage and minimize disruptive behaviour in the classroom
	I can maintain order in the classroom	I consistently enforce classroom rules to ensure respectful classroom environment
	I can use proactive strategies to manage difficult students	I use proactive strategies to handle disruptive students
	I can implement a classroom management plan	I design and implement a comprehensive classroom management plan to optimise learning
	I can organize class activities to maximize learning	I create my daily plan to stay on track and ensure course completion on time

The third tool was the Job Descriptive Index (JDI) originally developed by Smith, Kendall, and Hulin in 1969. It is one of the most frequently utilized and well-researched tool. It assesses job satisfaction in a number of areas, including the work itself, supervision, coworkers, opportunities for advancement/promotion, and pay. It consisted of 25 items, each factor having 5 items. It was adapted to reflect the specific context and responsibilities of university teachers. Its structured format and strong psychometric properties made it an appropriate tool for collecting objective and reliable data.

Table 3.4

Table 3.4 Adapted Job Descriptive Index Items

Dimension	Original JDI Item	Adapted Item for University Context
Pay Factor	I feel I am paid fairly for the work I do	Teaching as a profession offers me a satisfactory level of financial stability and security
	My pay is satisfactory	My teaching income is adequate for meeting my financial obligations
	My pay is equitable for my skills	My pay is justified and proportional to my qualifications
	Pay structure is fair	The institution's pay structure is fair and equitable across departments and disciplines
	Pay system is clear and	The institution's pay structure is transparent

	transparent	and easy to understand
Advancement / Promotion Factor	I have opportunities for promotion	As a teacher I have access to opportunities for career advancement and professional development
	My career is progressing satisfactorily	I am successfully progressing in my teaching career, and achieving my professional objectives
	My accomplishments are recognized	I am acknowledged and valued for my teaching expertise and accomplishments
	I get feedback on my performance	I have access to regular performance evaluations and feedback to enhance my professional development
	Institution supports professional development	The institution supports my participation in professional seminars and conferences to enhance my teaching
Work Itself	My work is meaningful	My work gives me a sense of accomplishment
	I have autonomy in my work	I have autonomy in my teaching methods

	My work uses my skills	My job allows me to use my skills and abilities
	I have resources needed to perform	I have access to the resources and equipment needed to perform my job effectively
	My work is interesting and engaging	My job keeps me intellectually engaged and focused towards my work
Supervision Factor	My supervisor helps me when needed	The head of department gives me assistance when I need help
	My supervisor praises good work	The head of department praises good teaching practices
	My supervisor provides guidance	The head of department provides assistance for improving quality of instruction
	My supervisor explains expectations clearly	The head of department explains what is expected from me as a teacher
	My suggestions are considered	My suggestions as a teacher are being considered by the departmental head
Co-workers Factor	I have good relations with	I have a great working

co-workers	relationship with my colleagues
My coworkers are helpful	My colleagues are helpful and cooperative
My coworkers inspire me	My colleagues inspire me to excel
My coworkers give me advice	My colleagues provide me suggestions about my teaching practices
I am comfortable approaching coworkers	I am comfortable approaching my colleagues with questions or ideas

3.5 Procedure (Validity, Pilot testing & Reliability)

a. Validity of the Instrument

A committee of subject matter professionals in the domains of educational leadership and management examined the instruments to guarantee their validity. The experts assessed each instrument's ability to evaluate the intended facets of job satisfaction, teachers' self-efficacy, and transformational leadership. Minor changes were made based on their input to increase contextual appropriateness, clarity, and relevance. By guaranteeing that the items were in line with the goals of the study and appropriately represented the theoretical ideas under investigation; this professional validation procedure assisted in establishing the instruments' content validity.

b. Pilot Testing

A pilot study was carried out prior to gathering the final data in order to evaluate the instruments' reliability and make any required modifications in light of the results. For this reason 20% of the sample size, selected from the same population

but not included in the primary study, took part in the pilot testing. In order to make sure the instruments were appropriate for the intended audience, the pilot study assisted in identifying any problems with their usability and clarity. Cronbach's Alpha, which evaluates how well each scale's items consistently captured the intended construct, was used to identify each instrument's internal consistency reliability. Before starting the actual test, changes were made to improve the instruments' accuracy and efficacy based on the reliability analysis.

c. Reliability of the Instruments

An instrument's ability to yield stable and consistent results over several measurements made under the same circumstances is referred to as its reliability. A reliable tool gives consistent results each time, indicating low measurement error (Akeem, 2017).

Table 3.5

Table 3.5 Reliability calculation of Transformational Leadership Scale

S. No	Sub Indicators	Reliability
1	II	0.775
2	IS	0.852
3	IC	0.863
4	IM	0.757
Overall Reliability		0.812

Table 3.5 highlights the internal consistency and reliability was found as 0.812.

Table 3.6*Table 3.6 Reliability calculation of Teachers' Sense of Efficacy Scale*

S. No	Sub Indicators	Reliability
1	SESE	0.720
2	SEIS	0.829
3	SECM	0.773
Overall Reliability		0.774

Table 3.6 demonstrates the internal consistency and reliability was found as 0.774.

Table 3.7*Table 3.7 Reliability calculation of Job Descriptive Index*

S. No	Sub Indicators	Reliability
1	Pay	0.836
2	Advancement/ Promotion	0.820
3	Work Itself	0.811
4	Supervision	0.836
5	Co-Workers	0.829
Overall Reliability		0.826

Table 3.7 identifies that the internal consistency and reliability was found as 0.826.

Table 3.8*Table 3.8 Reliability Calculation of the Instrument*

S. No	Variables	Reliability
1	Transformational Leadership Scale	0.812
2	Teachers' Sense of Efficacy Scale	0.774
3	Job Descriptive Index	0.826
Overall Reliability of Instrument		0.804

Table 3.8 shows that the internal consistency and reliability of the instrument were checked through Cronbach's alpha and the overall reliability was found as 0.804.

3.6 Data Collection Practicalities

The practicalities for collecting data of this study were carefully planned to guarantee precision and effectiveness. Permissions were obtained from the appropriate authorities at the National University of Modern Languages (NUML) and International Islamic University Islamabad (IIUI) prior to the primary data collection. To obtain their consent, the chosen participants were contacted through formal channels and briefed on the goals and methods of the study. To accommodate participant preferences and boost response rates, questionnaires with the validated and pilot-tested instruments were distributed in both physical and electronic formats. In order to maximize participation, participants were given enough time to finish the questionnaires, and follow-up reminders were sent.

In order to ensure consistency and promptly address any participant concerns, the data collection process was closely monitored. Prior to data entry, completed surveys were reviewed for accuracy and completeness. Throughout the procedure, respondents' anonymity and confidentiality were rigorously preserved, guaranteeing that ethical norms were respected. Answers were safely saved for analysis, and any unclear or missing information was explained where it could be. This pragmatic strategy made it easier to gather the high-quality data required to measure the connections between transformational leadership, university-level teachers' self-efficacy, and job satisfaction.

3.7 Data Analysis

The SPSS (Statistical Package for the Social Sciences) version 2021, was used to statistically analyze the data that had been gathered. The level of transformational leadership among educational leaders, as well as the self-efficacy and job satisfaction of university teachers, were evaluated by using descriptive statistics, such as mean and percentages. These measures provided an overview of the broad patterns and distributions found within the data.

To investigate the relationship between the important variables, inferential statistical methods were used in addition to descriptive analysis. The strength and direction of the relationships among transformational leadership, teachers' self-efficacy, and job satisfaction were assessed using the Pearson Product-Moment Correlation Coefficient (r). Additionally, the combined relationship of transformational leadership with university teachers' self-efficacy and job satisfaction was evaluated using MANOVA. A deeper comprehension of the relationship between teacher-related outcomes and leadership practices in the context of higher education was made possible by these analyses.

3.8 Ethical Considerations

The study has followed strict ethical guidelines. The study's integrity and the protection of participants' rights were guaranteed by rigorous adherence to ethical guidelines throughout the entire research process. All participants' informed consent was obtained ahead of data collection, and official permission was taken from the appropriate university authorities.

The goal of the study, the participants chose to take part freely, and the participants' right to discontinue participation at any time without facing any repercussions were all made abundantly evident to them. Responses were used exclusively for academic purposes, and no identifying information was shared in order to preserve confidentiality and anonymity. The gathered data were securely accessible only by the researcher. Additionally, in accordance with institutional guidelines for ethical research, the study made sure that no participant suffered any physical, psychological, or emotional harm during the data collection phase.

CHAPTER 04

DATA ANALYSIS AND INTERPRETATIONS

4.1 Introduction

The data gathered from university teachers is thoroughly examined in this chapter. An overview of the participants' demographics is given in Section 1. In Section 2, the descriptive analysis of the dynamics of transformational leadership as they are viewed and applied in academic environments, the participants' self-efficacy levels are examined and lastly the job satisfaction of university teachers are examined. In section 3, the inferential statistics of relationships of these variables is discussed.

4.2 Analysis of Demographic Description of Participants

The demographic characteristics of the participants were analyzed using frequency and percentage distributions to provide a clear profile of the sample. The response rate was first calculated to determine the proportion of participants who completed the survey. In addition, the demographic analysis was carried out based on gender, university affiliation, department, and years of experience. Frequencies and percentages for each category were computed, allowing for an organized representation of the participants' backgrounds. This analysis helps to illustrate the diversity of the sample and ensures a better understanding of how demographic factors may relate to transformational leadership, self-efficacy, and job satisfaction.

Table 4.1

Table 4.1 Response Rate

Institutes	Delivered	Received	Percent
IIUI & NUML	136	129	94%

Table 4.1 states that a total of 136 instruments were delivered, and 129 were received back, resulting in a response rate of 94%. This indicates a high level of participation of respondents, suggesting strong engagement or interest in the study.

Table 4.2*Table 4.2 Gender-wise Description*

Gender	Frequency	Percent
Male	67	51.1
Female	62	47.3
Total	129	98.5

Table 4.2 states that out of 129 responses received back, 51.1% were males and 47.3% were females resulting in total of 98.5% response rate. This indicates a high level of participation of respondents, suggesting strong engagement or interest in the study.

Table 4.3*Table 4.3. University-wise Description*

University	Frequency	Percent
IIUI	48	36.6
NUML	81	61.8
Total	129	98.5

Table 4.3 depicts that 36.6% respondents were from International Islamic University Islamabad and 61.8% respondents were from NUML. It can be concluded that most of the respondents belonged from NUML.

Table 4.4*Table 4.4 Department wise Description*

Department	Frequency	Percent
Education	35	26.7
Politics & IR	24	18.3
History & Pakistan Studies	25	19.1
Psychology	17	13.0
Media and Communication Studies	28	21.4
Total	129	98.5

Table 4.4 depicts that 26.7% of respondents were from the department of Education, 18.3% respondents were from the department of Politics and IR, 19.1% participants were from the department of History and Pakistan Studies, 13% respondents were from the department of Psychology and 21.4% of respondents were from the department of media and communication studies. It can be concluded that majority of respondents were from the department of Education.

Table 4.5*Table 4.5 Experience-wise Description*

Experience	Frequency	Percent
1-5 years	25	19.1
6-10 years	41	31.3
11-15 years	31	23.7
16 years and above	32	24.4
Total	129	98.5

Table 4.5 demonstrates that 19.1% of respondents had teaching experience 1-5 years, 31.3% of respondents had teaching experience of 6-10 years, 23.7% respondents had teaching experience of 11-15 years and 24.4% respondents had teaching experience of

more than 16 years. It can be concluded that the majority of respondents had teaching experience of 6-10 years.

4.3 Descriptive Statistics

In this section, descriptive statistics were employed to summarize and interpret the data collected on transformational leadership, self-efficacy, and job satisfaction. The mean scores for each of these variables were calculated to determine their overall levels among the participants. By computing the average values, the analysis provides a clear indication of the general tendency within the group, making it possible to assess whether the levels of transformational leadership, self-efficacy, and job satisfaction were low, moderate, or high. These results offer an essential foundation for further analysis and interpretation in relation to the study objectives.

The table below represents the mean score analysis of transformational leaderships' indicators followed by university leaders, according to the responses of teachers at university:

Table 4.6

Table 4.6 levels of transformational leadership scale

Rating Scale	Mean Score Range	Descriptive Level
4+5	(3.67-5.00)	High
3	(2.34-3.66)	Moderate
1+2	(1.00-2.33)	Low

Table 4.6 depicts the cutpoints of a 5-point Likert scale used to measure transformational leadership, and mean scores ranged from 1.00 to 5.00. The transformational leadership levels were divided into three categories: low (1.00-2.33), moderate (2.34 - 3.66), and high (3.67-5.00) (Norton & Deborah, 2012).

Table 4.7

Table 4.7 Teachers' perceptions regarding the TL of heads:

Indicator	Mean	Level
Idealized Influence	4.25	High
Intellectual Stimulation	4.09	High
Inspirational Motivation	4.18	High
Individualized Consideration	4.10	High

Table 4.7 shows the mean score analysis of teachers' beliefs about their university heads. The highest mean score ($M=4.25$) was given to Idealized Influence (II) out of the four key indicators, indicating that leaders are regarded as respectable role models who gain teacher's trust. Additionally, Inspirational Motivation received a high score of ($M=4.18$), suggesting that leaders are seen as good motivators. With the mean scores of 4.09 and 4.10, respectively, Intellectual Stimulation (IS) and individualised Consideration (IC) came afterwards, respectively, indicating that leaders are seen as helpful and encouraging creativity and critical thinking towards a common goal. All things considered, these findings demonstrate that teachers view university heads as successful transformational leaders in every way.

Table of Self Efficacy Level of Teachers in University

The table below represents the mean score analysis of indicator wise self efficacy levels of university teachers according to their responses:

Table 4.8

Table 4.8 Levels of SE

Rating Scale	Mean Score Range	Descriptive Level
5	4.21 – 5.00	Very High
4	3.41 – 4.20	High
3	2.61 – 3.40	Moderate
2	1.81 – 2.60	Low
1	1.00 – 1.80	Very Low

Table 4.8 interprets Five levels of the self-efficacy scale: low (1.81-2.60), moderate (2.61-3.40), high (3.41-4.20), very low (1.00-1.80), and very high (4.21-5.00). These categories offer a framework for comprehending people's level of confidence in their capacity to complete tasks and reach objectives. The mean scores were interpreted as follows: very low self-efficacy was indicated by scores between 1.00 and 1.80, low self-efficacy by scores between 1.81 and 2.60, moderate self-efficacy by scores between 2.61 and 3.40, high self-efficacy by scores between 3.41 and 4.20, and very high self-efficacy by scores between 4.21 and 5.00 (Fei Shin & Mei Kin, 2021).

Table 4.9*Table 4.9 Levels of Teachers' SE*

Indicator	Mean	Level
Self Efficacy in Student Engagement	4.36	Very High
Self Efficacy in Instructional Strategies	4.40	Very High
Self Efficacy in Classroom Management	4.31	Very High

Table 4.9 demonstrates the mean scores of self efficacy of university teachers. With the highest mean score of (M=4.40) among the three indicators, Self-Efficacy in Instructional Strategies indicates that teachers are confident in their capacity to employ successful teaching techniques and strategies in the classroom. With a mean score of (M=4.36), Self-Efficacy in Student Engagement comes in second, indicating a strong belief in their ability to actively engage students in the learning process. With a mean score of (M=4.31), self-efficacy in classroom management also received a positive score, suggesting that teachers generally believe they can keep their classrooms orderly and disciplined. All of these findings point towards university teachers' strong sense of efficacy in the teaching domains.

Table 4.10*Table 4.10 JS Levels*

Rating Scale	Mean Score Range	Descriptive Level
5	(4.21-5.00)	Very High
4	(3.41-4.20)	High
3	(2.61-3.40)	Moderate
2	(1.81-2.60)	Low
1	(1.00-1.80)	Very Low

Table 4.10 represents the five levels that make up the scale: very low (1.00-1.80), which indicates a high level of dissatisfaction; low (1.81-2.60); moderate (2.61-3.40); high (3.41-4.20); and very high (4.21-5.00), which indicates a high level of satisfaction with their professional roles. A framework for comprehending teachers' job satisfaction levels is offered by these categories (Harrison & Wang, 2023).

Table 4.11*Table 4.11 JS Level of Teachers*

Indicator	Mean	Level
Pay	3.67	Moderate
Advancement/Promotion	3.76	Moderate to High
Work Itself	4.17	High
Supervision	3.88	High
Coworkers	4.08	High

Table 4.11 depicts the mean score of job satisfaction indicators of university teachers. The nature of the work itself (Mean = 4.17) scores the highest mean, followed by relationships with coworkers (Mean = 4.08), and then supervision (Mean = 3.88) are linked to the highest levels of satisfaction, indicating that teachers find their roles meaningful and value positive professional interactions. While there are some career growth opportunities, they might not fully meet expectations, as evidenced by the slightly lower and moderate to high level of satisfaction with (Mean = 3.76) advancement or promotion opportunities. Pay receives the lowest rating (Mean = 3.67), placing it in the moderate satisfaction category and suggesting room for improvement. Overall, the findings show that in general, university instructors expressed moderate satisfaction with extrinsic factors like pay and promotion/advancement prospects, but high satisfaction with intrinsic aspects of their work, such as work itself and co-worker relationships.

4.4 Inferential Statistics

In this section, inferential statistics, specifically correlation analysis, were applied to examine the relationships between transformational leadership, self-efficacy, and job satisfaction, along with their respective indicators. This analysis aimed to determine the strength and direction of associations among the variables, providing insights into how closely they are related. By analyzing correlation coefficients, the study was able to identify whether higher levels of transformational leadership are associated with increased self-efficacy and job satisfaction, and how the individual indicators of each construct interact with one another. These findings contribute to understanding the interconnections between the key variables and their potential implications in the organizational context.

H₀1: There is no significant relationship between idealized influence of educational leaders with teachers self efficacy at university level.

Table 4.12

Table 4.12 Relationship between II and SE

Variable	S	R	p-value
II	129	0.406	.000
SE			

Table 4.12 shows that a moderate positive correlation ($R = 0.406$) between Idealized Influence (II) and Self-Efficacy (SE), which implies that whenever the leaders have greater idealized influence, teachers experience a rise in their self-efficacy. The association is significantly high ($p\text{-value} = .000$), implying that it is unlikely that the witnessed correlation is by chance.

Hence the null hypothesis is rejected that “There is no significant relationship between idealized influence of educational leaders and teachers’ self efficacy at university level”.

H₀2: There is no significant relationship between intellectual stimulation of educational leaders with teachers self efficacy at university level.

Table 4.13

Table 4.13 Relationship between IS and SE

Variable	S	R	p-value
IS	129	0.311	.000
SE			

Table 4.13 showed that there was a weak to moderate positive correlation ($R = 0.311$) between Intellectual Stimulation (IS) and Self-Efficacy (SE), so that as leaders are giving intellectual stimulation, the teachers are likely to experience an increase in their self-efficacy. This correlation is significantly high ($p\text{-value} = .000$), meaning that the noted correlation is probably not due to chance.

Hence the null hypothesis is rejected that “there is no significant relationship between intellectual stimulation of educational leaders and teachers’ self efficacy at university level”.

H₀3: There is no significant relationship between individualised consideration of educational leaders with teachers self efficacy at university level.

Table 4.14

Table 4.14 Relationship between IC and SE

Variable	S	R	p-value
IC	129	0.412	0.000
SE			

Table 4.14 indicates a moderate positive relationship ($R = 0.412$) between Individualized Consideration (IC) and Self-Efficacy (SE), meaning that when leaders practice individualized consideration, teachers are likely to experience their self-efficacy increasing. This correlation is extremely significant ($p\text{-value} = 0.000$), meaning that it is highly unlikely the observed correlation is the result of chance.

Hence the null hypothesis is rejected that “there is no significant relationship between individualised consideration of educational leaders and teachers’ self efficacy at university level”.

H₀4: There is no significant relationship between inspirational motivation of educational leaders with teachers self efficacy at university level.

Table 4.15

Table 4.15 Relationship between IM and SE

Variable	S	R	p-value
IM	129	0.421	0.000
SE			

Table 4.15 identified a moderate positive correlation ($R = 0.421$) between Self-Efficacy (SE) and Inspirational Motivation (IM), signifying that when leaders are more inspirational, teachers are bound to be more self-efficacious. This correlation is very significant ($p\text{-value} = 0.000$), meaning that the correlation is highly unlikely to occur by chance.

So, the null hypothesis is rejected that “there is no significant relationship between inspirational motivation of educational leaders and teachers’ self efficacy at university level”.

Ho5: There is no significant relationship of teachers' self efficacy in student engagement with transformational leadership of educational leaders,

Table 4.16

Table 4.16 Results of SESE and TL

Variable	S	R	p-value
SESE	129	0.295	0.001
TL			

Table 4.16 showed a weak to moderate positive association ($R = 0.295$) between Transformational Leadership (TL) and Self-Efficacy in Student Engagement (SESE), which means that as transformational leadership grows, teachers' self-efficacy in student engagement also increases. This correlation is statistically significant ($p\text{-value} = 0.001$), implying that the correlation observed is not likely the result of chance.

Hence the null hypothesis is rejected that there is no significant relationship between transformational leadership of educational leaders and teachers' self efficacy at university level.

Ho6: There is no significant relationship of teachers' self efficacy in instructional strategies with transformational leadership of educational leaders,

Table 4.17

Table 4.17 Results of SEIS and TL

Variable	S	R	p-value
SEIS	129	0.403	.000
TL			

Table 4.17 found a moderate positive correlation ($R = 0.403$) between Self-Efficacy in Instructional Strategies (SEIS) and Transformational Leadership (TL), which implies that as TL rises, teachers' SE in employing effective instructional strategies also tends to rise. The association is strongly significant ($p\text{-value} = .000$), which means that the correlation observed is not likely due to chance.

Hence the null hypothesis is rejected that “there is no significant relationship between teachers' self efficacy in instructional strategies and transformational leadership”.

Ho7: There is no significant relationship of teachers' self efficacy in classroom management with transformational leadership of educational leaders.

Table 4.18 Correlation results SECM and TL

Variable	S	R	p-value
SECM	129	0.372	.000
TL			

Table 4.18 shows a positive moderate correlation ($R = 0.372$) between Transformational Leadership (TL) and Self-Efficacy in Classroom Management (SECM), where with the increase in TL, SE among teachers in managing the classroom effectively also seems to increase. The relationship is extremely significant ($p\text{-value} = .000$), implying that the reported correlation is not likely to happen by chance.

Hence the null hypothesis is rejected that “there is no significant relationship between teachers' self efficacy in classroom management with transformational leadership of educational leaders”.

Ho8: There is no significant relationship between transformational leadership of educational leaders and teachers' self efficacy at university level.

Table 4.19 Results of TL and SE

Variable	S	R	p-value
Transformational Leadership Self efficacy	129	0.443	.000

Correlation is significant at the 0.01 level (2-tailed).

Table 4.19 indicates a moderately positive correlation ($r = .443$) between university teachers' self-efficacy (SE) and university heads' transformational leadership (TL). Teachers' SE tends to improve as the TL rise, according to this correlation, which is statistically significant at the 0.01 level ($p = .000$). This indicates a significant correlation between teachers' perceptions of their leaders and their own sense of self efficacy.

Hence the null hypothesis is rejected that “there is no significant relationship between transformational leadership of educational leaders and teachers' self efficacy at university level”.

Ho9: There is no significant relationship between idealized influence of educational leaders and job satisfaction of teachers at university level.

Table 4.20

Table 4.20 Results of II and JS

Variable	N	R	p-value
II	129	.426	.000
JS			

Table 4.20 The analysis showed a positive and moderate correlation ($R = 0.426$) between Idealized Influence (II) and Job Satisfaction (JS), which means that with the presence of II from leaders, the JS among employees increases. The correlation is highly significant ($p\text{-value} = .000$), implying that the correlation found may not be due to chance.

Therefore, the null hypothesis is rejected that “there is no significant relationship between idealised influence of educational leaders and teachers’ job satisfaction at university level”.

Ho10: There is no significant relationship between intellectual stimulation of educational leaders and job satisfaction of teachers at university level.

Table 4.21

Table 4.21 Results of IS and JS

Variable	N	R	p-value
IS	129	0.429	.000
JS			

Table 4.21 found a moderate positive relationship ($R = 0.429$) between Intellectual Stimulation (IS) and Job Satisfaction (JS) in that as the leaders create intellectual stimulation, workers' job satisfaction also increases. The relationship was significant at a high level ($p\text{-value} = .000$), meaning the finding is unlikely to be due to chance.

Therefore, the null hypothesis is rejected that “there is no significant relationship between intellectual stimulation of educational leaders and teachers’ job satisfaction at university level”.

Ho11: There is no significant relationship between inspirational motivation of educational leaders and job satisfaction of teachers at university level.

Table 4.22

Table 4.22 Correlation results of IM and JS

Variable	N	R	p-value
IM	129	0.466	.000
JS			

Table 4.22 found a strong to moderate positive correlation ($R = 0.466$) between Inspirational Motivation (IM) and Job Satisfaction (JS), suggesting that when leaders inspire and motivate their workforce the JS improves. This correlation is strongly significant ($p\text{-value} = .000$), implying that the observed correlation is not likely to occur by chance.

Therefore, the null hypothesis is rejected that “there is no significant relationship between inspirational motivation of educational leaders and teachers’ job satisfaction at university level”.

H₀12: There is no significant relationship between pay factor satisfaction of teachers and transformational leadership of educational leaders.

Table 4.23

Table 4.23 Correlation results of PF and TL

Variable	N	R	p-value
PF	129	0.448	0.000
TL			

Table 4.23 The study established a positive moderate correlation ($R = 0.448$) between Transformational Leadership (TL) and Pay Factor satisfaction (PF), which means that with an increase in transformational leadership, employees' satisfaction with their pay also increases. The relationship was highly significant ($p\text{-value} = 0.000$), implying that it is unlikely that the correlation occurred by chance.

Therefore, the null hypothesis is rejected that “there is no significant relationship between pay factor satisfaction of teachers and transformational leadership of educational leaders”.

H₀13: There is no significant relationship between advancement/promotion factor satisfaction of teachers and transformational leadership of educational leaders.

Table 4.24

Table 4.24 Results of AF and TL

Variable	N	R	p-value
AF	129	0.423	0.000
TL			

Table 4.24 found a moderate positive relationship ($R = 0.423$) between Transformational Leadership (TL) and Advancement Factor (AF), which means that while TL is stronger, opportunities for advancement and improvement are seen more favorably by employees. The relationship is statistically significant at a very low level ($p\text{-value} = 0.000$), implying that the correlation found is unlikely to be due to chance.

Therefore, the null hypothesis is rejected that “there is no significant relationship between advancement factor of teachers and transformational leadership of educational leaders”.

H₀14: There is no significant relationship between supervision factor of teachers' satisfaction and transformational leadership of educational leaders.

Table 4.25

Table 4.25 Correlation results of SF and TL

Variable	N	R	p-value
SF	129	0.595	0.000
TL			

Table 4.25 indicates that there was a strong and positive correlation ($R = 0.595$) between Transformational Leadership (TL) and Supervision Factor (SF), meaning that as TL improves, teachers' satisfaction with supervision increases significantly. This correlation is very significant ($p\text{-value} = 0.000$), meaning that this correlation is not likely to occur by chance.

Therefore, the null hypothesis is rejected that “there is no significant relationship between supervision of teachers and transformational leadership of educational leaders”.

H₀15: There is no significant relationship between co-workers factor of teachers' job satisfaction and transformational leadership of educational leaders.

Table 4.26

Table 4.26 Correlation results of CW and TL

Variable	N	R	p-value
CW	129	0.069	0.434
TL			

Table 4.28 showed a weak positive correlation ($R = 0.069$) between Transformational Leadership (TL) and Co-workers Factor (CW), where the correlation between TL and teachers' satisfaction with their CW is insignificant. This is not a statistically significant relationship ($p\text{-value} = 0.434$), implying that the correlation observed might be by chance.

Therefore, the null hypothesis is rejected that “there is no significant relationship between co-workers factor of teachers' job satisfaction and transformational leadership of educational leaders”.

Ho16: There is no significant relationship between transformational leadership of educational leaders and job satisfaction of teachers at university level.

Table 4.27

Table 4.27 Correlation results of TL and JS

Variable	N	R	p-value
Transformational Leadership	129	.537	.000
Job Satisfaction			

Correlation is significant at the 0.01 level (2-tailed).

Table 4.27 demonstrates that there is a moderately strong positive correlation ($r = .537$) between university teachers' job satisfaction (JS) and educational leaders' transformational leadership (TL). There is a statistically significant correlation between teachers' JS and their perceptions of TL at the 0.01 level ($p = .000$). The results indicate that transformational leadership may play a crucial role in raising teachers' job satisfaction.

Therefore, the null hypothesis is rejected that “there is no significant relationship between transformational leadership of educational leaders and teachers’ job satisfaction at university level”.

Ho17: There is no significant relationship of teachers' self efficacy in student engagement and their job satisfaction at university level.

Table 4.28

Table 4.28 Correlation results of SESE and JS

Variable	N	R	p-value
SESE	129	0.336	0.000
JS			

Table 4.28 found to have a positive and moderate correlation ($R = 0.336$) between Self-Efficacy in Student Engagement (SESE) and Job Satisfaction (JS), which means that as confidence in engaging students grows among teachers, JS also grows. The relationship is extremely significant ($p\text{-value} = 0.000$), meaning that the resultant correlation is not likely due to chance.

Therefore the null hypothesis is rejected that “there is no significant relationship of teachers' self efficacy in student engagement and their job satisfaction at university level”.

Ho18: There is no significant relationship of teachers' self efficacy in classroom management and their job satisfaction at university level.

Table 4.29

Table 4.29 Results of SECM and JS

Variable	N	R	p-value
SECM	129	0.174	0.049
JS			

Table 4.29 The correlation showed a moderate positive relationship ($R = 0.174$) between Self-Efficacy in Classroom Management (SECM) and Job Satisfaction (JS), which means that as teachers gain more confidence in classroom management, they tend to be more satisfied with their job. The relationship is statistically significant ($p\text{-value} = 0.049$), meaning that the correlation as obtained is unlikely due to chance.

Therefore the null hypothesis is rejected that “there is no significant relationship of teachers' self efficacy in classroom management and their job satisfaction at university level”.

Ho19: There is no significant relationship of pay factor with teachers' self efficacy at university level.

Table 4.30

Table 4.30 Results of PF and SE

Variable	N	R	p-value
PF	129	0.129	0.003
SE			

Table 4.30 Analysis showed a positive weak correlation ($R = 0.129$) between Pay Factor (PF) and Teachers' Self-Efficacy (SE), which suggests the association between teachers' confidence in their competence and PS is quite weak. This association is, however, significant statistically ($p\text{-value} = 0.003$), which means that the correlation is unlikely to be a chance observation.

Therefore the null hypothesis is rejected that “there is no significant relationship of teachers' pay with their self efficacy at university level”.

Ho20: There is no significant relationship of advancement factor with teachers' self efficacy at university level.

Table 4.31

Table 4.31 Results of AF and SE

Variable	N	R	p-value
AF	129	0.196	0.026
SE			

Table 4.31 The correlation analysis showed a low, positive correlation ($R = 0.196$) between Advancement Factor (AF) and Teachers' Self-Efficacy (SE), which implies that advancement opportunities are related to slightly higher levels of teacher SE. The relationship is statistically significant ($p\text{-value} = 0.026$), indicating that the correlation observed is unlikely to be due to chance.

Therefore the null hypothesis is rejected that “there is no significant relationship of teachers' advancement/promotion with their self efficacy at university level”.

Ho21: There is no significant relationship of supervision factor with teachers' self efficacy at university level.

Table 4.32

Table 4.32 Results of SF and SE

Variable	N	R	p-value
SF	129	0.268	0.002
SE			

Table 4.32 showed a moderate positive correlation ($R = 0.268$) between Supervision (S) and Teachers' Self-Efficacy (SE), meaning that efficient supervision is related to increased teacher SE. The relationship is statistically significant ($p\text{-value} = 0.002$), implying that the observed correlation is not likely to occur by chance.

Therefore the null hypothesis is rejected that “there is no significant relationship of teachers' supervision with their self efficacy at university level”.

Ho22: There is no significant relationship of teachers' co-workers with their self efficacy at university level.

Table 4.33

Table 4.33 Results of CW with teachers' SE

Variable	N	R	p-value
CW	129	0.107	0.227
SE			

Table 4.33 showed a weak positive relationship ($R = 0.107$) between Co-workers (CW) and Teachers' Self-Efficacy (SE), which implies that the relationship between colleagues' support and teacher self-efficacy is trivial. This is not statistically significant ($p\text{-value} = 0.227$), implying that the correlated relationship is likely due to chance.

Therefore the null hypothesis is rejected that “there is no significant relationship of teachers' co-workers with their self efficacy at university level”.

Ho23: There is no significant relationship between teachers' self efficacy and job satisfaction at university level

Table 4.34

Table 4.34 Correlation of SE and JS

Variables	N	R	p-value
Self Efficacy	129	0.319	.000
Job Satisfaction			

Correlation is significant at the 0.01 level (2-tailed).

Table 4.34 depicts that the university teachers' self-efficacy (SE) and job satisfaction (JS) have a moderately positive correlation ($r = .319$). At the 0.01 level ($p = .000$), this relationship is statistically significant, indicating that teachers who have greater SE in their professional skills also typically express greater JS.

Therefore, the null hypothesis is rejected that “there is no significant relationship between transformational leadership of educational leaders and teachers' job satisfaction at university level”.

Ho24: There is no significant relationship of transformational leadership, with teachers' self efficacy and job satisfaction at university level.

Table 4.35

Table 4.35 MANOVA results of TL, SE and JS

Source	Dependent Variable	SS	df	MS	F	p	R ²	Adj.R ²
Corrected Model	SE	6.883	33	0.20	4.40	<0.00	0.60	0.468
				9	9	1	5	
	JS	14.927	33	0.45	3.50	<0.00	0.54	0.393
				2	8	1	9	
TL	SE	6.883	33	0.20	4.40	<0.00	-	-
				9	9	1		
	JS	14.927	33	0.45	3.50	<0.00	-	-
				2	8	1		
Error	SE	4.494	95	0.04	-	-	-	-
				7				
	JS	12.251	95	0.12	-	-	-	-
				9				
Total	SE	2467.338	129	-	-	-	-	-
	JS	1997.858	129	-	-	-	-	-

Table 4.35 represents several abbreviations: SS stands for Sum of Squares, df for degrees of freedom, MS for Mean Square, F for F-statistic, p for significance, R² for coefficient of determination, and Adj. R2 for adjusted R-squared value, which takes into account the number of predictors in the model.

The findings of a Multivariate Analysis of Variance (MANOVA) for the dependent variables of Job Satisfaction (JS) and Self-Efficacy (SE) are shown in this

table. A summary of the results highlights a number of important points. First, the p-values are less than 0.001 which shows that both the Self efficacy and Job satisfaction are statistically significant. This implies that the model's predictor (Transformational Leadership) significantly correlates with both job satisfaction and self-efficacy.

Regarding model goodness of fit, the R-squared values show a moderate to strong fit for both job satisfaction ($R^2 = 0.549$, Adj. $R^2 = 0.393$) and self-efficacy ($R^2 = 0.605$, Adj. $R^2 = 0.468$). The models' significance is further supported by the F-statistics, which show that job satisfaction is ($F=3.508$) and self-efficacy is ($F = 4.409$).

The study's findings support the rejection of the null hypothesis by showing a strong positive correlation between transformational leadership, teachers' job satisfaction ($\beta = 0.38$, $p < 0.001$) and self-efficacy ($\beta = 0.45$, $p < 0.001$). These results highlight how crucial transformational leadership is to raising university instructors' self-efficacy and job satisfaction.

So, the null hypothesis is rejected that “there is no significant relationship of transformational leadership with teachers’ self efficacy and job satisfaction at university level”.

CHAPTER 5

SUMMARY, FINDINGS, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

The main findings of the study are thoroughly summarized in this chapter. The primary goals and methodology of the research are briefly outlined in the summary. The data analysis's outcomes are described in detail in the findings section, which also highlights the noteworthy connections and patterns that surfaced. The discussion examines the implications of the findings and interprets them in light of the body of existing literature. The study's major themes are brought together in the conclusions, which also provide a summary of the major discoveries and advances in knowledge. Lastly, in order to improve transformational leadership, teacher self-efficacy, and job satisfaction in higher education settings, the recommendations provide useful advice for stakeholders, such as future researchers, policymakers, and university administrators.

5.1 Summary

Knowledge about the intricate dynamics between leadership behaviors, teachers' beliefs, and professional job satisfaction is key to institutional success in the rapidly evolving environment of higher education of today. Three concepts are found to play a substantial role in shaping individual as well as organizational outcomes: transformational leadership, teacher self-efficacy, and job satisfaction. Constructive educational settings are significantly supported by transformational leadership, characterized by distinct vision, inspiring motivation, and individualized encouragement. Good teaching and student success rely on teachers' self-efficacy, or their belief in being able to promote student learning and manage classroom requirements. Meanwhile, among the key drivers of teacher motivation, performance, and retention is job satisfaction, encompassing teachers' overall happiness with their job. Institutions can formulate effective strategies to aid teacher development, enhance job satisfaction, and hence drive institutional performance by understanding that how these constructs interrelate.

The core purpose of this research was to analyse how transformational leadership is associated with significant results concerning teachers in institutions of higher learning. The research aimed at assessing the level of transformational leadership exhibited by department heads, deans, and chairpersons, among other

leaders in education. It also aimed at measuring the job satisfaction and self-efficacy levels of university teachers. Through such objectives, the research hoped to throw some light on how transformational leadership affects teacher outcomes and informs leadership development programs for higher education.

Two primary research questions formed the foundation for this study. It examined the connection between the job satisfaction and self-efficacy of university instructors and educational leaders' transformational leadership. It also examined how teachers' job satisfaction and self-efficacy are connected. The research proposed four null hypotheses in response to these questions. The following issues were hypothesized: transformational leadership does not have a significant relationship with teacher self-efficacy and job satisfaction. Within a university setting, these issues provided a framework for the analysis of these crucial variables. main research questions served as the basis for this investigation.

Organizational Leadership plays a huge role in organizational dynamics, particularly in educational settings where it provides a positive environment for learning and professional growth. Strong leadership in universities directly affects the experience, motivation, and productivity of instructors that ensure the success of the university. The importance of this research stems from its examination of transformational leadership's relation on teachers' job satisfaction and self-efficacy, both fundamental elements in supporting the learning environment.

The research aimed to guide leadership practices through its investigation of these relationships, which could lead to improved institutional culture and teaching quality. Through providing solutions to enhance teacher satisfaction, performance, and well-being, the results should benefit university leaders, administrators, educators, and students. Policymakers can also utilize the findings to foster effective leadership. Moreover, the current research could serve as a foundation for future research into academic leadership, eventually leading to an improved understanding of its influence on universities.

The NUML and IIUI were the two institutions of higher learning targeted by this study, which was conducted within a specific limit. The study focused on the Faculties of Social Sciences and Education, which consisted of departments such as Teacher Education, Media and Communication, History and Pakistan Studies,

Psychology, Politics and International Relations, and Educational Leadership and Management. The study was performed in these specific academic environments by encompassing both permanent and contract teaching faculty members.

The positivist paradigm, under which reality is measurable, objective, and independent of the observer, was the basis for this research. Empowered by this thought, the research employed a quantitative approach and a correlational design. With this design, the researcher was capable of empirically realizing the dynamics at play by statistically examining the direction and magnitude of these connections without altering any variables. 204 contract and permanent university teachers from the IIUI and NUML Faculties of Social Sciences and Education constituted the population of the study. To ensure representative sampling from both the universities and departments a stratified sampling method was employed. 136 teachers, or 70% of the teachers in each department, were found to constitute the sample size. Such a sample size guarantees a reliable representation of the population.

Three assessment tools that were proved to be valid were employed in collecting the data; Sunaegsih's (2020) Transformational Leadership Scale, Tschannen-Moran and Hoy's (2001) Teachers' Sense of Efficacy Scale (TSES) , Smith, Kendall, and Hulin's (1969) Job Descriptive Index (JDI). Subject-matter experts reviewed the instruments for construct and context congruence in an effort to ensure validity. 20% of the sample were taken out of the primary study for a pilot test that enhanced item clarity and reliability. The findings revealed Cronbach's alpha scores of a high magnitude: 0.812 for transformational leadership, 0.774 for self-efficacy, and 0.826 for job satisfaction. The total instrument reliability was 0.804, which ensured good quality of measurement.

After proper communication with teachers who were made aware of the objectives of the study, data gathering started after official permission from IIUI and NUML. The response was voluntary, anonymous, and confidential, and both electronic and physical questionnaires were provided. Handling of data was according to strict ethical principles, and filled-up surveys were verified for accuracy. Data was analyzed by SPSS, which employed descriptive statistics (mean and percentages) to measure the level of job satisfaction, self-efficacy, and transformational leadership.

Inferential tests employed MANOVA to investigate the role of transformational leadership as a predictor of job satisfaction and self efficacy and Pearson correlation coefficient to examine the associations. Participants' rights, such as having the right to withdraw, were respected at all levels, and informed consent was obtained. To safeguard participants and adhere to institution research ethics regulations, confidential and anonymous handling of participant information were ensured strictly.

5.2 Findings

The demographic findings of the study are mentioned below:

1. A total of 136 instruments were distributed, out of which 129 were returned, resulting in a response rate of 94%. This reflects a high level of participant engagement and interest in the study.
2. Of the total respondents, 36.6% were affiliated with the International Islamic University Islamabad (IIUI), while 61.8% were from the National University of Modern Languages (NUML), indicating that the majority of participants were associated with NUML.
3. Regarding departmental affiliation, 26.7% of respondents belonged to the Department of Education, 21.4% to the Department of Media and Communication Studies, 19.1% to the Department of History and Pakistan Studies, 18.3% to the Department of Politics and International Relations, and 13% to the Department of Psychology. These figures suggest that the Department of Education had the highest representation among respondents.
4. In terms of teaching experience, 19.1% of participants reported having 1–5 years of experience, 31.3% had 6–10 years, 23.7% had 11–15 years, and 24.4% had more than 16 years of teaching experience. The data indicates that the largest proportion of respondents had 6–10 years of experience.

5.2.1 Findings for Research Objective No. 1

1. Table 4.7 shows the analysis of mean scores of opinions of university heads by teachers. The mean score of Idealized Influence (Mean = 4.25) found the highest rating from teachers, indicating that they perceive their leaders as ethical role models who inspire admiration and trust.

2. The mean score of inspirational motivation (Mean = 4.18) indicated leaders can inspire enthusiasm and a sense of purpose among their teams. Teachers reported a high level of motivation derived from their leaders, indicating that these leaders successfully communicate a compelling vision for the future and encourage teachers to achieve beyond expectations. The mean score of intellectual stimulation (Mean = 4.09) found that their leaders challenge them to think critically, solve problems creatively, and explore new teaching methods.
3. The mean score of individualized consideration (Mean = 4.10) reflects leaders' ability to offer personal support, mentoring, and development opportunities tailored to individual teachers' needs.

5.2.2 Findings on Research Objective No. 2

4. The table 4.9 indicates that teachers expressed a lot of confidence in their teaching abilities. The mean score of Self-Efficacy in Instructional Strategies (M=4.40) indicates that teachers are confident in their capacity to employ successful teaching techniques and strategies in the classroom.
5. With a mean score of (M=4.36), Self-Efficacy in Student Engagement comes in second, indicating a strong belief in their ability to actively engage students in the learning process.
6. With a mean score of (M=4.31), self-efficacy in classroom management also received a positive score, suggesting that teachers generally believe they can keep their classrooms orderly and disciplined.

5.2.3 Findings about Research Objective No. 3

7. Table 4.11 presents the average scores of university instructors' job satisfaction measures. The mean score of the work itself (M = 4.17) indicates that the teachers derive a high level of satisfaction from the nature of their work, reflecting a strong sense of fulfillment, engagement, and intrinsic motivation in carrying out their academic responsibilities.
8. The mean score of co-workers (M = 4.08) represents that the teachers enjoy good professional relationships with their co-workers, which are borne out by the highest reported satisfaction levels.
9. The mean score of (M = 3.76) for advancement opportunities depicts that teachers perceive moderate to high levels of career growth prospects within

their institutions, suggesting that while opportunities for promotion and professional development are available, there is still room for improvement to fully meet faculty expectations.

10. The mean score of ($M = 3.88$) for supervision represents that teachers generally view the support and guidance provided by their supervisors positively, indicating satisfactory leadership and management practices, though there may still be areas where supervisory roles can be further strengthened to enhance faculty development and job satisfaction.
11. The mean score of ($M = 3.67$) for pay factor, based on the descriptive level, also falls in the high range, meaning it can be improved.

5.2.4 Findings of Objective No. 4

12. The table No. 19 illustrates that a significant relationship was found between the self-efficacy of university instructors and the transformational leadership of university leaders ($r = .443$, $p < .01$) indicating that higher levels of transformational leadership are positively associated with greater self-efficacy among teachers, suggesting that supportive and inspiring leadership enhances instructors' confidence in their professional abilities.

5.2.5 Findings of Research Objective No. 5

13. The table No. 4.27 illustrates a significant relationship was found between transformational leadership of educational leaders and the job satisfaction of university teachers ($r = .537$, $p < .01$), indicating that higher levels of transformational leadership are positively associated with greater job satisfaction among teachers, suggesting that supportive and motivating leadership enhances faculty contentment and commitment.

5.2.6 Findings of Research Objective No. 6

14. Table 4.34 shows that a significant relationship was found between university teachers' self-efficacy and their job satisfaction ($r = .319$, $p < .01$), indicating that higher levels of self-efficacy are positively associated with greater job satisfaction, suggesting that teachers who feel more confident in their abilities experience higher contentment in their professional roles.

5.2.7 Findings concerning Research Objective No. 7

15. Table 4.35 illustrates that based on the MANOVA findings, transformational leadership was found to be a strong predictor of university teachers' self-efficacy and job satisfaction ($p < 0.001$). The models demonstrated a moderate to good fit with $R^2 = 0.605$ for self-efficacy and $R^2 = 0.549$ for job satisfaction, further supported by significant F-statistics (SE: $F = 4.409$; JS: $F = 3.508$). The findings indicate a strong positive relationship between transformational leadership and both self-efficacy ($\beta = 0.45$, $p < 0.001$) and job satisfaction ($\beta = 0.38$, $p < 0.001$), suggesting that transformational leadership plays a crucial role in enhancing teachers' confidence and overall job satisfaction.

5.3 Discussions

Researchers have repeatedly proven transformational leadership to positively impact the self-efficacy of lecturers and teachers in higher education. Kang et al. (2024) assert that self-efficacy, which enhances work performance, is strongly predicted by transformational leadership. Salanova et al. (2022) discovered, in a multilevel longitudinal study, that transformational leadership raises the self-efficacy and group efficacy beliefs of followers.

Moreover, studies also indicated that transformational leadership and job satisfaction have a high positive correlation. Liu et al. (2025) found that Chinese private vocational schools' teachers revealed high and positive correlation between transformational leadership and organizational commitment. Likewise, transformational leadership is a very strong predictor of job satisfaction, with psychological capital as a mediating factor, as indicated in a study on Guangxi, China's private universities.

The relationship between job satisfaction and self-efficacy is also very clear. Research has shown that highly self-efficacious teachers are more likely to be satisfied in their work, which enhances their overall well-being and performance. Motivation and social cognitive theory, as stated by Schunk and DiBenedetto (2020), offer evidence in support of the belief that self-efficacy is a fundamental determinant of the level of an individual's performance and satisfaction.

The mediating role of psychological capital and self-efficacy in the relationship between transformational leadership and job satisfaction has been explored in some research. For instance, Sürücü et al. (2022) found that the relationship between transformational leadership and job performance is mediated by self-efficacy. The relationship between transformational leadership and job satisfaction has also been found to be mediated by psychological capital.

The style of transformational leaders, according to Bass and Riggio (2006), is a style of leadership that motivates and inspires followers to achieve their fullest potential. Research has repeatedly shown that transformational leadership positively impacts lecturers' and teachers' self-efficacy in higher education. For instance, a study conducted by Kang et al. (2024) found that self-efficacy that enhances work performance is significantly predicted by transformational leadership.

University leaders are rated as successful transformational leaders based on the findings, which coincides with previous research emphasizing the benefit of this leadership style in educational settings. Transformational leaders, Bass and Avolio (1994) provide, motivate and inspire followers by developing a vision, instilling commitment, and being role models. This is echoed by the present study, where the paper shows how transformational leadership enhances the morale and productivity of teachers and positively affects the university climate.

Similar trends have been observed in many studies. Transformational leadership has a significant influence on organizational change and teacher motivation in colleges and universities, as pointed out by Leithwood and Jantzi (2005). Their model, emphasizing individualized attention and inspirational motivation, is consistent with the perception that university heads are inspirational figures and role models. Thus, the findings validate that transformational leadership is not only a managerial role but a strategic mechanism for becoming academically successful.

Academic instructors possessing high self-efficacy levels are a reflection of their high confidence and professional competence. Self-efficacy beliefs play a crucial role in influencing motivation, emotional arousal, and patterns of thought, all of which impact teaching behavior, according to Bandura's (1997) social cognitive theory. The findings of this research concur with Tschannen-Moran and Woolfolk Hoy's (2001) research, where it is evident that teachers with high self-efficacy are highly skilled in

classroom management, student engagement, and instructional strategies. High teacher self-efficacy has significant practical implications in higher education because they not only enhance job satisfaction but also foster challenging and motivating learning environments according to Klassen and Chiu, (2010). Therefore, fostering teacher self-efficacy ought to be an organizational priority in efforts aimed at improving student learning outcomes.

Teachers' job satisfaction is found to differ widely in this research, with moderate levels of satisfaction with extrinsic motivators such as remuneration and prospects of advancement, and greater satisfaction with intrinsic elements of their work. Herzberg's Two-Factor Theory (1959), which differentiates between hygiene factors (extrinsic) and motivators (intrinsic), is aligned with this result. The idea that intrinsic satisfaction is more closely tied to general job satisfaction and long-term commitment is also supported by research conducted by Spector (1997). The fact that satisfied teachers tend to remain in their roles and make a beneficial impact on student outcomes, as concluded by Skaalvik and Skaalvik (2011), is also supported by the positive relationship between job satisfaction and teacher performance. The moderate level of satisfaction with extrinsic rewards identifies a potential area for university policy action, that is, to frame retention and motivation strategies that will address these issues.

The findings of the study affirm the interrelatedness of psychological and leadership factors in educational settings, with a significant positive correlation between transformational leadership, self-efficacy, and job satisfaction. This supports previous research by Nguni, Slegers, and Denessen (2006) that transformational leadership enhances teacher job satisfaction and motivation. The current research further describes how transformational leadership increases self-efficacy, leading to a positive feedback cycle that enhances institutional performance. Based on Caprara et al. (2006), self-efficacy is correlated with job satisfaction, meaning that teachers with high self-efficacy also tend to have more job satisfaction. The findings are an implication that with targeted interventions, both variables can be enhanced, resulting in improved institutional and individual outcomes. Educational institutions may foster a supporting environment through the use of transformational leadership and promoting self-efficacy.

The findings of the study show that transformational leadership can strongly predict self-efficacy and job satisfaction. The theoretical framework of Kouzes and Posner (2007) and Fullan (2001), which stresses the important role played by effective leadership in shaping organizational behavior and outcomes, is validated by this study. This research adds to the growing literature in support of leadership development efforts in higher education by confirming transformational leadership as a robust predictor of teacher outcomes. Investing in transformational leadership is a smart decision to enable teacher development and institutional greatness as institutions struggle with high turnover, low morale, and teacher burnout. This highlights how important it is to provide utmost priority to the development programs of leadership that foster transformational leadership skills, which will ultimately enhance institutional performance and teacher well-being.

5.4 Conclusions

The following conclusions are drawn from the study:

1. 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 1).
2. The inspirational motivation was the second-highest-rated dimension, showing that leaders effectively inspire enthusiasm and a sense of purpose among teachers. By communicating a clear and compelling vision, leaders motivate teachers to strive for excellence and exceed expectations in their professional roles (Finding 2).
3. Individualized consideration was the third-highest-rated dimension, reflecting leaders' efforts to provide personalized support and mentoring. By addressing the unique needs of teachers and offering tailored development opportunities, leaders enhance faculty confidence, performance, and job satisfaction (Finding 2).
4. Intellectual stimulation was the fourth-ranked dimension, highlighting leaders' ability to challenge teachers to think critically and creatively. Leaders who encourage problem-solving, innovation, and the exploration of new teaching methods foster an environment of continuous learning and professional growth (Finding 3).

5. The highest-rated dimension of teachers' self-efficacy, instructional strategies, indicated that teachers are highly confident in their ability to implement effective teaching techniques. This confidence enables them to plan and deliver lessons that maximize student learning and engagement (Finding 4).
6. The self-efficacy in student engagement was the second-highest-rated dimension, reflecting teachers' strong belief in their ability to actively involve students in the learning process. Teachers who feel capable of engaging students can create interactive and motivating classroom environments (Finding 5).
7. The self-efficacy in classroom management was the third-ranked dimension, indicating that teachers generally believe they can maintain orderly and disciplined classrooms. This confidence contributes to a productive learning environment and supports overall instructional effectiveness (Finding 6).
8. The highest-rated dimension of teachers' job satisfaction, the work itself, indicated that teachers derive a strong sense of fulfillment, engagement, and intrinsic motivation from their academic responsibilities. This reflects their satisfaction with the nature and meaningfulness of their work (Finding 7).
9. The satisfaction with co-workers was the second-highest-rated dimension, showing that teachers enjoy positive professional relationships with their colleagues. Strong collegial interactions contribute to a supportive and collaborative work environment (Finding 8).
10. The findings 9 of the study revealed that supervision was another highly rated dimension, reflecting that teachers generally perceive the support and guidance provided by their supervisors positively. Effective leadership and management practices foster faculty development and enhance overall job satisfaction.
11. The advancement opportunities were rated moderately high, indicating that teachers perceive reasonable prospects for career growth and professional development. While opportunities exist, there is still potential to further improve pathways for promotion and advancement (Finding 10).
12. The pay factor was rated positively but comparatively lower, suggesting that while teachers are generally satisfied, there is room for improvement in compensation to better meet faculty expectations and enhance job satisfaction (Finding 11).
13. The teachers' self-efficacy and transformational leadership are positively related with each other. Teachers' self-efficacy increases with the increase of transformational leadership. It highlights the importance of the role that a strong

leadership has in developing teacher self-efficacy. Transformational leaders are required to build a positive working environment to foster the creation of such work environments. They foster teachers' competence and confidence. Transformational leadership is necessary for teachers to develop and enhance (Findings 12).

- 14.** The job satisfaction of university teachers and transformational leadership are positively related. The job satisfaction of teachers is increased in proportion to transformational leadership. This is evidence of how crucial good leadership is in building an efficient and effective work environment. Job satisfaction and morale of teachers are enhanced by transformational leaders. Transformational leaders are crucial to the achievement of organizational objectives. Productivity and retention of teachers rely on good leadership (Finding 13).
- 15.** The teachers' self-efficacy and job satisfaction are related positively. Job satisfaction increases in line with self-efficacy. This highlights the importance of enhancing teachers' confidence and competence. Teachers with high self-efficacy will be more likely to be satisfied with their jobs. To enhance job satisfaction, institutions must focus on building teachers' self-efficacy. Teacher self-efficacy and job satisfaction are correlated and key to learning achievement (Finding 14).
- 16.** The transformational leadership predicts improving teachers' job satisfaction and self-efficacy. Successful attainment of institutional goals and a healthy work environment rely extensively on effective leadership. Transformational leaders' teachers are more effective and confident. They enhance the job satisfaction and motivation of teachers. Institutions must focus on developing transformational leadership skills in their leaders. To develop and progress, teachers need effective leadership (Finding 15).

5.5 Limitations of the Study

Despite the high response rate and comprehensive data collection, this study has certain limitations.

1. The study achieved a high response rate of 94%; however, full participation (100%) was not attained despite multiple visits to the universities and repeated reminders.

2. The sample was limited to 129 teachers from only two universities (IIUI and NUML), with a majority from NUML, which may limit the generalizability of the findings to other higher education institutions.
3. The present study was conducted on two universities; however, future research may consider including all universities in Islamabad as the study population and determine the sample size using a stratified sampling technique to enhance the generalizability of the findings.
4. The external factors such as institutional policies or socio-economic conditions were not controlled. The study focused exclusively on transformational leadership, self-efficacy, and job satisfaction, leaving other influential factors unexamined.

5.6 Recommendations

There are some recommendations from the study for the key beneficiaries and for the future researchers. There are few recommendations for the beneficiary bodies in the first section and in the second section there are recommendations for the future researchers.

5.6.1 Recommendations of the Study:

Based upon the findings of the study there are certain recommendations for the key beneficiaries:

1. As per the findings, teachers are highly inspired by leaders who demonstrate ethical behavior and integrity (idealized influence), communicate a clear vision (inspirational motivation), provide personalized support (individualized consideration), and encourage critical thinking (intellectual stimulation). It is suggested that university leaders model these behaviors consistently, participate in leadership development programs, mentorship initiatives, and vision-sharing workshops, and foster an environment that promotes innovation, motivation, and professional growth among faculty.
2. The findings revealed that, the teachers' self-efficacy in instructional strategies, student engagement, and classroom management significantly impacts their teaching effectiveness and job satisfaction. It is suggested that teachers engage in peer mentoring, collaborative workshops, and continuous professional development programs to strengthen their confidence, implement

effective teaching techniques, actively involve students, and maintain productive classroom environments.

3. As per the findings, transformational leadership positively influences both teachers' self-efficacy and job satisfaction, which in turn affect institutional productivity and the achievement of organizational goals. It is suggested that institutions establish structured mentoring systems, professional growth plans, innovation forums, and recognition programs to support leaders and faculty, enhance performance, and create a collaborative, ethically guided, and growth-oriented work environment.
4. The data showed that, the transformational leadership and high teacher self-efficacy are crucial for improving job satisfaction, productivity, and the overall quality of higher education. It is suggested that policymakers implement policies supporting leadership training, fair compensation, faculty advancement opportunities, and professional development funding to strengthen institutional efficiency, teacher motivation, and educational outcomes.
5. The findings indicated that, teachers with high self-efficacy and motivation create engaging, innovative, and effective learning environments. It is suggested that students actively participate in classroom activities, provide constructive feedback, and engage in collaborative learning to support teachers' instructional effectiveness and maximize their own learning outcomes.
6. The MANOVA results showed that transformational leadership significantly predicts both self-efficacy and job satisfaction. Institutions may consider incorporating leadership effectiveness assessments into administrative evaluations to ensure that leaders are meeting faculty development and satisfaction goals.

5.6.2 Recommendations for future studies

Following are some key recommendations for future researchers:

1. Future researchers are encouraged to conduct longitudinal studies to examine how transformational leadership practices impact teachers' self-efficacy and job satisfaction over time. This would provide deeper insights into the sustainability and long-term benefits of such leadership approaches.

2. Further studies may explore possible mediating or moderating factors such as organizational culture, teacher motivation, or emotional intelligence that may influence the relationship between transformational leadership, self-efficacy, and job satisfaction.
3. While the current study employed quantitative analysis, future researchers may get benefit from using mixed-methods designs. Qualitative insights from interviews or focus groups may enrich understanding of the lived experiences behind statistical trends.
4. Researchers may consider investigating other leadership styles (e.g., transactional, servant, distributed leadership) and comparing their effects with transformational leadership on teacher-related outcomes to offer a broader perspective on effective educational leadership.

REFERENCES

- Afshari, L. (2022). Idealized influence and commitment: a granular approach in understanding leadership. *Personnel Review*, 51(2). doi:0048-3486
- Akeem, B. O. (2017). Principles and Methods of Validity and Reliability Testing of Questionnaires Used in Social and Health Science Researches. *Nigerian Postgraduate Medical Journal*, 22(4), 195-201. doi:10.4103/1117-1936.173959
- Alasmari, N. J., & Althaqafi, A. S. (2021). Teachers' practices of proactive and reactive classroom management strategies and the relationship to their self-efficacy. *Sage Journal*, 28(6). doi:10.1177/13621688211046351
- Alessa, G. S. (2021). The Dimensions of Transformational Leadership and Its Organizational Effects in Public Universities in Saudi Arabia: A Systematic Review. *Frontiers in Psychology*, 12. doi:10.3389/fpsyg.2021.682092
- Ali, B. J., & Anwar, G. (2021). An Empirical Study of Employees' Motivation and Its Influence Job Satisfaction. *International Journal of Engineering, Business and Management*, 5(2), 21-30. doi:10.22161
- Ali, I. (2024). A Guide for Positivist Research Paradigm: From Philosophy to Methodology. *Ideology Journal*, 9(02). doi:10.24191/2.596
- Altınok, V. (2024). The Effect of Supervision in Education on Teacher Quality and Performance. *International Journal of Psychology and Educational*, 11(3), 230–246. doi:10.52380

- Amin, F. A., & Mokhtar, N. M. (2021). A Review Of The Job Satisfaction Theory For Special Education Perspective. *Turkish Journal of Computer and Mathematics Education*, 12(11), 5224-5228.
- Amin, R. U., & Saif, N. (2022). Individualized Consideration and Idealized influence of transformational Leadership: Mediating Role of Inspirational Motivation and Intellectual stimulation. *International Journal of Leadership in Education*. doi:10.1080/13603124.2022.2076286
- Amirian, S. M., & Ghaniabadi, S. (2022). The contribution of critical thinking and self-efficacy beliefs to teaching style preferences in higher education. *Journal of Applied Research in Higher Education*, 15(3). doi:10.1108
- Arami, M. (2016). Comparison of the leadership style of male and female managers in Kuwait: An Empirical Investigation. *Journal of International Business Research and Marketing*, 1(2), 25-28. doi: 10.18775/jibrm.1849-8558.2015.12.3003
- Autry, S. (2006). Attitude and Achievement Using Two Approaches for First. *Presented at the Annual Meeting of the Mid-South*, (pp. 1-11). Retrieved November 2006, from <https://eric.ed.gov/?id=ED474448>
- Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review*, 84(2), 191-215. doi:<https://doi.org/10.1037/0033-295X.84.2.191>
- Bandura, A. (1986). Social foundations of thought and action: A social cognitive theory. Englewood Cliffs, NJ: Prentice Hall. Retrieved from <https://books.google.co.th>

- Bardes, M., & Piccolo, R. (2010). Goal setting as an antecedent of destructive leader behaviours. In *When leadership goes wrong: Destructive leadership, mistakes and ethical failures* (pp. 3-22). Retrieved from <https://books.google.co.th/books?>
- Barnett, K., & McCormick, J. (2001). Transformational leadership in schools—panacea, placebo or problem? *Journal of Educational Administration*, 1(39), 24-46. doi:10.1108/09578230110366892
- Baroudi, S., & Shaya, N. (2022). Exploring predictors of teachers' self-efficacy for online teaching in the Arab world amid COVID-19. *Education and Information Technologies*, 27, 8093-8110.
- Bass, B., & Avolio, B. (1993). Transformational Leadership and Organizational Culture. *International Journal of Public Administration*, 17, 541-554. doi:10.1080/01900699408524907
- Bass, B., & Avolio, B. (2000). Platoon readiness as a function of leadership, platoon, and company cultures. doi:10.21236/ada382244
- Bass, B., & Avolio, B. (2003). Predicting unit performance by assessing transformational and transactional leadership. *Journal of Applied Psychology*, 2(88), 207-218. doi:10.1037/0021-9010.88.2.207
- Berson, Y., & Linton, J. (2005). An examination of the relationships between leadership style, and employee satisfaction in R&D versus administrative environments. *R&D Management*, 1(35), 51-60. doi:10.1111/j.1467-9310.2005.00371.x

- Bessellieu, F., & Kozzlof, M. (2000). Teachers' Perceptions of Direct Instruction. *Direct Instruction News*. Retrieved from <https://eric.ed.gov/?id=ED467298>
- Bhatt, N., & Chitranshi, J. (2022). Testing Herzberg's two factor theory on millennials. *Cardiometry*(22), 231-236. doi:10.18137
- Blase, J. (2000). "Effective instructional leadership: Teachers' perspectives on how principals promote teaching and learning in schools. *Journal of Educational Administration*, 38(2), 130-41. Retrieved from <https://doi.org/10.1108/09578230010320082>
- Bogler, R. (2002). Two profiles of schoolteachers: a discriminant analysis of job satisfaction. *Teaching and Teacher Education*, 18, 665-673. doi:[https://doi.org/10.1016/S0742-051X\(02\)00026-4](https://doi.org/10.1016/S0742-051X(02)00026-4)
- Bonache, J. (2021). The challenge of using a 'non-positivist' paradigm and getting through the peer-review process. *Human Resource Management Journal*, 31(1), 37-48. doi:10.1111/1748-8583.12319
- Boyett, J. (2006). Transformational leadership: The highly effective leader/follower relationship. *The Science of Leadership*, 1-9. Retrieved from <http://www.jboyett.com>
- Bush, T. (2014). Instructional and transformational leadership: Alternative and complementary models. *Educational Management Administration & Leadership*, 42(2), 443-444. doi:<https://doi.org/10.1177/1741143214526830>
- Carpara, G. B. (2006). Teachers' Self-Efficacy Beliefs as Determinants of Job Satisfaction and Students' Academic Achievement: A Study at the School

- Level. *Journal of School Psychology*, 44, 473-490.
doi:<https://doi.org/10.1016/j.jsp.2006.09.001>
- Coetzee, M., & Moosa, M. (2023). Liberate or obliterate: Women's leadership in academia. *Journal of Psychology in Africa*, 33(4), 417-423. doi:10.1080
- Damanik, E. &. (2017). Transformational Leadership and its Impact on School Climate and Teachers' Self-Efficacy in Indonesian High Schools. *Journal of School Leadership*, 27, 269-296. doi:10.1177/105268461702700205
- Dar, S. A., & Sakthivel, D. P. (2022). Maslow's Hierarchy of Needs Is still Relevant in the 21st Century. *Journal of Learning and Educational Policy*, 02(05). doi:10.55529
- Deng, C., & Gulserenb, D. (2022). Transformational leadership effectiveness: an evidence-based primer. *Human Resource Development International*, 26(5), 627-641. doi:10.1080/13678868.2022.2135938
- Fei Shin, L., & Mei Kin, T. (2021). Teacher self-efficacy in national secondary schools at Peninsular Malaysia. *International Journal of Education, Psychology and Counseling*, 6(40), 160-167. doi:10.35631/ijepc.640013
- Gale, J., & Alemdar, M. (2021). A Mixed Methods Study of Self-Efficacy, the Sources of Self-Efficacy, and Teaching Experience. *Frontiers in Education*, 6. doi:10.3389
- Ghaleb, B. D. (2024). Towards A Dynamic Model of Human Needs: A Critical Analysis of Maslow's Hierarchy. *International Journal of Multidisciplinary Approach Research and Science*, 2(3), 1028-1046. doi:10.59653

- Graham, S. (2022). Self-efficacy and language learning – what it is and what it isn't. *The Language Learning Journal*, 50, 186-207. doi:10.1080
- Grayson, J. &. (2008). School climate factors relating to teacher burnout: A mediator model. *Teaching and Teacher Education*, 24(5), 1349-1363. doi:https://doi.org/10.1016/j.tate.2007.06.005
- Han, Y. (2021). Investigating the Correlation Among Chinese EFL Teachers' Self-efficacy, Work Engagement, and Reflection. *Frontiers in Psychology*. doi:10.3389
- Harrison, M. G., & King, R. B. (2023). Satisfied teachers are good teachers: The association between teacher job satisfaction and instructional quality. *British Educational Research Association*, 49(3), 476-498. doi:10.1002
- Harrison, M. G., & Wang, D. H. (2023). Satisfied teachers are good teachers: The association between teacher job satisfaction and instructional quality. *British Educational Research Journal*, 49(3), 476-498. doi:10.1002/berj.3851
- Hoque, K. E., & Wang, X. (2023). The factors associated with teachers' job satisfaction and their impacts on students' achievement: a review (2010–2021). *Humanities and Social Sciences Communications*, 10(177). doi:10.1057
- Hossan, D., & Mansor, Z. D. (2023). Research Population and Sampling in Quantitative Study. *International Journal of Business and Technopreneurship (IJBT)*, 13(3), 209-222. doi:10.58915/ijbt.v13i3.263
- Huang, Y., & Richter, E. (2022). Comparing video and virtual reality as tools for fostering interest and self-efficacy in classroom management: Results of a pre-

registered experiment. *British Journal of Educational Technology*, 54(2), 467-488. doi:10.1111

Ihensekien, O. A., & Joel, A. C. (2023). Abraham Maslow's Hierarchy of Needs and Frederick Herzberg's Two-Factor Motivation Theories: Implications for Organizational Performance. *The Romanian Economic Journal*, 85(4). doi:10.24818

Kariuki, J. K. (2021). Idealized Influence and Inspirational Motivation in a Microfinance Context: Review of Literature. *International Journal of Organizational Leadership*, 10, 120-140. doi:10.33844/ijol.2021.60539

Khan, H., & Khan, I. U. (2021). Impact of individualised consideration on transformational and transactional leadership styles. *International Journal of Education, Economics and Development*, 12(2), 136-150. doi:10.1504

Krasniqi, D., & Ismajli, H. (2022). Teacher Evaluation Feedback and Their Self-Efficacy in Classroom Management Skills. *International Electronic Journal of Elementary Education*, 15(1), 23-31. Retrieved from <https://www.iejee.com/index.php/IEJEE/article/view/1851>

Lachman, M. E. (2020). Perceived Control Over Aging-Related Declines: Adaptive Beliefs and Behaviors. *Current Directions in Psychological Science*, 15(6), 282-286. doi:<https://doi.org/10.1111/j.1467-8721.2006.00453.x>

Ladkin, D., & Patrick, C. B. (2022). Whiteness in leadership theorizing: A critical analysis of race in Bass' transformational leadership theory. *Sage Journals*, 18(2). doi:10.1177

- Lestari, S., & Watini, S. (2024). Impact of Self-Efficacy and Work Discipline on Employee Performance in Sociopreneur Initiatives. *Aptisi Transactions on Technopreneurship (ATT)*, 6(2), 270–284. doi:10.34306
- Lohwithee, W. (2010). The motivation sequence, the motivation hub, and the motivation core. *Organizational behavior and human decision processes*, 50(2), 288-299. doi:[https://doi.org/10.1016/0749-5978\(91\)90023-M](https://doi.org/10.1016/0749-5978(91)90023-M)
- Mai Mar, A. (2020). A correlational study of Millennial Teachers' Perception toward Principal's Transformational Leadership Style and their Job Satisfaction at Basic Education High School Kani in Sagaing Region, Myanmar . *International Journal of Research*, 771-794.
- Maktoum, S. B., & Ahmed, M. A. (2024). Exploring teachers' experiences within the teacher evaluation process: A qualitative multi-case study. *Educational Assessment & Evaluation*, 11(1). doi:10.1080/2331186X.2023.2287931
- McGreal, R., & Olcott, D. (2022). A strategic reset: micro-credentials for higher education leaders. *Smart Learning Environments*, 9.
- Ninkovic, S. R., & Knezevic, F. (2018). Transformational school leadership and teacher self-efficacy as predictors of perceived collective teacher efficacy. *Educational Management Administration & Leadership*, 46(1), 49-64. doi:<https://doi.org/10.1177/1741143216665842>
- Norton, B. H., & Deborah, B. A. (2012). Analyzing Likert Data. *Journal of Extension*, 50(2). doi:10.34068/joe.50.02.48

- Nuzulia, S., & Saputra, H. (2022). Do High Salaries Ensure Job Satisfaction? : An Investigation on the Factors Affecting Job Satisfaction of Educators in Indonesia. *JOURNAL OF NON FORMAL EDUCATION*, 8(1). doi:10.15294
- Orakcı, Ş., & Göksu, D. Y. (2023). A mixed methods study of the teachers' self-efficacy views and their ability to improve self-efficacy beliefs during teaching. *Frontiers in Psychology*, 13. doi:10.3389
- Orakci, S., Goksu, D. Y., & Karagos, S. (2023). A mixed methods study of the teachers' self-efficacy views and their ability to improve self-efficacy beliefs during teaching. *Frontiers in Psychology*, 13. doi:10.3389
- Ortan, F., & Simut, C. (2021). Self-Efficacy, Job Satisfaction and Teacher Well-Being in the K-12 Educational System. *International Journal of Environmental Research and Public Health*, 18(23). doi:10.3390
- Osterman, P. (2014). Supervision, discretion, and work organization. *The American Economic Review*, 84(2), 380-384. doi:http://www.jstor.org/stable/2117863
- Pashiardis, P., & Ärlestig, H. (2023). Bringing context and educational leadership together: fostering the professional development of school principals. *Professional Development in Education*, 49(1), 4-15. doi:10.1080/19415257.2020.1747105
- Pereira, C. M., & Gomes, J. F. (2012). The strength of human resource practices and transformational leadership: Impact on organizational performance. *International Journal of Human Resource Management*, 4301-4318. doi:https://doi.org/10.1080/09585192.2012.667434

- Petro, M., & Gega, O. (2023). Relations between colleagues and the principal role in the Organisational Culture. *Corporate Governance and Organizational Behavior Review*, 7(3), 335–346. doi:10.22495
- Puspitawati, R., & Ricky. (2024). The Influence of Idealized Influence, Inspirational Motivation, Intellectual Stimulation and Individualized Consideration on Teaching Behavior Mediated by Entrepreneurial Behavior. *International Journal of Bussiness Studies*, 7(2). doi:10.9744
- Rabey, J. (2014). The self-efficacy of New York State superintendents of schools and their self-reflective practices. *Academy of Management Journal*, 429-452. doi:<https://doi.org/10.5465/256687>
- Ross, J. A., & Bruce, C. (2007). “Professional development effects on teacher efficacy; Results of randomized field trial”. *The Journal of Educational Research*, 101(1), 50-66. doi:<https://doi.org/10.3200/JOER.101.1.50-60>
- Saavedra, M. P., & Vallejos, M. (2024). Work Team Effectiveness: Importance of Organizational Culture, Work Climate, Leadership, Creative Synergy, and Emotional Intelligence in University Employees. *Administrative Sciences*, 14(11). doi:10.3390/admsci14110280
- Saranya, J., & Anbu, A. (2021). The Impact of Transformational Leadership on Organizational Citizenship Behavior for the Environment in Manufacturing Industry. *Qubahan Academic Journal*, 5(1). doi:10.48161
- Shin, M., & Bolkan, S. (2020, October 15). Intellectually stimulating students’ intrinsic motivation: the mediating influence of student engagement, self-

- efficacy, and student academic support. *Communication Education*, 70(2), 146-164. doi:10.1080/03634523.2020.1828959
- Sholeh, M. (2021). Transformational Leadership: Principal Intellectual Stimulation In Improving Teacher Competences. *Al-Ta'lim Journal*, 28. doi: 10.15548/jt.v28i2.708
- Sokmen, Y. (2019). The role of self-efficacy in the relationship between the learning environment and student engagement. *Educational Studies*, 47(1), 19-37. doi:10.1080/03055698.2019.1665986
- Sutha, M., & Shirlin, P. (2017). "Classroom climate and achievement motivation of higher secondary school students in Kanyakumari district.". *International Journal of Research*. doi:https://doi.org/10.29121/granthaalayah.v5.i3(SE).2017.1931
- Tschannen-Moran, M., & Woolfolk, H. (2001). Teacher Efficacy: Capturing an Elusive Construct. *Teaching and Teacher Education*, 17, 783-805. doi:https://doi.org/10.1016/S0742-051X(01)00036-1
- Uden, J., Ritzen, H., & Pieters, J. (2013). Teachers' perceptions of student engagement and their beliefs about being a teacher. *An International Journal of Research and*, 32(1), 43-54. doi:https://doi.org/10.1016/j.tate.2013.01.004
- Vanderhaar, J. E., & Munoz, M. A. (2006). Leadership as accountability for learning: The effects of school poverty, teacher experience, previous achievement, and principal preparation programs on student achievement. *Journal of Personnel Evaluation in Education*, 19, 17-33. doi:https://doi.org/10.1007/s11092-007-9033-8

Waddington, J. (2023). Self Efficacy. *ELT Journal*, 77(02). doi:10.1093

Waddington, J. (2023). Self-efficacy. *ELT Journal*, 77(02), 237–240. doi:10.1093

Watson, W. E., & Johnson, L. (2002). The influence of ethnic diversity on leadership, group process, and performance: An examination of learning teams. *International Journal of Intercultural Relations*, 26, 1-16. doi:[https://doi.org/10.1016/S0147-1767\(01\)00032-3](https://doi.org/10.1016/S0147-1767(01)00032-3)

Yip, S. Y., & Xu, Y. (2024). Increasing the diversity of the teaching workforce: a review of minority teacher candidates' recruitment, retention, and experiences in initial teacher education. *Pedagogy, Culture & Society*. doi:10.1080/14681366.2024.2384492

Zemba, R., & Dogan, H. (2010). The relationship between the effectiveness of preschools and leadership styles of school managers. *Procedia Social and Behavioral Sciences*, 2(2), 2269-2276. doi:<https://doi.org/10.1016/j.sbspro.2010.03.321>

APPENDICES



INTERNATIONAL ISLAMIC UNIVERSITY ISLAMABAD PAKISTAN

FACULTY OF EDUCATION

Department of Educational Leadership & Management

Faculty of Education

(Female Campus)

TO WHOM IT MAY CONCERN

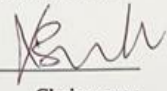
Respected Sir /Madam,

I hope this message finds you well.

It is stated that Ms. KASHMALA MEHBOOB (43-FOE/MSELM-F23) is a scholar of MS Educational Leadership and Management who is currently working on her research thesis "**Relationship of Transformational Leadership with Teachers' Self Efficacy and Job Satisfaction at University Level**".

As a part of the degree requirements, our postgraduate student needs to collect data from the respected teachers of Faculty of Social Sciences (Media and Communication, History and Pakistan Studies Psychology, Politics and International Relations, Education), and Faculty of Management Sciences (Accounting, Finance & Commerce) from your prestigious university (National University of Modern Languages- NUML).

We look forward to your positive response and the opportunity for meaningful academic collaboration.


Chairperson
DR AZHAR MAHMOOD
Associate Professor Chairperson
Department of Educational Leadership & Management
Faculty of Education
International Islamic University Islamabad
Dr. Azhar Mahmood
Department of Educational Leadership and Management

Certificate of Validity

Relationship of Transformational Leadership with Teachers' Self Efficacy and
Job Satisfaction at University Level

By

Kashmala Mehboob

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**, **Teachers' Sense of Efficacy Scale**, and **Job Descriptive Index** adapted by the researcher have been assessed by me, and I found that it has been designed adequately to assess the **Relationship of Transformational Leadership with Teachers' Self Efficacy and Job Satisfaction at University Level**.

Name: Dr. Munazza Mahmood

Designation: Assistant Professor

Institute: IIUI

Signature: [Signature]

Stamp: DR. MUNAZZA MAHMOOD
INCHARGE
Dept. Educational Leadership & Management
Faculty of Education
International Islamic University Islamabad

Certificate of Validity

**Relationship of Transformational Leadership with Teachers' Self Efficacy and
Job Satisfaction at University Level**

By

Kashmala Mehboob

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

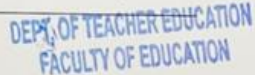
This is to certify that the **Transformational Leadership Scale**, **Teachers' Sense of
Efficacy Scale**, and **Job Descriptive Index** adapted by the researcher have been
assessed by me, and I found that it has been designed adequately to assess the
**Relationship of Transformational Leadership with Teachers' Self Efficacy and
Job Satisfaction at University Level**.

Name: Dr. Humaira Akram

Designation: Assistant Professor

Institute: Dept. of Teacher Education
IIUI

Signature: 
06/03/2025

Stamp: 

Certificate of Validity

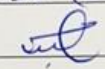
**Relationship of Transformational Leadership with Teachers' Self Efficacy and
Job Satisfaction at University Level**

By

Kashmala Mehboob

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**, **Teachers' Sense of
Efficacy Scale**, and **Job Descriptive Index** adapted by the researcher have been
assessed by me, and I found that it has been designed adequately to assess the
**Relationship of Transformational Leadership with Teachers' Self Efficacy and
Job Satisfaction at University Level**.

Name: Ms. Sumaira Batool
Designation: Teaching Research Associate
Institute: IIU (ELM)
Signature: 
Stamp: _____

Dept. Educational Leadership & Management
Faculty of Education
International Islamic University
Islamabad

Certificate of Validity

Relationship of Transformational Leadership with Teachers' Self Efficacy and
Job Satisfaction at University Level

By

Kashmala Mehboob

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**, **Teachers' Sense of
Efficacy Scale**, and **Job Descriptive Index** adapted by the researcher have been
assessed by me, and I found that it has been designed adequately to assess the
**Relationship of Transformational Leadership with Teachers' Self Efficacy and
Job Satisfaction at University Level**.

Name: Dr. Fatima Magjoud
Designation: Assistant Professor
Institute: IIU (ELM)
Signature: [Signature]
Stamp: [Stamp]
[Stamp: Fatima Magjoud, Assistant Professor, Department of Educational Leadership & Management, Faculty of Education, IIUI]

Questionnaire for Teachers

Respected teachers, the researcher (Kashmala Mehboob) is MS scholar in the Department of Educational Leadership and Management, Faculty of Education, IIUI. The research is being conducted on topic entitled “**Relationship of Transformational Leadership with Teachers’ Self efficacy and Job Satisfaction at University Level**”. Your response will be kept confidential and it will only be used for the research purpose.

Demographic Information:

Institution: IIUI _____ NUML _____

Gender: Male _____ Female _____

Age Group: 25-30 _____ 31-35 _____ 36-40 _____ 41-45 _____ 46-50 _____ Above _____

Designation: _____

Department: _____

Teaching Experience: Less than 5 years _____ 5-10 years _____

11-15 years _____ More than 16 years _____

Annexure A

Transformational Leadership Scale

You are requested to please tick the option that rightly describes your experience in the university.

Strongly Agree	Agree	Neutral	Disagree	Strongly
SA	A	N	D	Disagree
				SD
5	4	3	2	1

No.	Idealized Influence	SA	A	N	D	SD
	The head of my department:	5	4	3	2	1
1.	Carries out task in accordance with the vision of the university.					
2.	Instills a high level of commitment to the faculty members, towards the vision of the study program.					
3.	Provides faculty members with the independence to design and implement their work in a way that suits their expertise.					
4.	Promotes an attitude of mutual respect in the working environment.					
5.	Encourages a shared vision and mission for the study program to enhance faculty members' understanding and alignment.					
	Intellectual Stimulation	5	4	3	2	1
	The head of my department:					
6.	Provide opportunities for faculty members to take part in educational and training programs.					

7.	Provides freedom of opinion to faculty members regarding departmental policies.					
8.	Encourages innovative thinking to tackle complex issues.					
9.	Suggest reference books and material to faculty members for self-development.					
10.	Involve faculty members in assessing the departmental activities.					
	Individual Consideration The head of my department:	5	4	3	2	1
11.	Praises and appreciates the work results and achievements of faculty members.					
12.	Asks for the opinion regarding the departmental policies.					
13.	Understands the needs of faculty members for the flow of teaching learning activities in the classroom.					
14.	Provides guidance and support to faculty members if they face any problem.					
15.	Ensures that the faculty members get special time to give opinions or suggestions regarding the improvements in departmental leadership.					
	Inspirational Motivation The head of my department:	5	4	3	2	1
16.	Influences faculty members to be optimistic in facing the future outcomes.					
17.	Encourages the faculty members to work hard professionally.					
18.	Clearly communicates the goals that should be achieved by the faculty members.					

19.	Gives recognition to the work of faculty members in the form of personal praise.					
20.	Share success stories of colleagues to motivate faculty members towards professional growth.					

Annexure B

Teachers' Sense of Efficacy Scale

Tick in the box that best describes your approach:

Almost Always	Usually	Sometimes	Seldom	Almost Never
5	4	3	2	1

S.No	Statements	5	4	3	2	1
	Self-Efficacy in Student Engagement					
1	I try to motivate students who show low interest in studies.					
2	I am committed to empower students to believe in their own abilities to succeed academically.					
3	I try to help and motivate my students' to value lifelong learning.					
4	I provide extra counselling to help my students succeed academically.					
5	I provide opportunities to students to share and showcase their creative work.					
	Self-Efficacy in Instructional Strategies	5	4	3	2	1
6	I design thought provoking questions to stimulate critical thinking in my students.					
7	I employ a range of assessment strategies to cater different learning styles.					
8	I provide multiple explanations to help students					

	understand difficult material.					
9	I effectively implement alternative strategies to meet diverse student needs.					
10	I tailor lessons to meet individual students' learning needs and abilities.					
	Self-Efficacy in Classroom Management	5	4	3	2	1
11	I effectively manage and minimize disruptive behaviour in the classroom.					
12	I consistently enforce classroom rules to ensure respectful classroom environment.					
13	I use proactive strategies to handle disruptive students.					
14	I design and implement a comprehensive classroom management plan to optimise learning.					
15	I create my daily plan to stay on track and ensure course completion on time.					

Annexure C

Job Satisfaction Questionnaire

Please read the statements carefully and tick the most appropriate option.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
SA	A	N	D	SD
5	4	3	2	1

No	Statements	SA	A	N	D	SD
	Pay Factor					
1.	Teaching as a profession offers me a satisfactory level of financial stability and security.					
2.	My teaching income is adequate for meeting my financial obligations.					
3.	My pay is justified and proportional to my qualifications.					
4.	The institutions' pay structure is fair and equitable across departments and disciplines.					
5.	The institutions' pay structure is transparent and easy to understand.					
	Advancement/ Promotion Factor	SA	A	N	D	SD
6.	As a teacher I have access to opportunities for career advancement and professional development.					
7.	I am successfully progressing in my teaching career, and achieving my professional objectives.					

8.	I am acknowledged and valued for my teaching expertise and accomplishments.					
9.	I have access to regular performance evaluations and feedback to enhance my professional development.					
10.	The institution supports my participation in professional seminars and conferences to enhance my teaching.					
	Work Itself	SA	A	N	D	SD
11.	My work gives me a sense of accomplishment.					
12.	I have autonomy in my teaching methods.					
13.	My job allows me to use my skills and abilities.					
14.	I have access to the resources and equipment needed to perform my job effectively.					
15.	My job keeps me intellectually engaged and focused towards my work.					
	Supervision Factor	SA	A	N	D	SD
16.	The head of department gives me assistance when I need help.					
17.	The head of department praises good teaching practices.					
18.	The head of department provides assistance for improving quality of instruction.					
19.	The head of department explains what is expected from me as a teacher.					
20.	My suggestions as a teacher are being considered by the departmental head.					

	Co-workers Factor	SA	A	N	D	SD
21	I have a great working relationship with my colleagues.					
22	My colleagues are helpful and cooperative.					
23	My colleagues inspire me to excel.					
24	My colleagues provide me suggestions about my teaching practices.					
25	I am comfortable approaching my colleagues with questions or ideas.					