

**Transformational Leadership as a Driver of Teacher Engagement and Motivation:
Perspectives from Private Educational Institutions in Sukkur Sindh**

Dr. Hussain Amar

amarjumani88@gmail.com

Assistant Professor of Commerce, Govt. Islamia Arts and Commerce College, Sukkur

Dr. Saifullah Shaikh

saifullah.shaikh@salu.edu.pk

Associate Professor of Commerce, Institute of Commerce and Management, Shah Abdul Latif University, Khairpur

Saifuddin Qureshi

saifqureshi.edu@gmail.com

Lecturer in Commerce, Govt. Islamia Arts and Commerce College, Sukkur

Corresponding Author: Dr. Hussain Amar amarjumani88@gmail.com

Received: 29-11-2025

Revised: 16-12-2025

Accepted: 28-12-2025

Published: 23-01-2026

ABSTRACT

This study investigated the influence of transformational leadership on Employee Engagement and Employee Motivation among the private school teachers of Sukkur City, Sindh, Pakistan. This study was quantitative and cross-sectional in nature based on deductive approach and positivist philosophy. Primary data collected through close ended questionnaire containing five-point Likert scale ranging from strongly disagree to strongly agree. Instrument was adopted from prior research studies and delivered to school teachers working in private schools of Sukkur city who were known as the target population of the study. A sum of 164 close-ended questionnaires was distributed among the targeted population by using convenience sampling which is an item of non-probability sampling. Data analysis and interpretation were done by using SPSS version 22.0 and PLS SEM. was used for determining descriptive statistics while PLS-SEM was used for hypotheses testing and model verification. This study was based on three variables; one was independent and two were dependent. The entire study was based on three objectives which were accomplished by setting and testing eight hypotheses. Both hypotheses were found positive and significant. Results were thoroughly discussed in results and discussion section with numerical data.

Key words: Transformational leadership, Engagement, Motivation

INTRODUCTION

Education is the cornerstone of societal development, and teachers are the primary engine driving this sector. However, teaching is globally recognized as a highly demanding profession that requires significant emotional, cognitive, and physical energy. In recent years, educational institutions have faced growing challenges regarding teacher retention, burnout, and performance. Consequently, educational administrators and researchers have shifted their focus toward understanding the psychological factors that keep teachers performing at their best: namely, motivation and engagement.

Motivation refers to the underlying psychological forces that determine the direction of a person's behavior, their level of effort, and their level of persistence in the face of obstacles.

Intrinsic vs. Extrinsic: Historically, research has divided motivation into extrinsic factors (salary, job security, benefits) and intrinsic factors (the joy of teaching, making a difference in students' lives).

While private institutions often use extrinsic rewards to drive performance, modern educational psychology emphasizes that intrinsic motivation is far more sustainable. When teachers lose motivation, it directly correlates with poor lesson planning, lack of patience, and declining student outcomes.

While motivation is the drive to do the work, engagement is the actual investment of the self into the work. First conceptualized by Kahn in 1990, employee engagement occurs when individuals bring their whole selves—physically, cognitively, and emotionally—into their job roles.

In the context of education, an engaged teacher exhibits vigor (high energy and mental resilience), dedication (a sense of significance, enthusiasm, and pride), and absorption (being fully concentrated and happily engrossed in teaching).

Engaged teachers do not just "clock in and clock out." They innovate, mentor students outside of class, and actively contribute to the school's culture.

Leadership plays indispensable role for the success or failure of the organization. Since transformational leadership style of management is viewed as different from traditional transactional leadership style. Transformational leadership style of management is based on four dimensions; idealized influence, intellectual stimulation, inspirational motivation and individualized consideration. Transformational leadership behavior is viewed as greater leadership behavior in terms of performance. It increases individual's self-trust, consciousness and interest in one's group and organization as well to draw attention on employees and compel them to accomplish their allotted tasks within timeframe to enrich job performance (Bass & Riggio, 2006).

Research Problem

The private education sector in Pakistan, particularly in growing urban centers like Sukkur City, Sindh, operates in a highly competitive environment.

Private schools rely heavily on parent satisfaction, academic results, and school reputation for their funding and enrollment. Because of this, private school teachers often face intense performance scrutiny, high workloads, and demanding accountability metrics.

Unlike the public sector, which may offer more long-term job security, the private sector often experiences higher turnover rates. Therefore, maintaining high levels of motivation and engagement among private school teachers is not just an academic ideal; it is a critical business and operational necessity for these institutions.

Despite the clear need for high motivation and engagement, many private school teachers experience exhaustion and disengagement due to administrative pressure and a lack of support. This creates a critical gap: What organizational factors can effectively sustain teacher motivation and foster deep engagement? Research increasingly points to the pivotal role of school administration. The way a principal or administrator leads directly shapes the psychological climate of the school. This brings the study to its core focus: evaluating whether Transformational Leadership—a style focused on inspiring, intellectually stimulating, and individually supporting followers—serves as the missing catalyst to drive teacher motivation and engagement in Sukkur's private schools.

Research Questions

Following research questions were set to define the relationships based on prior research studies.

- **RQ1:** What is the impact of Transformational Leadership in private organizations
- **RQ2:** what is the influence of Transformational leadership on work engagement among the private educational institutions of Sukkur Sindh
- **RQ3:** What is the impact of Transformational leadership on motivation among the private educational institutions of Sukkur Sindh

Research Objectives

- To identify the impact of Transformational Leadership in private organizations.
- To assess the impact of Transformational leadership on work engagement among the private educational institutions of Sukkur Sindh.
- To assess the impact of Transformational leadership on motivation among the private educational institutions of Sukkur Sindh.

LITERATURE REVIEW

Leadership involves influencing, motivating, guiding and correcting subordinates to enrich job performance and reach individual and organizational goals (Zikmund et al, 2009).

Types of leadership: various leadership styles are discussed and observed in different geographical contexts of the world such as; Autocratic, Bureaucratic, Laissez-fair, Charismatic, Democratic, Situational, Transactional and Transformational (Aquino, 2015).

Autocratic leadership holding highest power and authority in any organizational setting, making decisions without taking other members on board just communicate to lower authorities before implementing practically (Wong, 2013). This type of leadership style creates unrest among managers and employees (Aquino, 2015).

Bureaucratic leadership is very popular in public sector organizations, who are responsible to carry out routine activities as per set standards and policies (Taiwo, 2013).

Laissez-fair leadership authorizing other managers to make decisions on their own and holding them responsible for good or bad decisions (Kurt et., 1939; Aquino, 2015).

Charismatic leadership focusing on own-self and subordinates, gauging the attitude of subordinates and guiding them too. The charismatic leadership is somehow resemble to transformational leadership. Somehow different from transformational leadership on account of motivation (Taiwo, 2013).

Democratic leadership every member of the organization is allowed to participate in decision making process. Leadership listens all and finally make decision in the interest of the business. Decisions are often appreciated by members of the organization (Kurt et al., 1939; Aquino, 2015).

Situational leadership decisions are made on the basis of situational factors such as task, time and the contextual characteristics of leaders and subordinates (Ansari, 1990).

Transactional leadership employees are under the control of the leaders. Rule of reward and punishment is emphasized for good and bad job (Taiwo, 2013).

Transformational leadership is made-up of four dimensions; idealized influence, intellectual stimulation, inspirational motivation and individualized consideration. Transformational leaders are considered the change agents of the company, who bring change in the organization which is acceptable and doable (Bass & Riggio, 2006). Transformational leaders focus on mutual benefits of employees and organization rather than organization's goals only. Motivating employees is the prime task of transformational leaders. They believe organization cannot reach its goals easily and quickly without the involvement of employees (Avolio & Bass, 2004). Transformational leaders emphasize the positive role of employees which is the sole reason for organization to touch the heights of performance in every sphere (Shah et al., 2016).

Employee Motivation

The study of motivation has evolved significantly, shifting from traditional reward-and-punishment models to nuanced psychological frameworks.

Self-Determination Theory (SDT): Deci and Ryan's (1985, 2000) Self-Determination Theory is arguably the most dominant framework in modern educational research. SDT posits that motivation falls on a continuum from extrinsic (driven by external rewards like salary and job security) to intrinsic (driven by internal satisfaction and genuine interest). Literature consistently demonstrates that while extrinsic motivation can ensure baseline compliance, intrinsic motivation is required for sustained, high-quality teaching.

Motivation in the Teaching Profession: Research by Yasmeen (2010) highlights that teaching is inherently a purpose-driven profession. Teachers are often initially drawn to the field by intrinsic factors, such as the desire to contribute to society or a passion for a specific subject.

The Private School Dynamic: In the context of private institutions, external pressures (such as parental demands and administrative accountability) can undermine intrinsic motivation. Studies indicate that when teachers feel their autonomy is restricted by rigid curriculums or intense administrative scrutiny—common in competitive private sectors—their overall motivation diminishes, leading to emotional exhaustion.

Employee Engagement

Employee engagement emerged as a critical construct following William Kahn's seminal 1990 study, which defined it as the harnessing of organization members' selves to their work roles.

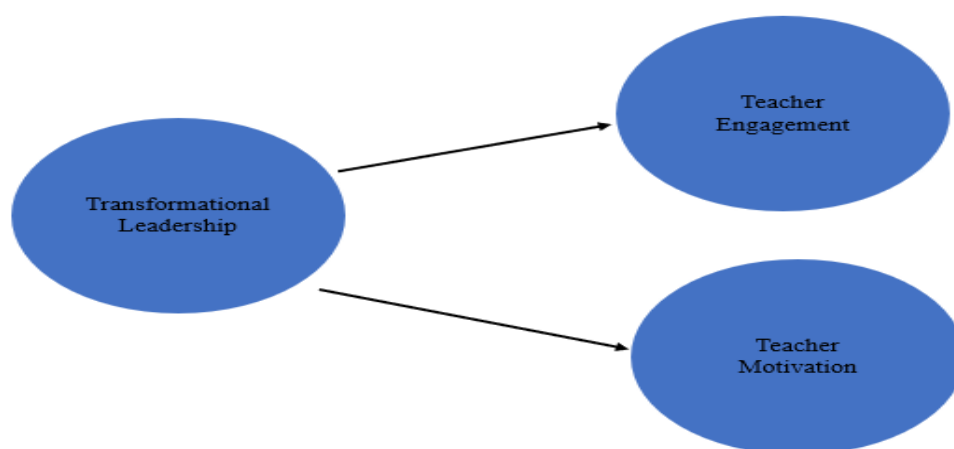
The Three Dimensions of Engagement

- **Vigor:** High levels of energy and mental resilience while working.
- **Dedication:** Being strongly involved in one's work and experiencing a sense of significance, enthusiasm, and pride.

- **Absorption:** Being fully concentrated and happily engrossed in one's work, where time passes quickly.

Job Demands-Resources (JD-R) Model: The JD-R model is frequently used to explain teacher engagement. This model argues that high job demands (e.g., large class sizes, high administrative workload) lead to burnout, whereas high job resources (e.g., social support, autonomy, and supportive leadership) buffer these demands and foster engagement. Private school environments typically exhibit high job demands; therefore, literature suggests a critical need for robust job resources to maintain engagement.

Study Model



Hypotheses

- **H1:** Transformational leadership has a significant positive impact on teacher engagement in private educational institutions in Sukkur.
- **H2:** Transformational leadership has a significant positive impact on teacher motivation in private educational institutions in Sukkur.

Research design

A systematic process of designing the overall map of the research before doing it practically and touching the particular segment of the industry or area with the purpose of data collection and making analysis and interpretation on it and finally to report findings of the study. Research design particularly puts emphasis on the nature of the data, collection method and tool, analysis software and interpretation. Thus, this study based on primary data which were collected by instrument called close-ended questionnaire based on five-point Likert scale. Analysis was done by SPSS and SEM smart PLS and conclusive findings are reported. Research design assists researchers to achieve the aim of the research effectively (Tashakkori & Teddlie, 2010).

METHODOLOGY

This study was quantitative and cross-sectional in nature based on deductive approach and positivist philosophy. Data collected through primary source by close-ended questionnaire containing five-point Likert scale from the teachers of private schools of Sukkur city. Items of close-ended questionnaire were adopted from prior research studies that were made easy and comprehensive for the understanding of target population. Data were analyzed by SPSS version 22.0 and SEM smart PLS3. Descriptive analysis was done by SPSS and hypotheses testing and model verification was done by using SEM smart PLS.

Constructs	Cronbach's alpha
Transformational Leadership	0.775
Motivation	0.688
Engagement	0.781

Population: Private Teachers were targeted for data collection that was based in private schools located in Sukkur City. Data collected through questionnaire survey based on five-point Likert scale.

Sample and sample size: 164 close-ended questionnaires were distributed among teachers of private schools located in Sukkur City, Sindh, Pakistan, through convenience sampling, which were used for data analysis and interpretation.

Measurement: close-ended questionnaire was used for data collection which was based on five-point Likert scale. It was consisting on four parts such as covering letter showing the intent of research, demographic details of respondents, data pertaining to the dimensions of transformational leadership and data pertaining to the dependent variables' motivation and engagement.

Results and discussions: Following is the reliability results of the independent variable transformational leadership and dependent variable motivation and engagement. Reliability results of these variables found significant and above the threshold values as suggested by the literature that reliability should be equal or more than 0.70. Thus all dimensions of transformational leadership found fit for further data analysis and interpretation. Likewise, motivation and engagement found fit for further data analysis and interpretation.

Table 1. Reliability of Instrument

Table 1. Showed the reliability results of 164 close-ended questionnaires which were delivered to private school teachers of Sukkur City Sindh Pakistan. Cronbach's alpha shows the internal consistency of items measuring a given variable used in the instrument. Literature suggested that Cronbach's alpha value should be greater than 0.70 then the scale is set to be valid and fit.

Table 2. Demographic Details of Participants

Table 2. Showed the demographic details of the participants who had participated in survey. Male participants were more than female participants with percentage of 73 out of 100. Married participants were more than single with percentage of 57 out of 100. Majority of participants were between the age group of (20-29) with percentage of 47 out of 100. Majority of participants were master degree holders with percentage of 70 out of 100. Majority of participants were between the experiences of (2-10) years with percentage of 65 out of 100.

Characteristics	Category	Frequency	Percentage
Gender	Male	119	73%
	Female	45	23%
Marital Status	Single	70	43%
	Married	94	57%
Education	Bachelor	46	28%
	Master	115	70%
	M. Phil	3	2%
Experience	Less than 1 year	25	15%
	2-10 years	107	65%
	11-20 years	28	17%
	Above 20 years	4	3%

Table 3. Factor loadings

Variables	Indicators	Factor loadings
Transformational Leadership	TT-1	0.870
	TT-2	0.846
	TT-3	0.782
	TT-4	0.584
	TT-5	0.773
	TT-6	0.763
Motivation	M-1	0.765
	M-2	0.759
	M-3	0.847
	M-4	0.736
	M-5	0.717
	M-6	0.774
	M-7	0.619
Engagement	E-1	0.574
	E-2	0.557
	E-3	0.679
	E-4	0.733
	E-5	0.594
	E-6	0.507
	E-7	0.588

Table 3. Showed the loading values of the items of the constructs. Literature suggested that loading value should be equal or greater than 0.50 (Hair et al., 2014)

Table 4. Composite reliability, Cronbach's alpha, Average variance extracted and R square

Variables	Average Extracted	Variance	Composite Reliability	R square	Cronbach's Alpha
Transformational Leadership	0.606		0.858	0.000	0.775
Motivation	0.605		0.859	0.000	0.781
Engagement	0.520		0.809	0.000	0.707

Table 4. Showed composite reliability, Cronbach's alpha, average variance extracted and R square values of the dimensions of transformational leadership, motivation and engagement. R square was used to describe the change caused by independent variable in the dependent variable (Hair et al., 2006). While average variance extracted deemed good when it should be greater than 0.50 (Chin, 2010). The threshold value for Composite reliability is equal or above 0.70 and same is suggested by literature for measuring the Cronbach's Alpha values (Nunally, 1978).

Table 5. Showing the results of hypotheses testing

Exogenous variables	Hypothesis	Endogenous variables	Path Coefficients	P-Value	Inference
Transformational Leadership	H1	Engagement	0.331	0.000	Accepted
Transformational Leadership	H2	Motivation	0.170	0.000	Accepted

Table 5. Showed the results of hypotheses testing with reference of Path Coefficients and P Values. Standard range of Path Coefficients values is (+1 to -1). Whereas +1 showing the strong positive relationship and -1 showing weak and insignificant relationship between two variables (Tenenhaus et al., 2005; Hair et al., 2014). Path Coefficients having high value show deep effects on projected variables. Test of significance determined by P-Values $p < .05$, $p < .01$ and $p < .001$. P-Values were applied to analyze the significance of Path Coefficients predictions (Henseler et al., 2009; Hair et al., 2014). Thus, the results of hypotheses testing showed significant and positive relationship of hypotheses 1 and 2.

CONCLUSIONS AND LIMITATIONS

Transformational leadership brings change in individuals and social system as well. Creating and implementing positive change inside the organization certainly places positive impact on outside too (Burns, 1978). Transformational leadership style of management inspires employees to bring the best among themselves. Employees work under control of transformational leaders with dedication, commitment and motivation. Employees improve job performance which is consequently observed in the form of organizational performance. This study revealed the relationship of transformational leadership on employee engagement and employee motivation. Determining and checking the relationships of exogenous variables with endogenous variables, three objectives were set with two hypotheses along with research questions. Objectives were achieved showing positive relationship between variables. Two hypotheses tested the positive relationship between variables. Since the scope of the study was very narrow incorporating the responses of private school teachers of Sukkur City, Sindh, Pakistan.

THEORETICAL IMPLICATIONS

This study investigated the influence of transformational leadership on job employee engagement and employee motivation of private school teachers of Sukkur City, Sindh, Pakistan. This study contributed existing literature on the dimensions of transformational leadership and employee engagement and employee motivation of private school teachers Sukkur region in particular. Further empirical findings of the current study may assist in improving job performance of private school teachers. Policy makers of private school administrators may use the findings of the study related to transformational leadership, employee engagement and employee motivation.

REFERENCES

- Ansari, M.A. (1990). *Managing People at Work: Leadership Styles and Influence Strategy*. Sage Publication, London.
- Aquino P.G (2015). The effectiveness of leadership styles of managers and Supervisors to employees' job satisfaction in cooperative organizations in the Philippines. *The Macrotheme Review* 4(5) p.18-28.
- Bass, B.M and Riggio, R.E. (2006). *Transformational Leadership*. 2nd Edition. Portland: Book News Inc.
- Burns JM (1978) *Leadership*. Harper and Row, New York.
- Hair, J., Hult, G. T. M., Ringle, C. M. and Sarstedt, M. (2014). *A primer on partial least squares structural equation modeling (PLS-SEM)*. Thousand Oaks, CA: Sage Publication, Inc.
- Henseler, J., Ringle, C. M. and Sinkovics, R. R. (2009). The use of partial least squares path modeling in international marketing. Henseler, J., Ringle, C. M. and Sinkovics, R. R. (eds.). *Advances in International Marketing*, 20 (2009), Bingley: Emerald Group Publishing, p.277–319.
- Kahn, W. A. (1990). *Psychological Conditions of Personal Engagement and Disengagement at Work*. *Academy of Management Journal*, 33, 692-724.
- Shah M.M, Kamal A.H, Memon P. A and Mirani M.A. (2016). The relationship between transformational leadership and organizational citizenship behavior: empirical evidence from the banking sector of Pakistan. *The International Journal of Business & Management* 4(2) p.103-108.
- Taiwo, O (2013). Employment choice and mobility in multi-sector labor markets:
- Tenenhaus, M., Vinzi, V. E., Chatelin, Y.-M. and Lauro, C. (2005). PLS path modeling. *Computational Statistics and Data Analysis*, 48 (1), p.159–205 .
- Tashakkori, A. and Teddlie, C. (2010). *Handbook of Mixed Methods in Social and Behavioral Research*. California: Thousand Oaks, CA: Sage.
- Wong, K. K. (2013). *Partial Least Squares Structural Equation Modeling (PLS-SEM) Techniques Using Smart-PLS*. *Marketing Bulletin*, 24, p.1–32.
- Yasmin, R. (2008) *A Study on the Effects of Strategic HRM Systems on Performance: The Case of Pakistani Manufacturing Companies*. *Japanese Journal of Administrative Science*, 21(1), p.47-60

Zikmund, W.G, Carr, J.C, Babin, B.J and Griffin, M. (2009). Business Research Methods, 8th Edition Ohio: Thomson South-Western.