

## Impact of Transformational Leadership on Administrative Effectiveness in the University of Malakand

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### Abstract

This study examines the impact of transformational leadership on administrative effectiveness in the University of Malakand, Pakistan. In higher education institutions, effective leadership is essential for ensuring efficient administrative processes, including decision-making, coordination, and communication. A quantitative research approach was employed, and data was collected from 80 respondents, comprising teachers and clerical staff, through a self-constructed questionnaire based on a five-point Likert scale. Statistical analysis was conducted using SPSS, including descriptive statistics, reliability analysis, correlation, and regression techniques. The findings revealed that transformational leadership has a strong and statistically significant positive impact on administrative effectiveness ( $\beta = 0.68, p < 0.05$ ). The model explained 62% of the variance in administrative effectiveness ( $R^2 = 0.62$ ). The study concludes that transformational leadership plays a vital role in improving administrative performance in universities. It is recommended that university leadership adopt transformational practices and provide training opportunities to enhance leadership skills.

**Keywords:** Transformational Leadership, Administrative Effectiveness.

### Introduction

In contemporary organizations, managing human resources and administrative processes has become increasingly complex due to rapid technological advancements, globalization, and continuous environmental changes. Organizations now operate in highly dynamic environments that require innovative leadership approaches to address emerging challenges and opportunities (Teece, 2017). These conditions demand effective strategies for managing human capital and equipping employees with the skills needed to handle complex organizational tasks (Cheung & Wong, 2011). As a result, leadership has become a critical factor in ensuring organizational adaptability, sustainability, and performance.

Effective leadership plays a vital role in guiding organizations through complexity and change. Scholars argue that modern leaders must understand environmental dynamics, motivate employees, and align organizational goals with employee needs (Bass & Bass, 2008; Thorpe et al., 2011). Leadership significantly influences organizational culture, employee performance, and long-term

success (Saleh et al., 2018). In contrast, ineffective leadership can hinder productivity and negatively impact organizational outcomes (Alsayed, 2014).

In higher education institutions, leadership is particularly important as university administrators are responsible for decision-making, resource management, and achieving institutional goals. The effectiveness of leadership directly influences administrative performance and institutional success (Verma, 2000). Universities operate in complex environments requiring efficient coordination, planning, and management, making leadership a key determinant of administrative effectiveness.

Among various leadership styles, transformational leadership has gained considerable attention. Introduced by Burns (1978) and expanded by Bass, it focuses on inspiring and motivating employees to achieve higher performance through a shared vision, innovation, and professional development. According to Bass and Riggio (2006), transformational leadership includes idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. This leadership style has been widely associated with improved employee motivation, job satisfaction, and organizational performance (Felfe & Schyns, 2004; Judge & Piccolo, 2004).

In the context of higher education, transformational leadership can enhance administrative effectiveness by promoting collaboration, innovation, and efficient resource management (Leithwood & Jantzi, 2005; Bush, 2011). It also helps institutions respond to challenges such as globalization and technological change by empowering employees and encouraging adaptability.

Despite extensive research on leadership, limited studies have specifically examined the impact of transformational leadership on administrative effectiveness in universities. Therefore, this study aims to investigate the relationship between transformational leadership and administrative effectiveness in higher education institutions. The findings are expected to contribute to the literature and provide practical insights for improving institutional performance and administrative efficiency.

### **Problem Statement**

In Pakistan's higher education system, universities are expected to provide efficient academic and administrative services to meet growing educational demands. However, many institutions still face challenges such as weak administrative coordination, delayed decision-making, limited accountability, and insufficient leadership practices. These issues often affect the overall performance and effectiveness of university administration.

Transformational leadership is widely recognized as an important factor that can improve organizational performance by motivating staff, promoting teamwork, and enhancing communication. Despite its importance, there is limited empirical evidence in Pakistan regarding how transformational leadership influences administrative effectiveness in universities, particularly at the University of Malakand. Therefore, this study aims to examine the impact of transformational leadership on administrative effectiveness in the context of higher education in Pakistan.

### **Objectives of the study**

1. To assist transformational leadership prevalence in university
2. To measure Administrative Effectiveness in university
3. To examine the influence of transformational leadership and administrative effectiveness

### **Hypothesis**

**H<sub>0</sub>:** There is no positive impact of transformational leadership on administrative effectiveness in university of Malakand

**H<sub>1</sub>:** There is positive impact of transformational leadership on administrative effectiveness in university of Malakand

## Significance of Study

This study is significant in the context of higher education in Pakistan as it provides empirical evidence on the role of transformational leadership in enhancing administrative effectiveness in universities. In the present era, universities are required to function efficiently, and effective leadership is considered a key factor in achieving institutional goals.

The study is beneficial for university administrators, policy makers, and educational leaders as it highlights how transformational leadership practices can improve decision-making, coordination, communication, and overall administrative performance. It also helps in identifying leadership behaviors that contribute positively to organizational effectiveness.

Furthermore, the findings of this study will add to the existing literature on leadership and administration in the Pakistani higher education context, particularly in public sector universities such as the University of Malakand. It will also serve as a useful reference for future researchers interested in leadership and organizational effectiveness.

## Methodology

A quantitative research design was used to examine the impact of transformational leadership on administrative effectiveness at the University of Malakand. The total population comprised approximately 300 staff members, including 250 teachers and 50 clerical staff. Due to practical constraints, the accessible population was limited to 115 respondents from selected departments.

A sample of 80 respondents (70 teachers and 10 clerical staff) was selected using a stratified random sampling technique to ensure representation from both groups. Data were collected through a self-constructed questionnaire based on relevant literature. The instrument consisted of two sections measuring transformational leadership (idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration) and administrative effectiveness (decision-making, communication, coordination, and performance). A five-point Likert scale was used.

Content validity was ensured through expert review, and a pilot study was conducted to refine the instrument. Reliability was confirmed using Cronbach's Alpha, yielding values of 0.83 and 0.86, indicating strong internal consistency.

Data was collected with prior permission from university authorities, ensuring confidentiality of responses. The data were analyzed using SPSS, applying descriptive statistics (mean, standard deviation) and inferential statistics (Pearson correlation and regression). The hypothesis was tested at a significance level of  $p < 0.05$ .

## Data analysis and interpretation

### Demographic Distribution

Table 1 shows the distribution of respondents by category. Out of the total sample of 80 respondents, the majority were teachers, who constituted 70 respondents (87.5%). While, the clerical staff accounted for 10 respondents (12.5%).

This distribution indicates that teachers formed the dominant group in the study, reflecting their larger presence in the university and their direct involvement in academic and administrative processes. Although the proportion of clerical staff is smaller, their inclusion provides valuable insights into administrative functioning from a non-teaching perspective which ensuring that the data captures multiple viewpoints regarding transformational leadership and administrative effectiveness.

**Table 1: Demographic Distribution of teachers and Clerical staff**

Category	Frequency	Percentage
Teachers	70	87.5%
Clerical Staff	10	12.5%
Total	80	100%

### Descriptive Statistics

Table 2 shows the descriptive statistics of the main variables of the study. The mean score of Transformational Leadership is 3.76 (SD = 0.64), which indicates a moderately high level of transformational leadership practices in the university. Similarly, Administrative Effectiveness has a mean score of 3.68 (SD = 0.60), showing a moderate to high level of effectiveness in administrative functions.

The relatively small standard deviation values indicate that responses are not widely spread and are fairly consistent among respondents. Overall, the results suggest that both transformational leadership and administrative effectiveness are perceived positively in the University of Malakand.

**Table 2: The descriptive statistics of the main variables**

Variables	N	Mean	Std. Deviation
Transformational Leadership	80	3.76	0.64
Administrative Effectiveness	80	3.68	0.60

### Hypotheses

Regression Analysis was used to measure hypotheses

Table 3 presents the regression results for Hypothesis H<sub>2</sub>, which examines the impact of Transformational Leadership (TL) on Administrative Effectiveness (AE). The beta coefficient value is 0.68, indicating a strong positive effect of transformational leadership on administrative effectiveness. The coefficient of determination ( $R^2 = 0.62$ ) shows that approximately 62% of the variation in administrative effectiveness is explained by transformational leadership, indicating a strong explanatory power of the model. The F-value (66.40) confirms that the overall regression model is statistically significant.

Furthermore, the t-value (8.30) indicates that the predictor variable is highly significant, and the p-value (0.000) is less than 0.05, confirming statistical significance. Therefore, the hypothesis H<sub>1</sub> was accepted while rejected H<sub>0</sub> hypothesis.

**Table 3 : Influence of transformational leadership on administrative effectiveness**

Hypothesis	Regression Weights	Beta Coefficient	R <sub>2</sub>	F	t-value	p-value	Hypothesis Supported
H <sub>2</sub>	TL -AE	0.68	0.62	66.40	10.30	0.000	Yes

### Discussion

The findings of this study indicate that transformational leadership plays a significant role in enhancing administrative effectiveness in the university context. The positive and strong correlation ( $r = 0.68$ ) suggests that as leadership practices improve, administrative processes such as communication, coordination, and decision-making also improve.

The regression results further confirm that transformational leadership significantly predicts administrative effectiveness. The beta value ( $\beta = 0.68$ ) indicates a strong influence, while the  $R^2$  value (0.62) shows that approximately 62% of the variation in administrative effectiveness is explained by transformational leadership.

These findings are consistent with previous studies which emphasize that transformational leaders motivate employees, foster collaboration, and improve organizational performance. by Agazu et al. (2025) found that transformational leadership has a strong positive influence on organizational performance across multiple sectors. Similarly, Judge and Piccolo (2004) found a strong positive relationship between transformational leadership and organizational outcomes. In the context of the

University of Malakand, effective leadership appears to contribute to better administrative functioning and institutional efficiency.

### Conclusion

Based on the findings, it is concluded that transformational leadership has a significant and positive impact on administrative effectiveness. Leaders who exhibit transformational qualities such as inspiration, intellectual stimulation, and individualized consideration contribute to improved administrative outcomes.

The study confirms that strengthening leadership practices in universities can enhance overall administrative performance.

### Recommendations

Based on the findings, the following recommendations are made:

1. University leadership should adopt transformational leadership practices to improve administrative effectiveness.
2. Training programs and workshops should be arranged to develop leadership skills among academic administrators.
3. Institutions should promote effective communication and collaboration among staff members.
4. Future studies should include additional variables such as organizational culture and employee motivation to further explain administrative effectiveness.
5. Similar studies should be conducted in other universities to generalize the findings.
6. Future researchers may use larger sample sizes for more generalizable results.
7. Comparative studies between public and private universities can be conducted.
8. Mixed-method research (quantitative + qualitative) can provide deeper insights.

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