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Research Article

Impact of transformational leadership practice on management of secondary schools under zhemgang dzongkhag

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Abstract

Bhutanese principals faced several challenges in course of their jobs. This has led to managerial issues and mismanagement at schools. The impact of principals' transformational leadership practice on the administration of Bhutanese schools is discussed. The study had three goals: to investigate the impact of principals' TLP on teachers' commitment; to determine the impact of principals' TLP on school physical resource management; and to determine the impact of principals' TLP on school financial resource management. Transformational leadership theory, which elucidates what leaders do to attain bigger magnitudes of growth in their institutions, served as the theoretical basis. The study employed a descriptive survey research approach. The study's target population is 10 Bhutanese secondary school administrators (Principals) and 110 teachers. Questionnaires for teachers, focus groups for teachers, and interview schedules for principals were employed to collect data. The research produced both qualitative and quantitative information. The findings demonstrated that principals' TLP had a favorable link with teachers' commitment, physical resource management, and instructional material resource management in schools under Zhemgang Dzongkhag. The study's findings are expected to show that teachers perform better as a result of being motivated, inspired, and appreciated; students perform well as a result of a positive learning environment; and principals have an impact on the commitment of subordinate staff to work and the upkeep of school resources.

Keywords Transformational Leaders, Motivated, Inspired, Administrator, Commitment

Introduction

A leader is someone who has the ability to influence others, and leadership is what leaders do to influence a group of people to achieve a certain objective. One of the management responsibilities that requires every manager to be a leader is leadership (Robbins & Coulter, 2009). To carry out operations as a leader, he or she must make decisions at each stage in order to achieve the intended goals. As a result, one of the attributes of a great leader is the ability to make effective decisions (Tatum et al., 2003). Contemporary theories of leadership present many methods to leadership, such as (a) transactional leadership; (b) transformational leadership; (c) charismatic leadership; and (d) team leadership (Robbins & Coulter, 2008). These methods classify leadership based on

the actions and styles that a leader might exhibit. Similarly, there are several leadership methods that imply that these leaders have various decision-making styles that may be predicted based on their leadership styles (Vroom, 2000). Emotional intelligence has been proven to have a favorable impact on leadership by several researches, including Barling et al., (2000) and Palmer et al., (2001). Other investigations have discovered that emotionally savvy leaders have a high level of organizational commitment (Abraham, 2000) and use emotions to help them make better decisions (George, 2000). Based on these findings, the current study looks at the function of emotional intelligence in moderating the link between transformational leadership and the management.

Principals are responsible for ensuring that all school activities are carried out in a way that contributes to the achievement of

the school's varied goals and objectives. They collaborate with and through others to ensure that educational institutions run smoothly for the benefit of students. As a result, the leadership of principals is a major factor of ensuring excellence in schools for the benefit of all stakeholders. Despite their critical function, they are generally trained for classroom management rather than school management, which presents them with difficulties in the course of their work.

Wilson's managerial talents are referred to as management capacity by Hutasuhut (2019). Wilson (2003) divides management abilities into three groups, which are shown (i) Technical skills, which comprise putting one's educational background, experience, and training to good use in order to complete specified tasks. (ii) Team-building abilities, such as excellent listening and communication, in order to form and coordinate groups. (iii) Leadership abilities, such as creating organizational goals, maintaining professionalism, and evaluating performance to generate maximum returns.

The distinction between management and administration has been and continues to be a point of contention. Administration is a subset of management, according to Kreitner and Cassidy (2012), whereas management is a social engagement of working in partnership with and through team members to successfully and efficiently achieve organizational objectives. Managers, according to the couple, are responsible for planning, motivating, organizing, controlling, decision-making, staffing, communicating, and leading. According to Uko (2015), principals have a difficult job in school administration and must be prepared with the essential knowledge and abilities to do their jobs effectively. Bal (2017), in collaboration with Dash and Dash (2008), examines management as both an art and a science. By answering the question how, art management is described as getting things done in the school through individuals as they execute allotted jobs. This comprises using human and public relations strategies to get things done, as well as delegating power to employees and ensuring responsibility, communication, and successful change management. As science management is described as the act of building a specific philosophy, guiding principles, rules, theories, methods, and practices that may be successfully used in schools and other varied settings, and why? All of these activities are carried out solely for the purpose of achieving corporate goals or objectives.

A transformational leader has been identified as a change and innovation agent in a large number of existing literatures. Transformational leaders are effective, productive, and inventive leaders who satisfy their followers by working together to improve the function of school via shared visions, values, mutual trust, and respect. This is in line with Bass (1985) observation that transformative leaders inspire followers to put the organization and its goals ahead of their own interests. A transformational leader alters the core value, beliefs, and attitudes of followers by motivating and persuading them, making them willing to achieve beyond the levels initially established by the school.

The following is the sequence in which this paper will be presented. After this introduction, there is a brief review of the literature on leadership styles and management, as well as the construction of a theoretical framework and description of the methodology used in this research. In the next part, the findings are described and debated. The research comes to a close with a discussion of the study's main findings.

Literature review

Organizations must have a strong participatory culture, be organic and inventive, and have leaders that inspire rather than command, according to Grunig, Grunig, and Dozier (2002). They said that leaders should employ strategic planning, create a socially responsible atmosphere, prioritize quality in all processes, and create a collaborative work environment.

According to Bass and Avolio (2000), transformational leadership is a style in which a leader creates awareness and interest in the group, boosts individual or group confidence, and struggles to persuade subordinates to focus on success and progress (Bass and Avolio, 1994). Furthermore, transformational leaders are captivating and strive to build a vision of the future that inspires followers to question the status quo and encourages them to be creative. Transformational leaders are revered, respected, and trusted by their followers because they act as role models for them.

Effective leadership is critical because it can help create effective teams, which can increase organizational communication, productivity, quality, efficiency, timeliness, customer service, employee morale, and creativity (Nichol, 2000). When management is dedicated to developing strong teams, implementing productivity and team-building tools and procedures, and empowering people to take ownership of their roles, they are creating a culture that encourages employees to go above and beyond to help the company succeed.

Employees adopt a strong influencing approach with laissez-faire bosses, according to Deluga (1990). Employees that have a strong power position, expect pushback, and have an edge over their boss utilize the hard approach. These workers make demands, show passion, and assert themselves. This leader-employee relationship can lead to an uneasy work atmosphere in which employees vie for their boss's control.

With transformational leaders, employees utilized a soft influencing strategy, which comprises flattery and friendliness and is used when the subordinate has little authority, expects resistance, and is at a disadvantage to the leader (Deluga, 1990). This leader-employee connection has the potential to boost leaders' feeling of self-worth while also triggering demeaning perceptual preconceptions about subordinates. Deluga came to the conclusion that transactional leaders' rational approach, which is defined by logical argumentation and bargaining, is the most successful at ensuring long-term organizational stability. Leaders and workers have equal

influence in this dynamic, which helps to foster a healthy work atmosphere.

Furthermore, transformational leadership leads to more engaged and dedicated employees that go above and beyond the call of duty to help the company accomplish its objectives (Purvanova, Bono, & Dzieweczynski, 2006). Employees who reported to transformational leaders rated their jobs as more challenging, meaningful, and significant, according to a study that examined the effect of leadership style on job satisfaction. The researchers believe this is due in part to the fact that their jobs were linked to the organization's broader purpose, goals, and mission. These personnel were more eager to help others even if it was not part of their job, work for the firm's general benefit, promote the organization, and assist the company in maintaining a positive image.

Managers must take responsibility for making appropriate judgments in order to secure the organization's survival in today's more tumultuous work environment (Moss & Kinnear, 2007). Managers frequently have little knowledge and time to make judgments, thus they must be decisive because postponing decisions might have a detrimental impact on the business. Some researchers suggested that when making decisions, managers should try to gather information from as many levels of the organization as time allows, keep in mind that their information sources may not be trustworthy or accurate, keep in mind that incorrect decisions may have consequences, and understand that their decisions may be influenced by a changing work environment. These researchers also concluded that the most crucial thing for managers to do was to accept responsibility for their decisions' results rather than blaming others when things went wrong, because blaming others would only lose trust and respect.

Kaval and Voyten (2006) discussed ways to create successful decision-making and implementation procedures. They thought choices could be divided into three categories: crisis, operational, and strategic. They used a scenario in which a healthcare business had 100 available nursing posts and 70% of new recruits continuously quite due to overtime needs to define these words. In this scenario, crisis decisions would revolve around quickly filling positions to meet patient care demands, operational decisions would revolve around assessing the issues that caused high turnover, and strategic decisions would revolve around determining how to put the right people in the right positions during the nursing shortage. They thought that all three sorts of decisions should be addressed in order to successfully solve the problem, and that it was critical to clearly state the goal while allowing for flexibility in case the organization's circumstances altered.

Organizations should assess their culture and decision-making style to find the most successful decision-making procedure (Kaval & Voyten, 2006). They suggested that managers figure out who should be involved in the decision-making process, think about how decisions will affect employees, empower employees to make and implement decisions, use effective

communication to keep leaders and employees informed, and figure out what obstacles are preventing the organization from making and implementing decisions effectively. They felt that by being more proactive in the decision-making process, managers would be able to reach more suitable conclusions and avoid being caught off guard by last-minute decisions. Trust is vital, since it fosters healthy interactions and reflects an employee's honesty and knowledge. They talked about how managers may build trust with their staff by sharing work experiences and exhibiting their expertise in their sector. Because the amount and kind of trust in one's connections with workers changes over time, everyone believes it is vital to regularly review one's relationships with employees.

According to Vroom (2000), the leader participation model links leadership conduct to decision-making involvement. An acceptable leadership style can be chosen based on these decision circumstances. All types of leaders, but especially organizational leaders, must be able to make day-to-day decisions as well as long-term ones. Similarly, the study researcher must have been concerned with both elements of leaders: how they make day-to-day decisions and how they develop long-term forecasts (Tatum et al., 2003)

Trust and power are drivers of conflict resolution approach and outcome satisfaction, according to Davidson, McElwee, and Hannan (2004). They discovered that conditions with equal power and strong trust inspire people to select more cooperative methods and achieve more pleasant outcomes than situations with low trust or uneven power. They described how, in negotiations, high-trust relationship dyads employed less avoiding and dominating methods, especially when power was allocated evenly. Leaders must be able to spot low trust settings, according to the study, in order to boost trust in their attempts to improve the negotiating process. The researchers reasoned that because leaders had the most clout in the workplace owing to their position of authority, they would be the most successful at reducing conflict and boosting morale. As a result, balancing power and developing trust in the company should strengthen relationships and improve performance outcomes.

As per Azad et.al. (2017), a thorough examination revealed that transformational leadership is a critical component in motivating workers to embrace change. This has been reinforced by several studies, where incentives, whether financial or non-financial, are one of the most significant factors to drive people to provide their best effort to develop innovation, produce ideas, and be an active member in change effort. Organizations must carefully create incentive systems, whether extrinsic or intrinsic, because they have a direct influence on performance and employee preparedness to align with the organization's goals, they noted, However, there are questions such as; How does transformational leadership effect employee change readiness?, How can incentive schemes effect the relationship between transformational leadership and workers' preparedness for change as a

moderator, and to what extent?, must be explored and addressed.

Azad et al. (2017), on the other hand, argue that management and leadership/administration are inextricably linked, forming the fabric for the talents and competencies required to lead a team to success. Leading includes exercising one's ego, whereas managing entails the efficient use of resources in the organization's best interests. The effective administrators have the conventional attributes of leaders and managers in a continuum that intersects at the points of integrity, decision-making, optimism, and communication. Hutasuhut (2019) emphasizes the need of management competence for principals to function well. This relates to the capacity to effectively carry out planning, supervision, organization, and execution activities in order to fulfill established goals.

At their study, Nyakan et al. (2018) looked at the impact of school principals' management skills on instructional supervision in their various institutions in Kenya's Homabay County. These three managerial abilities, planning, organizing, coordinating, supervising, and regulating, are similar to Wilson's (2003) drive skills, which enable the business to accomplish its social goals. The findings of the study revealed a favorable and statistically significant link between school administrators' management skills and instructional supervision at their respective institutions.

Purpose of the study

The majority of previous research on transformative leadership focused on industrialized nations (Garca-Morales et al., 2008; Eisenbach et al., 1999; Wang et al., 2012) and Asia (Lo et al., 2010; Jung et al., 2008). Few studies on transformational leadership and its impact have been adopted and undertaken in various regions, and no such research has been conducted in Bhutan on schools' leaders and teachers. As a result, there are two primary goals for this research. The goal of the study was to see how principals' transformational leadership approaches influenced the administration of Bhutanese intermediate secondary schools, and how principals manage the resources to bring development in the schools.

Objectives

The study was guided by the following specific objectives:

1. To look into the impact of transformational leadership methods on teacher commitment in secondary schools in the Zhemgang Dzongkhag.
2. To examine the impact of secondary school principals' transformational leadership on physical resource management.
3. To examine the impact of secondary school principals' transformational leadership methods on resource management.

Hypothesis

The following researches null hypothesis guided the study:

Ho1: In Secondary schools under Zhemgang Dzongkhag, there is no substantial link between principals' transformational leadership methods and teachers' engagement.

Ho2: There is no link between principals' transformational leadership methods and the management of physical resources in secondary schools.

Ho3: There is no significant association between principals' transformational leadership approaches and financial resource management in secondary schools under Zhemgang Dzongkhag.

Significance of the study

The goal of the study was to see how principals' transformational leadership styles affect secondary school administration in the county. As a result of the study, principals may change their administrative styles in favor of transformational leadership styles; teachers may perform better as a result of being motivated, inspired, and appreciated by the principal; and students may do well in their national examinations as a result of a good learning environment.

The findings of the study may also be useful to the Ministry of Education (MoE), which is charged with policy formulation, by allowing it to develop education policies aimed at improving institutional administrators' professional competencies, which can aid in the effective preparation of school principals to be effective managers.

The findings of the study may also serve as a platform for future research into how principals' transformational leadership affects subordinate staff commitment to work and the upkeep of schools' physical and financial resources.

Finally, it was intended that the study would have a favorable influence on two NIEs, which serve as educational and training institutions for educators and instructors, by allowing them to develop appropriate training curricula.

Scope of the study

The research was limited to secondary school teachers under Zhemgang Dzongkhag. The participants in the study were principals and teachers from various secondary schools under Zhemgang Dzongkhag. The goal of the study was to see how principals' transformational leadership qualities influenced the administration of secondary schools in the county. It looked at the impact of principals' transformative leadership on teacher dedication, as well as the implications for physical, material, and financial resources. The study used a descriptive survey

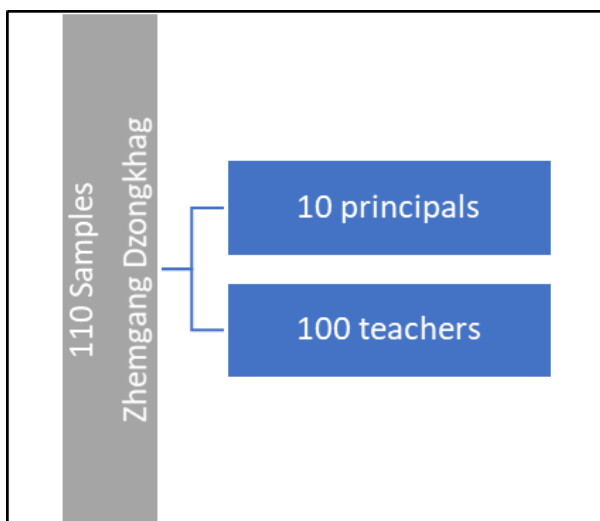
design with a mixed methods approach to help the researcher collect data properly.

Research design

In most cases, there are three types of research methodologies: quantitative, qualitative, and mixed methods (Armitage, 2007). The study used a mixed techniques approach with a descriptive survey methodology. According to Orodho (2009), descriptive survey design is used in preliminary and exploratory investigations to allow the researcher to gather information, summarize, present, and analyze the results for clarity reasons. According Yan (2019), descriptive surveys are most suited for field research since they explore a broad population's perspective on a certain subject, how it is dispersed, its interrelationships, and data is primarily collected using questionnaires. The research's approach was chosen because it is a field study conducted in a natural environment at schools, with instructors filling out questionnaires, participating in focus group discussions, and interviewing principals to provide qualitative data that included 10 descriptions of occurrences. The inclusion of the mixed methods approach, which allows for the gathering of both qualitative and quantitative data, was guided by the use of questionnaires with closed-ended questions (Armitage, 2007). Mixed methods research makes use of the strengths of both qualitative and quantitative approaches to uncover existing correlations between variables.

Sample and data collection

The target population was made up of 10 principals and 100 teachers of secondary schools under Zhemgang Dzongkhag.



Simple random selection was used to choose respondents from the school administration and instructors, which accounted for around half of the total number of respondents

(110). The 10 principals were chosen because they are the most important participants in any school improvement since they are the major link between school management and instructors. Furthermore, they are frequently in charge of carrying out management's vision and aligning their subordinates with the organization's strategic goals. A total of 130 questionnaires are circulated, with 110 legitimate ones gathered at an approximate response rate of 81 percent. In addition, interviews with 30 teachers and a few principals are done.

Methods used

Here, mixed methods research is used to blend both qualitative and quantitative methodologies in order to gain a better grasp of the study's suggested conceptual framework. The researchers gather and analyze data using a quantitative methodology, then use a qualitative approach to explain the results from the participants' perspectives. Explanatory sequential design is used in mixed methods research because quantitative data gathering and analysis comes first, followed by qualitative data collection and analysis (Kenneth, S., 2021).

Reliability of instruments

The measure of a research instrument's dependability is how consistently it provides comparable results in repeated tests (Mugenda & Mugenda, 2003). As a result, dependability may also be defined as the probability for repeated measurements to be consistent. To confirm that the interview schedule was reliable, the researcher conducted pilot interviews with four principals to fine-tune the instrument, ensuring that the questions asked were not leading questions and actively participating in interviews and note taking. According to Alshenqeeti (2014), interview reliability isn't guaranteed, but it can be improved by not asking leading questions, taking notes and not relying solely on information recording during interviews, conducting pilot 10 interviews to fine-tune interview schedules, and allowing the interviewee to clarify points near the end of the interview. For comparative reasons and to refine the test items, the researcher organized 10-member focus group talks. Because focus groups are interviews, the researcher increased their trustworthiness by asking clear and precise questions and assisting in the proper direction of conversations.

Methods used

The research produced both qualitative and quantitative information. The qualitative data was screened, sorted, coded, and organized into themes that were congruent with the study goals, and then content analysis was used to examine the data thematically. It comprises selecting text, unitizing it, coding it, and then analyzing the coded data to determine the level of links between topics. Frequencies, mean, standard deviation, Spearman rank correlation, ANOVA, and multiple regression analysis were used to

evaluate quantitative data using descriptive and inferential statistics.

Result and Discussion

Table 1. Response returned rate of the interview

Category	Target Return	Actual Return	Percentage (%)
Principals-Interview	15	10	66.66
Teachers-Questionnaires	130	90	81.81
Teachers-FGD	10	10	100
Total	155	110	82.82

Source: Researcher’s Field Data (2020)

The researcher chose 130 teachers from secondary schools in the Zhemgang Dzongkhag to complete out surveys, 10 teachers to engage in focus groups, and 15 administrators to interview. The interviews were attended by 10 principals,

resulting in a participation rate of 66.66 percent. Similarly, ten instructors took part in the focus group talks, accounting for 100% participation. On the other hand, only 90 teachers out of a total of 130 completed and returned the surveys satisfactorily. This yielded a response rate of 81.81%, which is excellent for analysis, drawing inferences, and generalizing findings to the target group because it exceeds the 80% representative level. The research received an overall response rate of 82.82 percent. The instrument’s return rate from respondents was over 80%, indicating that the obtained data is representative of the greater community and hence the study has population validity.

Level of principals’ transformational leadership Practices in Schools

The goal of the study was to identify the extent of transformational leadership techniques among secondary school principals in Zhemgang Dzongkhag. To determine these behaviors, the researcher gave instructors a Likert scale with a variety of primary skills to pick from, where 1=SD-strongly disagree; 2=D-disagree; 3=NS-not sure; 4=A-agree; 5=SA-strongly agree. The responses of the teachers are listed in Table 2.

Table 2. Level of principals’ transformational leadership practices in Schools

Ways of Principals exhibit TLP	N=110	SD	D	NS	A	SA	Mean	SD
Acts as a role model for all workers	F %	68 42	23 39.2	0 0	14 13.8	05 4.9	2.00	1.195
Attends to individual needs of workers and ensure they are comfortable	F %	32 21	65 57.4	0 0	23 21.6	0 0	2.12	1.032
Expresses optimism that schools’ goal will be achieved	F %	24 18.7	61 62.6	9 6.2	16 12.5	0 0	2.32	0.547
Encourages workers to be creative and innovative	F %	38 36.1	38 36.1	8 2.6	26 25.2	0 0	2.43	0.873
Creates a vision to guide school operations	F %	9 7.9	84 80	0 0	17 12.1	0 0	2.06	0.614
Models and communicates the visions	F %	9 7.9	84 80	0 0	17 12.1	0 0	2.32	1.031
Creates commitment to the vision	F %	8 2.6	79 88.19	0 0	23 9.2	0 0	2.11	0.672

NB: N = number of participants, F = frequency, % = per cent and SD= standard deviation

The scale of mean: below 2.00 – weak, 2.00-2.99 – low, 3.00-3.99 – moderate, 4.00-5.00 – high.

Table 2 reveals that 68 (42%) of instructors strongly disagree, 23 (39.2%) disagree, 14 (13.8%) agree, and 05 (4.9%) highly agree that their principals operate as a role model to all employees, with a mean of 2.00 and a high standard deviation of 1.195. Based on these data, it can be concluded that principals are not role models for all

employees in secondary schools in the majority of cases. This demonstrates that the majority of principals fail to model idealistic influence for their employees to follow. This endears the leader to the people and makes him adored by his supporters.

Following that, principals attending to the individual needs of workers in order to ensure their comfortability at work, and the majority of respondents 65 (57.4 percent) disagree, 32 (21 percent), implying that most principals do not attend to the individual needs of workers to ensure that they are comfortable, while only 23 (21.6 percent) disagreed with a mean of 2.12 and a moderately high standard deviation value of 1.032, implying that the respondents' opinion is divided. This demonstrates that most principals do not practice personalized attention in their schools in order to secure the comfort of their teachers and other employees by satisfying their specific demands.

As demonstrated in the mean 2.32 with a relatively low standard deviation of 0.547, the majority of respondents 61 (62.6 percent) typically disagree that their administrators express hope that the school goals will be met. This demonstrates that in the vast majority of public secondary schools, administrators not only fail to set attainable goals, but also fail to exhibit confidence in their ability to achieve them. This demonstrates that the majority of principals lack inspiring drive. The table also shows that the majority of respondents disagree, with 38 (36.1 percent) strongly disagreeing and 36 (36.1 percent) disagreeing, that their principals encourage them to be imaginative and creative in their distribution of responsibilities, while just 34 (27.8%) agree. As seen by the mean value of 2.43 and a moderate standard deviation of 0.873, most administrators fail to encourage their teachers to use intellectual stimulation in the performance of their tasks by failing to foster creativity and innovativeness.

The majority of respondents 84 (80%) strongly disagreeing and 9 (7.9%) disagreeing that their administrators establish vision to drive the school, while 17 (12.1%) agreed, as demonstrated by a mean of 2.06 and a standard deviation of 0.614. According to the findings, principals in the majority of secondary schools do not share a vision with teachers, other staff, and non-staff members on how to work together to achieve the school's goals and objectives. As a result, most school administrators do not use inspirational motivation when performing their official tasks. Similarly, the majority of teachers disagreed, with 84 percent disagreeing and 9 percent disagreeing strongly, that their principal's model and express the vision, while 17 percent agreed. The majority of secondary schools' administrators do not model or express the vision they have for their specific schools, as seen by the teachers' opinions. The fact that the mean value is 2.32 and the standard deviation is 1.031 refutes the idea of inspiring motivation.

Finally, the majority of respondents opposed or strongly disagreed that their principals promote devotion to the goal, with 79 (88.19%) and 8 (2.6%) significantly disagreeing, while 23 (9.2%) agreed. The data reveal that the majority of secondary school leaders do not exemplify the formation of a commitment to the school's goal. The mean value of 2.11 and the fairly low standard deviation of 0.672 demonstrate this. In

a nutshell, secondary school principals under Zhemgang do not demonstrate transformational leadership in their administration, as demonstrated by a low cumulative mean of 2.217, meaning that they simply demonstrate aspects of transformational leadership.

Table 3. Focus group discussion results on the level of Principals' TLP in school

Principal	F (N-10)	Percent (%)
Acts as a role model for all workers	4	40
Attends to individual needs of workers	5	50
Expresses optimism that schools' goals will be achieved	8	80
Encourages workers to be creative and innovative	8	80
Creates a vision to guide school operation	7	70
Models and communicates the vision	7	70
Creates commitment to the vision	6	60

NB: F represent frequency and N represents the number of participants

Table 3 shows that just 4 of the principals (40%) believe in idealized influence as a transformative leadership principle, whereas the majority of the respondents 6(60%) disagree. The findings suggest that administrators in the majority of secondary schools do not use idealistic influence in their leadership practices because they do not provide an example for teachers and other employees to follow.

Only 5 (50%) of principals do not respond to the specific requirements of workers in order to secure their comfort, while 5 (50 %) do so in order to promote their comfort. The data suggest that the half of principals do not value individualized consideration in their leadership techniques, implying that the requirements and comfort of their instructors and employees are addressed. The majority of teachers said that their principals do exhibit hope that the school's goals will be met 8(80 %), whereas a minority of principals (20 %) exemplify the negative attribute. According to the findings of the survey, the majority of principals use inspiring motivation by being visionary and guiding their employees toward achieving established goals and objectives.

Table 3 also demonstrates that just 8 (80 %) urge their employees to be creative and inventive, with a maximum of 0

(20 %) doesn't encouraging their employees to do so. Larger percentage of the principals' exhibit the intellectual stimulation attributes of a transformational leader, according to the research. This means that school teachers and other subordinate personnel does support the leaders who can assist them in becoming creative and inventive in their work. The majority of teachers, 7 (70 %), said their principals establish a vision for directing school operations, while 3(30 %) said their leaders do not generate a vision for leading school operations. The data demonstrate that the majority of administrators construct a vision that serves to propel the school toward achieving its goals. Similarly, 7 (70 %) of instructors said their principal's model and express the school's mission, while 3 (3 %) said their leaders do not model and communicate the goal. Furthermore, 6 (60%) of instructors said their principals inspire devotion to the vision, compared to 3 (30%) who said the opposite. These data suggest that most principals in Zhemgang secondary schools use inspiring motivation, which comprises establishing, modeling, communicating, and building devotion to the goal. Since a result of the data stated, it is clear that transformational leadership are practiced in secondary schools, as administrators to display the fundamental characteristics of transformative leaders other than inspiring motivation. As a result, they does demonstrate some aspects of transformative leadership. As a result, the findings hint to a problem in the principals' transformational leadership methods, which is likely to have a detrimental impact on their management practices.

Furthermore, most instructors thought that principals do not function as role models for employees, nor do they react to particular staff needs or encourage workers to be creative and inventive, based on their talks.

TY1 said.

"Most of the time, principals are out of the school doing their personal activities in the guise that they are on school missions. As a result, they fail to lead the school in the appropriate path in terms of academics and administration."

TZ3 alleged;

"The principals are typically aggressive and unapproachable, causing dread among staff members. This makes teachers dislike school activities since they don't feel welcome."

Furthermore, the majority of teachers said that principals should develop a vision, model and convey the goal, and make an effort to create a commitment to the vision by using inspiring motivation. As TS4 put it,

"The principal worked with us as a committee to develop the school vision and communicate it to all school employees who were enthusiastic about the concept."

Another TS3 claimed;

"The principal is particularly concerned with achieving the school's vision. He usually stimulates us and fosters a positive working atmosphere in order to achieve the school's aims and objectives."

Despite a variety of hurdles, most principals said during interview sessions that they strive to apply the key pillars of transformational leadership on average. According to one of the 1PY,

"I always set a good example for my teachers and do a good job motivating them. Whenever a teacher or coworker has a difficulty, I rally the rest of the staff to assist the individual, and this has helped the school become more united."

2PZ claimed that;

"I constantly promote collaboration and convey confidence that the schools' objectives will be met. This keeps employees on their toes as they work to achieve the company's goals and objectives."

6PB claimed that;

"In circumstances when traditional equipment and teaching aids are unavailable, I encourage instructors to improvise by using locally accessible resources as teaching aids. This encourages their inventiveness and ingenuity."

In general, it is clear that principals in the Zhemgang Dzongkhag have completely embraced transformational leadership in the management of secondary schools. They use a part of transformational leadership in their management, which has bode well based on the management issues they've encountered.

Furthermore, as seen below,TP5 feel that principals assist them in owning the school.

"Principals frequently distribute responsibilities to teachers and involve them in many ongoing activities both within and outside the school... By allocating tasks to us and allowing us to work on these responsibilities without compromising our ability, we feel as though we control the school."

TP6 claimed;

"The principals frequently include teachers by consulting them on a variety of school issues and events, making us feel like we are a vital part of the school."

4PS shared similar thoughts during interview sessions, with one claiming;

"I make it a point to include members of the teaching profession in school programming and solicit their input on issues that impact them and the school as a whole. I do this by following a management regimen based on allocated duties with little intervention and supporting their judgments as long as they are aimed toward the school's good progress."

7PT claimed that;

"I make sure that my teachers, particularly the teachers' representative and the vice-principle, and that the departmental heads serve as a link between the administration and the teachers. I also make sure we have frequent staff briefings and meetings where teachers may freely express their concerns and share their thoughts on school administration issues."

In terms of incorporating teachers in decision-making, teachers said during focus group talks that principals frequently execute positive choices made during department meetings, making them feel like they were a part of the process. Another interviewee TY10 has stated;

"Our principal makes certain that we have meetings on significant issues that require teacher participation. These sessions are held often to provide instructors with adequate chances to express their views and participate in decision-making processes."

TT4 also claimed;

"At my school, the principal ensures that teachers rotate through managerial responsibilities to ensure that every teacher has a chance to participate in decision-making."

During the interview sessions, the 5PP expressed similar opinions to the teachers on the tactics used to include teachers in the decision-making process. According to one claim,

"I make sure that we have frequent meetings at school where each teacher has the opportunity to speak out about difficulties or offer suggestions on how to improve the teaching learning process."

6PB claimed;

"I organize ad hoc committees with diverse teachers to deal with specific school concerns, and when the committees make judgments, I frequently respect and implement them for the welfare of the school."

9PK also expressed that;

"We also make sure that teachers stay in school after normal working hours by providing enough and different activities during the week and on weekends so that they may consult with each other whenever they need to."

In general, it is clear that principals employ a variety of techniques to encourage teachers' commitment, such as encouraging them to work longer hours, giving them ownership of the school, and including them in decision-making. In the first null hypothesis, the researcher also wanted to see if there was a link between principals' transformational leadership and teachers' commitment, as well as the direction and strength of the relationship.

H01: In Secondary schools under Zhemgang Dzongkhag, there is no substantial link between principals' transformational leadership methods and teachers' engagement.

The null hypothesis is rejected and supports the alternative hypothesis of having significant relationship. This is because the data reveal a statistically significant link between the transformational leadership techniques of the administrators and the dedication of the teachers.

Table 4. Teachers' discussion on Principals' transformational leadership practice and effective management on physical resources.

Strategies	F (N-100)	Percent (100%)
Advocacy on effective use of physical resources by all stakeholders	67	67
Involving teachers in management of physical resources in school	90	90
Carrying out repairs and innovation on buildings and school property	86	86
Ensuring school constructions are carried out as per the laid down standards	78	78
Ensuring prompt payment of suppliers after delivery of goods and services	100	100
Ensuring effective provision of teaching and learning materials in school	87	87

Table 4 reveals, principals employed diverse management tactics on effective use of physical resources, yielding the

following responses: stakeholders' advocacy on effective use of physical resources, with a majority of respondents agreeing (67%) and disagreeing (33%) stating that principals do not support advocacy on effective use of physical resources; ensuring constructions are done as per laid out standards, with 78 (78 %) of respondents noting that an average number of principals observe laid out standards, but 22 (22 %) acting on the contrary; carrying out repairs and innovations, with the majority of respondents 86 (86 %) believing that principals carry out timely repairs and renovations; ensuring constructions are done as per laid out standards, with the majority of respondents 86 (86 %) believing that principals carry out timely repairs and renovations; ensuring effective provision of teaching and

learning resources, with a minority of respondents 78 (78 %) in agreement but a majority of respondents 22 (22 %) denying that principals ensure timely provision of teaching and learning resources; involving teachers in the management of physical resources and the enhancement of school 90 (90 %) were in agreement with a majority of respondents and only 10 (10%) in denial respectively. These findings show that the most common strategies used by principals to facilitate the effective management of physical resources include advocating for their effective use, ensuring that repairs are completed on time and according to established standards, and ensuring that teaching and learning resources are delivered on time.

Table 5. Correlation on principals’ transformational leadership practice and physical resource management

			Transformational Practices	Physical resource management
Spearman’s rho	Transformational	Correlation Coefficient	1.000	0.27*
		Sig. (2-tailed)		.018
		N	110	110
	Financial Management	Correlation Coefficient	0.27	1.000
		Sig. (2-tailed)	.018	
		N	110	110

*Significant at .05 level (2-tailed)

Table 6. Principals’ TLP on effective management of financial resources in schools.

Strategies	F (N-100)	Percent (100%)
Using and upholding the standard procurement process	87	87
Sensitizing parents on school fees payment modalities	92	92
Encourage teachers to integrate ICT in the teaching and learning process	94	94
Ensuring timely provision of TLM in schools	94	94
Ensuring teachers are trained on use of ICT in the teaching and learning process	85	85
Ensuring teachers in management of instructional materials resources	78	78
Principal does initiate and carry out income generating activities in school	69	69

As shown in Table 5, there is a weak but positive relationship between principals' transformational leadership techniques and school resource management ($\rho = 0.27 > 0$). Furthermore, the data demonstrate that the modest but positive relationship is statistically significant at p value 0.018, meaning that when principals use transformational leadership abilities, their management of the school's physical resources improves as well. Therefore, the second null hypothesis H_{o2} There is no link between principals' transformational leadership methods and the management of physical resources in secondary schools was rejected. Thus, the alternative hypothesis H_{a2} : There is relationship between principals' transformational leadership methods and the management of physical resources in secondary schools. Principals require transformational leadership qualities to properly monitor and manage physical resources such as adequate classrooms, libraries, furniture, scientific labs and equipment, playing fields, and toilets, according to these studies.

Table 6 reveals, principals employed diverse management tactics on effective use of financial resources, yielding the following responses: using and upholding the standard procurement process, with a respondents agreeing (87%) and disagreeing (13%) stating that principals don't uphold the standard procurement process, sensitizing parents on school fees payment modalities agreeing with 92 (92 %) of

respondents but 8 (8 %) acting on the contrary; encourage teachers to integrate ICT in the teaching and learning process, with the majority of respondents 94 (94 %) believing that principals encourage teachers to intergrade ICT in teaching learning process; ensure timely provision of TLM, with the majority of respondents 94 (94 %) believing that principals carry out timely provision of TLM; ensure teachers are trained on use of ICT, with a majority of respondents 85 (85 %) in agreement but a small number of respondents 15 (15 %) denying that principals ensure teachers are not trained on usage of ICT; ensuring teachers in management of instructional materials resources 78 (78 %) were in agreement with a majority of respondents and only 22 (10%) in denial respectively. Lastly, 69 (69%) show in favor of principal does initiate and carry out income generating activities in school and 31(31%) doesn't support that principal are not initiating to carry out the income generating activities in school.

These findings show that the most common strategies used by principals to facilitate the effective management of financial resources include timely provision TLM in schools, ensuring that ensuring parents to fees payment modalities, encourage teachers to integrate ICT in the teaching and learning process and ensuring that all teachers are trained in using ICT usage.

Table 7. Correlation on principals' transformational leadership practice and financial management of resource

			Transformational Practices	Financial Resource Management
Spearman's rho	Transformational	Correlation Coefficient	1.000	0.690*
		Sig. (2-tailed)		.001
		N	110	110
	Financial Resource Management	Correlation Coefficient	0.690	1.000
		Sig. (2-tailed)	.001	
		N	110	110

* Significant at .05 level (2-tailed)

Table 7 reveals that the principals' transformational leadership methods and the schools' financial management of resources have a slightly strong positive relationship ($\rho = 0.690 > 0.05$). With a p value of $0.0010 < .05$, this connection was likewise statistically significant. As a result, the third null hypothesis, H_{o3} , was rejected: *There is no significant association between principals' transformational leadership approaches and financial resource management*

in secondary schools under Zhemgang Dzongkhag. As a result, the alternative hypothesis H_{a3} : There is significant association between principals' transformational leadership approaches and financial resource management in secondary schools under Zhemgang Dzongkhag was confirmed. These findings show that the principal's transformational leadership methods have a direct impact on the school's financial management of resources.

Model Summary of a Multiple Regression Analysis on Influence of Principals’ TLP on the Management of Schools

The impact of principals' transformational leadership methods on school administration was investigated using a multiple regression model. The principals' features of transformational leadership techniques incorporated from the conceptual framework were the independent variables. The dependent variables on school management (teacher commitment, physical resource management, and financial resource management) were calculated by the researcher.

Table 8. A multiple regression model investigation on the effect of principals' transformational leadership practice on school administration was summarized in this model.

Model	R	R Square	Adjusted R Square	Sd. Error of the Estimate
1	.642*	.53	.46	3.654

a. Predictors: (Constant), Idealized influence, inspirational motivation, individualized motivation, intellectual stimulation, creating vision, communicating and modelling vision and committing to vision

Table 8 shows that the independent variables (idealized influence, inspirational motivation, individualized consideration, intellectual stimulation, creating vision, communicating and modeling vision, and committing to vision) predicted the dependent variable (school management) by 53%, implying that 47% of the factors that predict management of public secondary schools were outside the scope of the study.

Table 9 summarizes the results of an analysis of variance (ANOVA) on the impact of transformational leadership on school management.

Model		Sum of squares	Df	Mean Square	F	Sig.
1	Regression	1607.658	6	324.766	1.054	.025 ^b
	Residual	58427.542	347	246.635		
	Total	70135.462	425			

Table 10. Summary on ANOVA on the influence of Principals’ transformational leadership on School management.

Model	Unstandardized Coefficient		Standardized Coefficients	T value	Sig.
	B	Std. Error	Beta		
(Constant)	154.276	3.436		22.432	.001
Idealized influence	.345	.762	.267	.390	.021
Individualized consideration	.231	1.078	.106	.230	.038
Inspirational motivation	.168	1.381	.108	.072	.037
Intellectual stimulation	.125	1.049	.306	.047	.033
Communication vision	.856	1.476	.146	.580	.018
Modelling the vision	.221	.862	.189	1.456	.043
Creating commitment to the vision	.230	1.059	.187	2.286	.026

Sig.at 0.05

The coefficient findings are shown in Table 10, and it can be shown that all facets of transformational leadership techniques have a statistically significant influence on secondary school management. For example, idealized influence (0.021) was statistically significant, showing that principals' school administration is considerably impacted when they display idealized influence. Furthermore, the positive B value indicates that a 34.5% improvement in

secondary school administration may be achieved by improving one unit of idealized leadership.

With a p value of 0.038<0.05, individualized attention had a statistically significant influence on school management. Furthermore, the data illustrates that a good B value would result in a 23.1 % improvement in school administration if one unit of customized attention was improved.

With a p value of $0.037 < 0.05$, inspirational motivation was also found to have a statistically significant impact on secondary school management. Furthermore, an increase in one unit of inspiring motivation is expected to result in a 16.8% improvement in secondary school management.

Next, p value is of $0.033 < 0.05$, intellectual stimulation was also shown to have a statistically significant impact on secondary school administration. Furthermore, the positive B value indicated that improving the principals' intellectual stimulation techniques can result in a 12.5% improvement in secondary school administration.

Furthermore, with a p value of $0.018 < 0.05$, conveying the vision had a statistically significant impact on school management. An increase of 85.6 % in the administration of public secondary schools was determined to be possible with an improvement in one unit of conveying vision practices. With a p value of 0.043, modeling the vision had a statistically significant impact on school management. Furthermore, the data reveal that improving one unit of vision modeling might result in a 22.1 % rise in public secondary school management.

Finally, with a p value is $0.026 < 0.05$, generating a commitment to the goal was statistically significant. A 23 % boost in school management might be achieved by improving only one unit of this element. In general, our data suggest that some parts of transformational leadership approaches have a statistically significant impact on secondary school administration.

Discussion on Findings

Effect of Principals' TLP on Teachers' Commitment

The study's initial goal was to look at the impact of principals' transformational leadership methods on teachers' commitment in secondary schools under Zhemgang Dzongkhag. Table 3 descriptive data indicated that the majority of teachers agreed that principal's transformational leadership practice in school. For example, 8 (80 %) of teachers believed that principal encourage teachers to be creative and innovative, and 5 (50 %) said that principals' transformational leadership attends to individual needs of workers.

Effect of Principals' TLP on Financial Management and Physical Resource Management

The study's second goal was to investigate the impact of principals' transformational leadership methods on school financial resource management in secondary schools in Zhemgang Dzongkhag. Table 7 shows that most teachers agreed that transformational leadership practices impact school management and that there is a substantial and positive relationship between principals' transformational leadership practices and financial resource management ($p=0.001 < 0.05$). Table 5 shows that transformational

leadership strategies used by secondary school administrators, such as idealized influence and establishing commitment to the goal ($p=0.018 < 0.05$), had a substantial impact on financial resource management.

Conclusion

According to the findings of the study, principals' TLP of idealized influence, individualized consideration, inspirational motivation, and intellectual stimulation has a positive impact on teachers' commitment, school physical resource management, and school financial resource management. However, it is clear that principals under Zhemgang Dzongkhag have not completely embraced transformational leadership. Instead, they use about 70% of transformational leadership in their management, which is well given and well managed with minimal issues they encounter in their school management roles.

The first hypothesis investigated the link between administrators' TLP and teachers' engagement. The correlation coefficient between administrators' TLP and teacher's commitment indicating a significant positive relationship. As a result, the study finds that principals' transformational leadership with teachers' engagement under Zhemgang Dzongkhag seems to have good management over teachers' engagement. The second hypothesis looked into the link between principals' TLP and school physical resource management. The principals' TLP was shown to have a weak but positive relationship with the management of the schools' physical resources ($\rho 0.27 > 0$). As a result, the study concludes that principals' transformational leadership practices have a statistically significant relationship with school physical resource management in schools under Zhemgang Dzongkhag.

The third hypothesis investigated the association between principals' TLP and school financial resource management. The principals' TLP was shown to have a somewhat strong positive relationship ($\rho 0.690 > 0$) with the management of the schools' financial resources.

Finally, the study finds that principals' transformational leadership practices of idealized influence, individualized consideration, inspirational motivation, and intellectual stimulation have a significant impact on school financial resource management secondary schools under Zhemgang Dzongkhag.

Recommendation

The report provides the following suggestions based on its findings:

- i. The government, through the Ministry of Education, should develop rules for institutional administrators' training in order to equip them with school administration abilities. The training plans to mainstream transformational

leadership as a driving force in school administration aimed at reengineering the holistic growth of schools.

- ii. Two of the country's teacher training colleges need to strengthen their transformational leadership course for institutional managers by adding additional better modules on existing ones. This will likely to split the subject down into more manageable and richer chunks, making it easier for educators and principals to comprehend. Furthermore, training colleges should work to establish a supervisory team that would conduct spontaneous visits to schools to assess principals' adoption of transformational leadership. This should hopefully keep principals on their toes, which will help their particular schools.
- iii. To strengthen the administration of public secondary schools, principals should employ idealized influence and individualized consideration techniques of transformational leadership. They should take the lead in establishing high and acceptable standards for instructors to follow and mimic for the benefit of their individual educational institutions. In addition, principals should treat members of the school community with respect in order to make them feel desired and valued.
- iv. To enhance successful administration of secondary schools, principals should concentrate on strengthening their inspiring motivating techniques by establishing, modeling, communicating, and generating devotion to the vision. They should develop realistic and achievable goals in order to successfully communicate their aspirations to all school stakeholders. They should place a strong emphasis on teamwork, which is critical for achieving school objectives.
- v. In order to enhance the management of secondary schools, principals should strengthen their intellectual stimulation methods. This is accomplished by encouraging instructors and students to be more creative and imaginative while teaching and learning. Teachers and students who are creative and inventive are sufficiently rewarded in order to foster competitiveness.

Conflict of Interest

The author hereby declares no conflict of interest.

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