

## **Transformational Leadership and Educational Outcomes: A Literature Review**

**Maria Eliophotou Menon<sup>1</sup>**

### **ABSTRACT**

The effect of school leadership on educational outcomes has been widely debated in recent decades. Only a small fraction of available research studies deals with the measurement of the effects of leadership on specific educational outcomes. The paper aims to provide an overview of theory and research on the effect of transformational leadership on educational outcomes. A systematic review of the literature was conducted in an attempt to summarise the past 15 years of research on the link between transformational leadership and educational outcomes. The evidence on the effects of transformational leadership is used as the basis for conclusions and recommendations in relation to future research. These recommendations include the need for addressing methodological problems associated with leadership studies and the need to explore the link between transformational leadership and other leadership models.

**Keywords:** Transformational leadership, educational outcomes, literature review.

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<sup>1</sup> Professor, Department of Education, University of Cyprus, Cyprus, email: [melmen@ucy.ac.cy](mailto:melmen@ucy.ac.cy)

## 1 INTRODUCTION

The literature on educational administration has increasingly focused on the study of leadership concepts, models, and practices (Gumus et al., 2018; Harris & Jones, 2023). Despite the abundance of studies on educational leadership, the number of studies attempting to measure the effect of school leadership on educational outcomes is relatively small in relation to different contexts (Kiliñç et al., 2023; Robinson, 2008). The limited research on the topic does not allow for the informed promotion and/or adoption of leadership models and practices in education in that policy makers lack the evidence that can serve as the basis for the support of specific approaches to leadership.

The paper aims to provide a systematic review of research on the effects of transformational leadership theory on educational outcomes. Transformational leadership refers to a contemporary leadership theory which has been investigated in various fields including psychology, business administration, sociology and education (Avolio et al., 2009; Farahnak et al., 2020; Yammarino et al., 1993). It refers to a process that changes and transforms both people and organisations (Northouse, 1997). Burns (1978, p. 20) defines transformational leadership as "...a process where leaders and followers raise one another to higher levels of motivation and morality". Unlike transactional leadership, transformational leadership does not seek to maintain the status quo in the organisation but provides a stimulus for reform and innovation instead (Avolio et al., 2009; Bass & Avolio, 1994; Sezgin et al., 2024).

The paper provides a systematic review of international literature on transformational leadership in relation to its effects on key educational outcomes. The review is based on recent scientific publications in top educational administration and leadership journals in an attempt to present and discuss high quality empirical evidence from different authors and/or countries. Moreover, the paper critically evaluates the contribution of transformational leadership to educational improvement through an examination of limitations and weaknesses associated with relevant theory and research. Taking into account the findings of the literature review as well as the limitations and weaknesses of research on the topic, the paper draws conclusions regarding the contribution of transformational leadership theory and research to the investigation of the effects of leadership on educational outcomes. Directions in future research on the topic are discussed.

## 2 TRANSFORMATIONAL LEADERSHIP

### 2.1 The theory

Transformational leadership is characterised by an explicit focus on role of the leaders in the development and motivation of followers (Avolio et al., 2009; Dansereau et al., 1995). The distinction between transactional and transformational leadership is believed to have originated with Downton (1973) even though it became widely known through Burns' (1978) work on political leaders.

The original conceptualisation of transformational leadership was based on the distinction between the following forms of leadership:

(1) Transactional leadership is based on an exchange relationship between leader and follower. The follower offers compliance to the leader (e.g. productivity and commitment to the organisation) and receives tangible rewards in return (e.g. financial benefits). Thus, transactional leaders engage in exchanges with followers without any consideration for individual and/or organisational change and development.

(2) Transformational leadership takes place when leaders interact with followers in ways that enhance their creativity and motivation in the organisation (Burns, 1978). Transformational leaders engage with followers, focusing on their intrinsic motivation and confidence. Transformational leaders manage to motivate others to achieve more than originally planned or intended; they create a

supportive organisational climate where individual needs and differences are acknowledged and respected (Avolio et al., 2009; Bass, 1998). The building of trust and respect motivates followers to work for the accomplishment of shared goals. Thus, transformational leaders motivate followers to focus on the common good, through commitment to the mission and vision of the organisation. In an analysis of research on transformational leadership, Ahmad et al. (2021) found that transformational leadership was mostly linked with job satisfaction, organisation and management, organisational innovation, organisational culture, motivation and innovation. Transformational leadership is considered to have a major positive impact on the motivation and values of leaders and followers and the awareness of followers regarding existing problems; it has also been linked to the provision of support, encouragement and opportunities for development (Alessa, 2021; Savovic, 2017).

Drawing on Burns' framework, Bass (1985) developed a model of transformational leadership through the investigation of the behaviour of leaders in both public and private organisations. The data for his research mostly originated from military, business, and educational organisations. According to Bass and his colleagues, transactional and transformational forms of leadership are separate but interdependent (Avolio et al., 1999; Bass, 1985). In this respect, this conceptualisation differs from that of Burns (1978), who considered transactional and transformational leadership to be opposite extremes on a continuum, with a leader being one of the two (transactional or transformational). Thus, in the model proposed by Bass, transformational forms of leadership can enhance transactional forms through their effects on follower motivation and creativity.

Bass and his colleagues put forward the following five factors which constitute the main components of transformational leadership behaviour: *Attributed idealised influence* refers to the degree to which followers consider leaders to be trustworthy and charismatic, with a clear and attainable mission and a vision; *idealised influence as behaviour* refers to actual leader behaviour characterised by values and a sense of purpose. Through idealised influence, followers identify with leaders and try to follow their example; *inspirational motivation* is linked to the behaviour of the leader which inspires followers by providing them with meaning and challenge. To enhance the motivation of followers, leaders project hope and optimism for the future, thus enhancing commitment to a shared vision; *intellectual stimulation* takes place when leaders encourage followers to be creative and innovative in the organisation. Followers are expected to be critical in relation to existing assumptions and traditions. Both leaders and followers are open to a re-examination of their own beliefs and perspectives, placing a high value on improvement and change; *individualised consideration* refers to a situation where leaders focus on individual needs and relate to followers on a one-to-one basis. Followers are encouraged to achieve personal goals and pursue their own development.

In recent studies, scholars have addressed the need for new conceptualisations in relation to transformational leadership. According to Jones (2019, p. 555), "scholars who subscribe to transformational leadership have left the concept of transformation itself, unexamined and lying dormant in the background." He draws attention to the importance of focusing on a set of practices that leaders perform as opposed to a characterisation of leadership in relation to individual traits or behaviours. In a critical analysis of transformational leadership theory and development, Eaton et al. (2024) highlight the importance of the democratic component of the theory in order to provide a way forward in relation to the concept.

Research on transformational leadership in educational settings has enriched and/or expanded the original conceptualisation of Burns (1978) and Bass (1985). Leithwood and his colleagues have investigated transformational leadership through work initiated in Canada in the late 1980s and early 1990s. Based on the findings of both quantitative and qualitative research, they have put forward a model of transformational leadership encompassing the following three main categories of leadership practices: Setting directions, developing people and redesigning the organisation (see, for example,

Leithwood & Jantzi, 2006). These include nine dimensions of practice, which can be further subdivided into more specific practices linked to the context of the leader's work.

Several attempts have been made to investigate the nature and effects of transformational leadership in many countries. The instrument used in many such studies is the Multifactor Leadership Questionnaire (MLQ) developed by Bass and Avolio (1997) to measure leadership style. MLQ is based on three leadership constructs (transformational leadership, transactional leadership and laissez-faire leadership). Since its introduction, the questionnaire has been considerably revised, partly to address criticisms of early versions.

## 2.2 Limitations

Despite its popularity, transformational leadership has received criticism both in relation to its conceptualisation and in relation to its measurement. Several aspects of the transformational leadership model have been identified as problematic: According to critics, the model places too much emphasis on the transformational qualities of the leader, thereby reinforcing the notion that the principal is the sole source of leadership at the school (Evers & Lakomski, 1996; Liu, 2015; Stewart, 2006). However, according to Leithwood and Jantzi (2000), their transformational leadership model does not assume that the principal will be the only source of leadership in the organisation and is consistent with the sharing of leadership with teachers and other stakeholders.

Yukl (1999) has drawn attention to several conceptual weaknesses in transformational leadership theories. These include ambiguity in the underlying influence processes for transformational and transactional leadership. He suggests that these processes, which are used to explain the effects of the leader on his/her followers, should be clearly identified. Yukl also points to ambiguity in transformational leadership behaviours stemming from partially overlapping content and high-intercorrelation. Additional problems concern the omission from the MLQ of important behaviours derived from theories and research on effective leadership and the insufficient attention paid to the role of situational variables.

Evers and Lakomski (1996) argue that it is difficult to distinguish between transactional and transformational leadership behaviours and that this difficulty puts in question the findings of empirical research regarding the effects of transformational leadership. They also criticise the use of quantitative methodology by Leithwood and Bass, which they consider to be inappropriate because of the unpredictability of transformational leadership as different types of leadership will emerge in different situations and/or points in time.

Additional methodological issues include more specific measurement concerns linked to the MLQ. In a review of two decades of research in transformational leadership, Bass (1999, p.18) acknowledges the following problems with the MLQ: "multicollinearity of its scales, lower than desired reliability under some circumstances for active managing-by-exception, and questions about the universality of the factor structure of the model of full range leadership." However, it must be noted that some of the measurement and/or methodological concerns linked to transformational leadership research are applicable, to some extent, to most, if not all, cases of quantitative survey research. Taking this into account, it must still be recognised that the measurement of the effects of transformational leadership on educational outcomes remains a challenge.

An additional issue concerns some of the findings of research on transformational leadership. Based on their findings in Australia, Barnett et al. (2001) argue that, contrary to the assumption of Bass and Avolio (1997), no conceptual differences can be identified between transformational leadership behaviours. In their study, teachers did not draw a distinction between the transformational leadership behaviours of charisma, intellectual stimulation and inspirational motivation. Their most important findings concerned the fact that the transformational leadership behaviour of vision/inspiration was negatively associated with student learning culture. They suggested that visionary/inspirational

principals may direct teachers' efforts to wider school initiatives, thereby distracting them from their teaching and learning goals. If correct, this interpretation has negative implications for the transformational leadership model in relation to its presumed effects on student outcomes.

Additional criticisms of transformational leadership theory have emerged in recent years. Bush (2017) points to two main strands of criticism: The first concerns the risk of leader values being imposed on teachers and the second the risk of transformation being imposed by the government as opposed to being the product of school-level vision. Moreover, he highlights the fact that transformational leadership suffers from a limitation common to leadership models in that it was first conceptualised in developed Western countries and later used in countries with different contexts. Berkovich (2016) discusses several criticisms of transformational leadership theory, which include the following: a lack of a clear conceptual definition of transformational leadership; a conceptualisation of transformational leadership which confounds leadership behaviour with its effects; and the absence of causal models which describe the way in which transformational leadership affects outcomes. Finally, the fact that transformational leadership may be necessary but not sufficient for school and/or instructional effectiveness has been highlighted in the literature, with many scholars calling for integrative approaches to leadership (Bellibaş et al., 2021; Day et al., 2016; Li & Karanxha, 2022). Consequently, we cannot assume that transformational behaviours and practices are sufficient for positive educational outcomes, despite the prevalence of this assumption in the relevant literature (Kwan, 2020).

### **3 Methodology**

A systematic literature review was conducted based on the guidelines proposed by Booth et al. (2016). The starting point was a specification of a clearly focused research question. The research question was defined as the investigation of the link between transformational leadership and educational outcomes based on selected recent literature covering a 15-year period (2009-2024). Given that only research on educational leadership was relevant, the 15-year period was chosen to include an adequate number of research papers on the topic.

The sources were chosen based on clear and explicit criteria. First, Google Scholar Metrics were used to identify the top 10 educational administration/leadership journals based on h5-index and h5-median. Of the 10 journals, we excluded four (Professional Development in Education, Journal of Education Policy, Educational Policy, and Phi Delta Kappan) because no publication on transformational leadership was found after a search in the journal archives. This was expected as these journals, unlike other journals in the list, were broader in scope and did not focus on leadership. The remaining six journals were the following: Educational Management Administration & Leadership, Educational Administration Quarterly, International Journal of Educational Management, School Leadership & Management, Journal of Educational Administration, and International Journal of Leadership in Education.

The second step in the process consisted in a search within the previously mentioned journals, which was conducted using the keyword "transformational leadership". Our search was restricted to papers reporting empirical research on the link between transformational leadership and educational outcomes and to papers focusing exclusively on transformational leadership (as opposed to a combination of transformational leadership with other leadership models). Moreover, due to the very small number of studies conducted in higher education, we limited our review to research at the primary and secondary education level. This resulted in the selection of 22 papers.

The third step was to conduct an in-depth analysis of the selected papers, focusing on the following: the purpose of the study, the methodology used, and the main research findings from the research conducted. The results of the analysis served as the basis for a synthesis of findings regarding the link between transformational leadership and educational outcomes between 2009 and 2024.

#### **4 Findings**

Research on the effects of transformational leadership on educational outcomes has increased in recent decades as several attempts have been made to investigate whether transformational leadership has an impact on organisational variables such as school culture, and certain teacher and student outcomes. In addition, contemporary empirical research examines whether leadership affects these factors directly, or whether its effects are mediated by other organisational variables. In what follows, we present the findings of a number of selected studies on the effects of transformational leadership on specific educational outcomes. As previously mentioned, the literature review covers the period between 2009 and 2024. However, it must be noted that several studies on the topic were conducted prior to 2009 in different countries (see, for example, Geijsel et al., 2003; Griffith, 2004; Koh et al., 1995; Leithwood & Jantzi, 1999; Leithwood & Jantzi, 2006). The findings of these studies point to significant links between transformational leadership and educational outcomes such as teacher job satisfaction, teachers' organisational commitment and teachers' classroom practices.

The studies selected for the literature review were grouped into categories based on the geographical region/continent in which they were conducted. The following categories were used: Europe, Europe/Asia, USA, Asia, and Africa. In what follows, the findings of relevant research in each category are presented.

#### **4.1 Europe**

In the Netherlands, Moolenaar et al. (2010) examined the relationship between transformational leadership, social network position, and the school's innovative climate. Quantitative methods were used, which consisted of social network analysis and multilevel analysis. Their sample included 702 teachers and 51 principals in primary education schools in Netherlands. The authors reported that transformational leadership was positively associated with the school's innovative climate. Closeness centrality (the effort required for the principal to reach all teachers in the network) was a mediator in the relationship between transformational leadership and innovative climate.

In the same country, Vermuelen et al. (2015) investigated the impact of transformational leadership on teachers' use of digital learning materials. Data were collected from a sample of 772 teachers from primary, secondary or vocational education through an online questionnaire. Structural equation modelling was used to test the relative fit of three models. Two transformational leadership dimensions, namely vision and intellectual stimulation, were found to have a significant impact on information and communication technology (ICT) policy. Of these, only intellectual stimulation had a positive effect on professional developments regarding ICT. The authors concluded that transformational leadership may be limited in relation to the extent that it can positively influence organisational outcomes. In a more recent study, Vermuelen et al. (2022) examined transformational leadership in relation to its impact on teachers' innovative behaviour in the Netherlands. Based on longitudinal data from a sample of 597 teachers, they used a structural equation model to test the relationship between transformational leadership and teachers' innovative behaviour. Their findings pointed to the significant impact of the leader on teachers' innovative behaviour, while drawing attention to the mediating role of variables such as the learning climate.

Gkolia et al. (2018) investigated the link between transformational leadership and teachers' self-efficacy in Greece. The sample consisted of 640 primary and secondary school teachers. Structural Equation Modelling was used to analyse the data. In their model, the principals' transformational leadership factor had a significant effect on all factors of teachers' self-efficacy (efficacy in student engagement, efficacy in instructional strategies and efficacy in classroom management). The link between transformational leadership and teacher self-efficacy was also investigated in Serbia by Ninković and Florić (2018). Using a sample of 120 secondary school teachers and hierarchical regression analysis, they found transformational school leadership and teacher self-efficacy to be independent predictors of teacher collective efficacy. Additional evidence on the link between transformational leadership and teacher efficacy emerged from a study in Switzerland. Windlinger et al. (2020) distinguished between individual and group-focused dimensions of transformational leadership and examined their association with teachers' self- and group-referential efficacy beliefs. They used doubly latent multilevel structural equation models to analyse data from 1702 teachers in 118 public schools (pre-school, primary and lower secondary level). They found that inspirational motivation, idealised influence, individualised consideration and intellectual stimulation were linked with stronger shared beliefs of group potency and higher self-referential efficacy beliefs.

In Belgium, Thomas et al. (2020) examined the association between transformational leadership and teachers' job attitudes during their first year in teaching. They used path analysis to analyse data from a sample of 292 first-year primary school teachers. Transformational leadership had a positive direct impact on teachers' job attitudes. An indirect effect was also found via professional collegial support and teachers' self-efficacy.

#### **4.2 Europe/Asia**

Menon (2014) investigated the relationship between transformational leadership, perceived leader effectiveness and teacher job satisfaction in Cyprus. Data from a sample of 438 secondary school teachers were analysed using statistical equation modelling. Significant links were found between the

variables, with the direction of causality being different than commonly hypothesised. Perceived leader effectiveness and teacher job satisfaction were found to have an impact on the degree to which the school leader was considered to be transformational or transactional.

Three studies were conducted in Israel, two of which were based on research by Berkovich and Eyal (2017a, 2017b). In both studies, a sample of 639 primary school teachers provided data that were analysed through the use of multilevel structural equation modelling. The results pointed to a significant effect of transformational school leadership behaviours on teachers' autonomous motivation, which was mediated by emotional reframing. In addition, the authors reported an indirect relationship of transformational school relationship with affective organisational commitment, which was mediated by emotional reframing and autonomous motivation. They concluded that transformational school leadership promotes emotional motivation, commitment and transformation at the workplace. In another study conducted in Israel, Abu Nasra and Heilbrunn (2016) examined the relationship between transformational leadership and organisational citizenship (OCB) behaviour in the Arab educational system. Structural equation modelling was used on data from a sample of 211 Arab teachers. Their main findings pointed to a direct effect of transformational leadership on OCB and an indirect effect of job satisfaction in the relationship between transformational leadership and OCB.

Recently, significant research on the topic was conducted in Turkey. In the first study, Kılınç et al. (2022) used data from 611 teachers to investigate the impact of transformational leadership on teachers' commitment and innovative practices. The findings of structural equation modelling provided evidence of indirect transformational leadership effects through teacher commitment. Trust in the school leader was a significant moderator of the indirect effect of transformational leadership on teacher innovative practices. In the second study, Kılınç et al. (2023) used similar statistical methods on a sample of 1193 teachers to investigate the link between transformational leadership, and teacher commitment and alienation. They pointed to the importance of motivational climate profiles as a moderator in this link in that transformational leadership appeared to be more effective in schools with a performance-oriented motivational climate. Finally, Sezgin et al. (2024) investigated teachers' cultural value profiles as a moderator in the link between transformational leadership and teacher job satisfaction. They used data from 1062 teachers in elementary and lower secondary schools, which were analysed with latent profile analysis and moderation modelling. They found that cultural value profiles played a significant role as moderators in the link between transformational leadership and job satisfaction.



### **4.3 USA**

In the United States, McCarley et al. (2016) examined the relationship between perceived transformational leadership factors and the perceived school climate. Hierarchical linear modelling was used to analyse data from 399 high school teachers. The following dimensions of the school climate were measured: supportive, directive, engaged, frustrated and intimate. The results of the analysis showed a statistically significant link between transformational leadership and the supportive, engaged and frustrated elements of school climate.

### **4.4 Africa**

Tesfaw (2014) investigated the relationship of transformational leadership and teacher job satisfaction in Ethiopia. Descriptive statistics and stepwise regression analysis were used in the analysis of data from a sample of 320 teachers. A moderate positive relationship between transformational leadership and teacher job satisfaction was found.

### **4.5 Asia**

Evidence on the effect of transformational leadership on teacher organisational commitment was provided by Khasawneh et al. (2012) who conducted relevant research in Jordan. They used descriptive statistics and stepwise regression analysis on data from a sample of 340 vocational teachers. They found that the link between the components of transformational leadership and organisational commitment was positive, moderate and significant.

In Iran, Zeinabadi (2013) found a link between transformational leadership and social exchange outcomes (procedural justice, trust in principal and organisational citizenship behaviours). This link was more pronounced for female principals in the country. To arrive at this conclusion, the author used quantitative research (descriptive statistics, multiple analysis of variance and regression analysis) on a sample of 400 teachers and 77 principals.

Velarde et al. (2022) investigated the link between transformational leadership, the school leaders' cultural intelligence and the organisational health of secondary schools in Kuala Lumpur. Survey data were collected from 476 school leaders in the country and a structural model was designed to depict the link between the constructs. Transformational leadership had a direct effect on organisational health and a mediating effect on the cultural intelligence of school leaders and the organisational health of secondary schools.

In India, Khan (2023) examined the association between transformational leadership and teacher work performance, with job autonomy and trust serving as mediating variables. A sample of 755 teachers participated in the survey. Latent-variable regression and structural equation modelling were used for the purposes of the analysis. The author concluded that trust in the school principal and teacher job autonomy mediated the relationship between transformational leadership and teacher work performance, resulting in an enhancement of teachers' work performance.

Additional studies on the topic were conducted in China. In the first study, Liu (2015) investigated the effects of transformational school leadership on teachers' commitment to change as well as the effects of organisational and teachers' factors on teachers' perception of transformational school leadership. Data were collected from urban upper secondary school teachers in China. Multiple regression analysis showed that transformational school leadership had a moderate effect on teachers' commitment to change. In a second study, Liu et al. (2020) focused on the link between transformational leadership and collective teacher efficacy. They used stepwise multiple regression and path analysis on data from a sample of 1304 primary school teachers. They found that one dimension of transformational leadership (setting direction and managing the instructional programme) had a strong effect on collective teacher efficacy. In another study, Tian et al. (2022) found that transformational leadership had a significant negative predictive effect on the job burnout

of primary school teachers in China. This study used structural equation modelling based on survey data from 990 elementary school teachers.

Table 1 presents a summary of the research studies presented above, with information on each study. Specifically, for each study, information is provided on the country in which it was conducted, the purpose of the study, the methodology, and the main research findings in terms of significant links. The studies are presented in chronological order.

### **TABLE 1 TO BE INSERTED**

Taken together, as they appear in the Table, the findings of the literature review point to interesting findings. First, the vast majority of studies report a significant link between transformational leadership and specific educational outcomes. As shown in the literature review, teacher-related outcomes have been investigated in relation to transformational leadership in recent studies, while less attention has been given to student and learning outcomes. Second, all studies included in the review adopted a quantitative methodology. Third, many studies highlight the moderating effect of several variables in the relationship between transformational leadership and educational outcomes. These conclusions are discussed in the following section.

## **5 CONCLUSIONS AND IMPLICATIONS FOR FURTHER RESEARCH**

The paper aimed to provide a systematic review of the literature on the link between transformational leadership and educational outcomes. Studies in different countries point to significant links between transformational leadership and educational outcomes such as teacher job satisfaction, burnout, self-efficacy and innovative practices. Overall, the findings of research on the link between transformational leadership and educational outcomes suggest that transformational leadership is significantly linked to several educational outcomes. The available evidence indicates that it is more likely to have a direct impact on organisational processes associated with teacher practices, motivation, self-efficacy and job satisfaction, which in turn are linked to the quality of the service offered and the performance of the organisation and its members.

In the present study, all studies discussed used quantitative methods of analysis. This is largely the result of the research purpose of the literature review, which focused on the link between transformational leadership and educational outcomes. Studies aiming to provide evidence on the link between variables and/or on the effect of a variable on another variable are more likely to adopt advanced methods of statistical analysis in order to investigate the topic. This was the case with the research presented in this paper, with most studies adopting structural equation modelling as a method of analysis. A second reason for the predominance of quantitative studies relates to the period under study. In their systematic review of leadership models in educational research, Gumus et al. (2016) draw attention to a dramatic increase in the number of quantitative studies on the topic after 2010, with the quantitative approach becoming the most popular method in related research.

A second conclusion from the review of the literature is that several variables act as moderators in the relationship between transformational leadership and specific educational outcomes. This suggests that the impact of transformational leadership on educational outcomes is often indirect, which is in agreement with previous findings on the effects of school leadership. Given the importance of learning outcomes in particular, more research is needed on those variables that mediate the impact of (transformational) leadership on student performance. The reason for the small number of studies on the topic can be largely attributed to methodological difficulties associated with the measurement of learning outcomes. Perhaps the greatest challenge for (transformational) leadership theory lies in the resolution of existing methodological problems, which will, in turn, allow for more research on school leadership effects on educational, and especially learning, outcomes.

The findings of the literature review have important implications for educational policy in that they point to the need for the adoption of transformational leadership behaviours and practices at the school unit. Given that transformational leadership has a significant effect on educational outcomes, school leaders must be encouraged to adopt such practices. For this to be possible, school leader preparation and training programmes must be designed in ways that will enable the transmission of knowledge and skills associated with transformational leadership. The five dimensions of transformational leadership proposed by Bass and Avolio (1994) as well as recent perspectives on transformational leadership (see, for example, Eaton et al., 2024; Lai, 2019) can provide the basis for attempts to develop specific skills and competencies in both future and in-service school leaders.

Overall, the literature on the topic suggests that transformational leadership theory and research must be informed by recent developments and perspectives. One direction for future research can be the exploration of the links between transformational leadership and other forms of leadership. Several authors have called for more studies on ways in which different forms of leadership complement each other and affect educational outcomes (Bellibaş et al., 2021; Day et al., 2016; Li & Karanxha, 2022). However, in the investigation of links between transformational leadership and other leadership models, the very high correlation of ‘new’ leadership models with transformational leadership must be taken into account (Deng et al., 2023). Despite the emergence of several new leadership models (ethical, servant, authentic, democratic etc.), there is evidence to suggest that the newer models “add little incremental validity beyond transformational leadership in predicting various leadership outcomes” (Deng et al., 2023, p. 627). It is hoped that evidence from different countries and/or educational systems will shed more light on the topic.

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**Table 1. Research studies on the link between transformational leadership and educational outcomes (2009-2024)**

<b>Study</b>	<b>Main purpose</b>	<b>Country</b>	<b>Main Methods</b>	<b>Research findings</b>
Sezgin et al. (2024)	Link between TL and job satisfaction	Turkey	Latent profile analysis/moderation modelling	Significant link (moderator: cultural value profiles)
Kılınç et al. (2023)	Link between TL, and teacher commitment and alienation	Turkey	Multilevel moderation with latent class variable	Significant link (moderator: motivational climate profiles)
Khan (2023)	Link between TL and teacher work performance	India	Latent-variable regression, structural equation modelling	Significant link (moderator: trust in leader and teacher job autonomy)
Kılınç et al. (2022)	Link between TL, and teachers' commitment and innovative practices	Turkey	Structural Equation Modelling	Significant link (moderator: teacher commitment)
Vermuelen et al. (2022)	Link between TL and teachers' innovative behaviour	Netherlands	Structural Equation Modelling	Significant link (moderator: learning climate)
Tian et al. (2022)	Link between TL and teacher job burnout	China	Structural Equation Modelling	Significant negative predictive effect (moderators: social-emotional competence, student-teacher relationship)
Liu et al. (2020)	Link between TL and collective teacher efficacy	China	Multiple regression, path analysis	One TL dimension significantly linked to collective efficacy
Windlinger et al. (2020)	Link between TL and teacher efficacy	Switzerland	Structural Equation Modelling	TL significantly linked to shared beliefs of group potency and higher self-referential efficacy beliefs.
Thomas et al. (2020)	Link between TL and teachers' job attitudes	Belgium	Path analysis	Significant link



Ninković & Florić (2018)	Link between TL and teacher self-efficacy	Serbia	Hierarchical regression analysis	TL significantly linked to collective teacher efficacy
Gkolia et al. (2018)	Link between TL and teacher self-efficacy	Greece	Structural Equation Modelling	Significant link
Berkovich & Eyal (2017a)	Link between TL, and teachers' motivation and commitment	Israel	Structural Equation Modelling	TL significantly linked to teachers' motivation (moderator: emotional reframing)
Berkovich & Eyal (2017b)	Link between TL and teacher emotional wellness	Israel	Structural Equation Modelling	TL significantly linked to emotional reframing
Abu Nasra & Heilbrunn (2016)	Link between TL and organisational citizenship behaviour	Israel (Arab education system)	Structural Equation Modelling	Significant link
McCarley et al. (2016)	Link between TL and school-climate	USA	Hierarchical linear modelling	TL significantly linked to dimensions of school climate
Vermuelen et al. (2015)	Link between TL, and teachers' use of digital learning materials	Netherlands	Structural Equation Modelling	Two TL dimensions significantly linked to ICT policy; limited impact
Liu (2015)	Link between TL and teachers' commitment to change	China	Regression analysis	TL moderately linked to teachers' commitment to change
Tesfaw (2014)	Link between TL and teacher job satisfaction	Ethiopia	Regression analysis	TL moderately and significantly linked to job satisfaction
Menon (2014)	Link between TL, leader effectiveness and teacher job satisfaction	Cyprus	Structural Equation Modelling	Perceived leader effectiveness and job satisfaction significantly linked to TL
Zeinabadi (2013)	Link between TL and social exchange outcomes	Iran	Regression analysis	Significant link (greater for female principals)
Khasawneh et al. (2012)	Link between TL and organisational commitment	Jordan	Regression analysis	Significant link

Moolenaar et al. (2010)	Link between TL and school's innovative climate	Netherlands	Social network analysis and multilevel analysis	TL positively associated with innovative climate
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