

THE EFFECT OF TRANSFORMATIONAL LEADERSHIP STYLE ON TEACHERS' PERFORMANCE AND TEACHERS' WORK ENGAGEMENT AS MEDIATOR

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ABSTRACT: *The goal of this study is to provide a comprehensive investigation of the factors that affect the educational process in Oman, given its rapid transition. This study investigated into the relationship between a teacher's performance and transformational leadership style. It also examines the mediating effect of teachers' work engagement in relationship of these variables.*

And to determine how transformational leadership significantly affects teachers' in Oman's basic schools. A cross-sectional correlational research design was used to carry out the investigation. This study uses primary data and is quantitative in nature. A total sample of 300 teachers who completed a questionnaire on a Likert scale comprised the study's population of 6208 teachers. Cronbach's alpha was used to assess internal consistency. Prior to the primary analysis, linear regression assumption tests and preliminary data screening were carried out. With the use of SmartPLS 4.0 software, the data collecting findings were examined using the Partial Least Square (PLS) approach in order to address the development of the research hypothesis. Using the Partial Least Square (PLS) approach, the analysis's findings revealed that every element of transformational leadership, namely idealized influence and inspirational motivation, intellectual stimulation, and individualized consideration have a positive effect on teachers' performance and work engagement. . The results confirm the mediation of teachers' work engagement as well.

The results of this study need to be supported by more research in the same field, and more research on the same relationship in studies use a larger sample size and cover public and private schools to provide more thorough insights.

Keywords: Transformational Leadership, Teachers' job performance, Work Engagement.

INTRODUCTION

The performance of teachers is more important now than it has ever been. In order to push their work ahead of the competition, managers have been dealing with a variety of aspects related to teacher effectiveness. The best methods or approaches that can be helpful in improving teacher performance have been demonstrated by various academics, researchers, and consultants in order to assist managers. Work involvement, a technique developed by Kahn in 1990, is one of them [1]. Numerous studies indicate that teachers' performance is positively impacted by their work engagement (e.g. Gallup, 2006; Towers Perrin, 2007)[2].

The process of leadership involves influence between leaders and followers. Achieving organizational performance and competitiveness requires efficient human resource management [3]. A happy work environment can reinforce positive organizational leadership, which is essential to an organization's overall effectiveness. According to Kristiawan, the principal's responsibility is to motivate, inspire, lead, and inspire teachers, staff, students, parents, and other relevant parties to collaborate and contribute to the school's objectives [4]. Thus, as leaders in schools, the leaders need to possess the leadership qualities and skills necessary to persuade their subordinate instructors to collaborate with them in order to accomplish the organization's objectives.

Additionally, studies reveal that engaged workers had reduced absenteeism and turnover rates and better levels of commitment, staff advocacy, innovation, and creativity [5]. Thus, it is evident that work engagement has a significant impact on instructors' performance. However, there is a favourable correlation between employee engagement and transformational leadership. changes, motivate followers to create a vision, and implement change with devoted followers.

follower attitude and behaviour characteristics that align with employee engagement elements.

Evidence from earlier research supports the connections between employee engagement and transformational leadership practices. Positive employee performance is therefore linked to teacher engagement. To promote schools success in Oman, leaders must implement modern leadership and employee engagement techniques. They also need to comprehend the relationship between teacher performance and engagement and leadership behaviours. Therefore, the present study deduces (1) the relationship between transformational leadership and teachers' job performance (2) the relationship between transformational leadership and work engagement (3) the mediation of teachers' work engagement in the relationship of transformational leadership and teachers' performance.

Given that this study's questions rely on investigating relationships between variables, it necessitated the formulation of the following hypothesis:

H₁: There is a significant influence of TFL on JP and WE in Omani basic public schools.

H₂: There is significant mediating role of WE on the relationship between TFL and JP.

Transformational leadership

"TFL" in this study refers to a leadership style that entails transforming people, groups, and organizations by motivating and encouraging followers to go above and beyond expectations in order to accomplish goals that were initially stated. According to Bass and Avolio, the term describes four different ways that leaders behave: (a) idealized influence, or charisma; (b) motivating others; (c) intellectual stimulation; and (d) individual consideration [6]. Transformational leadership is a leadership model where a leader works with followers to identify necessary changes, motivate followers to create a vision, and implement change

with devoted followers. The emotional elements of leadership are the primary focus of this leadership approach. Due in large part to its focus on intrinsic motivation and follower growth, this leadership style has become extremely popular [6]. The roles of leaders and followers are linked by this leadership approach. The ability of transformational leaders to unleash the potential of their followers aids in the team's achievement of its objectives. Richard B., the founder of Virgin Atlantic Group, is one example of a transformational leader. The recommended style of leadership is transformational. Because it distributes power across multiple stakeholders, transformational leadership is favoured over other leadership philosophies. The transformational leadership style prioritizes the interests of both followers and the leader, whereas other leadership styles give the leader total control and disregard followers' opinions.

Teachers' performance

Performance can be defined as the ability of an individual to attain the pre - determined goals. The performance is a measure of how well a task was carried out to achieve the goals of the organization. Because every person or organization undoubtedly has goals that they want to attain with the help of set targets or goals. one of the most vital aspects of education is the performance of the teachers. The level of achievement of the student relies heavily on the quality of teacher's performance.

Teachers' Work Engagement

According to Schaufel, "work engagement" in this study refers to the positive emotional state associated with one's job, which is exemplified by energy, dedication, and absorption [7].

Dedication and commitment are characteristics of a pleasant and fulfilling work-related frame of mind, which is correlated with work engagement [7]. Instead than focusing on a particular event, person, or activity, work engagement is a pervasive and enduring cognitive state. Work engagement entails having vigour, which includes having a lot of energy, being mentally resilient while performing duties, and being eager to work hard. Participating in the task, feeling proud of it, and being enthusiastic about it are all components of dedication [8].

According to Schaufel and Bakker, work engagement is characterized by energy, dedication, and absorption and is characterized as a positive emotional state associated to one's job. A high degree of mental fortitude and vitality while working is referred to as vigour, the first dimension of job engagement [7]. It is typified by the will to put effort into one's task and the ability to persevere in the face of difficulties. According to Shirom, vigour is defined as emotional vitality, psychical strength, and cognitive liveliness [9]. Strong levels of passion, pride, significance, and inspiration define the second dimension, dedication. According to Brown, dedication is the degree to which a person feels invested in their profession [10]. Absorption, the third dimension of work engagement, is defined as a "optimal state of experience" in which a person is so happily absorbed or focused in their work that they lose track of time and are unable to disconnect from it [11]. This dimension

may be decided using the concept of international motivation as proposed by Csikszentmihalyi [12]. Accordingly, "the experience of work activity rather than a behaviour that is driven by the connection of work role" is the best way to describe work engagement [13]. An engaged teacher, for instance, is one who tackles their profession with a great deal of vigour, passion, and self-investment, which is typically demonstrated by high levels of extracurricular activities [14].

Although The research that is currently accessible suggests that work engagement is an important variable that affects the success of organizations, despite the author finding limited studies on work engagement in Oman [15][16].

Transformational leadership and teachers' performance

Previous research investigations have demonstrated a positive correlation between employee performance and transformative leadership traits. The study by Shin and Zhou shows that followers' creativity is favourably correlated with transformational leadership[17]. According to earlier studies, followers' task performance and organizational citizenship behaviours are positively connected with transformational leadership [18]. There is a favourable correlation between followers' performance and transformational leadership, according to a long-term study done in 2002 by Dvir. The leaders in this study participated in two distinct training courses. While the leaders of the control group received electric training, the leaders of the experimental group received transformational leadership training. Leaders of the experimental group significantly improved followers' performance compared to those of the control group [19].

Transformational leadership and Teachers' Work Engagement

Prior research has discussed the behavior of transformational leadership and its impact on the degree of employees engagement [20]. The previous study revealed that transformational leadership significantly influenced job engagement [21]. A transformational leader can encourage employee engagement, defined as an individual employee's cognitive, emotional, and behavioral state directed toward desired organizational outcomes, by fostering his/her subordinates' positive behaviors and attitudes toward work, and also supporting their self-efficacy to the challenging vision and goal [20].

In addition, Transformational leadership behaviors are stimulating employee engagement and provide a clear vision that can help employees to internalize the organization's goals and understand how valuable their contributions are toward achieving this vision [22]. Subsequently, the employees may become engaged because they are certain about the connections between their efforts and the future of their organization. Intellectual stimulation involves leaders challenging employees to critically examine situations and find creative solutions to organizational problems [23]. Such leader behavior may not only influence employees' perceptions that the job is more challenging but also their perceptions of autonomy in the work climate because employees are given the flexibility to solve problems using novel methods [22]. Taken together, increased perceptions of challenge and autonomy can activate employees

intrinsically, and thus, may increase employee engagement [24].

Furthermore, there is evidence that transformational leadership by principals can improve teachers' motivation for their jobs. Teachers are more engaged in their work when they are supported, their contributions and accomplishments are acknowledged (individualized consideration), a future vision is set (idealized influence), the vision is articulated in a variety of ways (inspirational motivation), they are made aware of how "valuable their efforts toward achieving this vision" [11], and they are encouraged to adopt new viewpoints and reframe challenges (intellectual stimulation). More specifically, by providing a common vision for the school, pushing teachers to consider their teaching methods, setting standards for quality teaching, and encouraging their professional development, transformational school principals can involve teachers in their work [24]. Therefore, if teachers report to a transformative leader, it is reasonable to suggest that they should be highly engaged at work. It should be highlighted that while a growing amount of research in western literature has supported the link between transformational leadership and work engagement, more research is needed to fully understand the relationship between principal leadership behaviour and teachers' work engagement in non-Western contexts. The purpose of this study was to investigate how Oman public school teachers' work engagement is impacted by the transformational leadership of their principals.

MATERIAL AND METHODS

Research Model

To determine the association between the independent variable TFL and the dependent variable JP, this study uses a correlational research methodology. A questionnaire with three separate sections was distributed as part of a cross-sectional survey approach. TFL is evaluated in the first section, TWE is measured in the second, and JP is measured in the third section. The capacity of partial least squares structural equation modelling (PLS-SEM) to estimate cause-and-effect relationships in path models with latent variables led to its usage.

Population and sample

The main premise that informs sample size calculations is that larger sample sizes boost the researcher's confidence in the study's generalizability. The statistical method employed in this study is partial least squares structural equation modelling, or SEM. Four key considerations must be made for SEM analysis: (i) the acceptable margin of error; (ii) the required degree of confidence; (iii) the population size; and (iv) the complexity of the suggested model, which incorporates indicators, path linkages, and latent variables [30]. Consequently, a specific calculation is needed to establish the appropriate sample size for this research.

The total number of teachers in all of Muscat basic schools was 6208. The sample size was established via power analysis. G*Power program employs power analysis to calculate the right sample size, considering many criteria such as effect size, power ($1-\beta$), significant level (α), and the type of statistical analysis being performed [31][32]. A

cluster random sampling technique was employed, with schools serving as the clusters. In total, 362 teachers answered the questionnaire. Data was collected during the first semester of the 2024–2025 academic year. The 298 responses that were obtained after scanning the gathered data will be used in the final analysis.

Research Methods

Research Model: To determine the association between the independent variable TFL and the dependent variable WE, this study uses a correlational research methodology. A questionnaire with two separate sections was distributed as part of a cross-sectional survey approach. TFL is evaluated in the first section, and WE is measured in the second. The capacity of partial least squares structural equation modelling (PLS-SEM) to estimate cause-and-effect relationships in path models with latent variables led to its usage.

There were 6208 instructors in all, spread over all of Oman's basic schools. Power analysis was used to determine the sample size. To determine the appropriate sample size, G*Power software uses power analysis, taking into account a number of factors like effect size, power ($1-\beta$), significance level (α), and the kind of statistical analysis being carried out [25][26]. Using schools as clusters, a cluster random sampling technique was used. The questionnaire was completed by 298 teachers in total.

Data analysis

The data-collection instrument consisted of three sections. The first section consisted of the "TLF Scale," while the second section comprised the "TPScale" and third section is "WE Scale." Data on transformational leadership was gathered using the Multifactor Leadership Questionnaire (MLQ), developed by Bass and Avolio in 1997. Between 0.81 and 0.94, MLQ satisfies strict dependability requirements [6]. The two components of MLQ are transformational and transactional leadership philosophies. The transformative section was used in this study by the author. Four sub-scales are measured by the 20-item transformative section questionnaire: individual consideration (4 items), intellectual stimulation (4 items), and inspirational motivation (4 items). and idealized impact (4 items). Each sub-scale (inspirational motivation, intellectual stimulation, individual consideration, and idealized influence) had an internal consistency value of 0.85, 0.86, 0.88, and 0.91, respectively, whereas the Arabic version of the scale received an internal consistency rating of 0.87. The 5-point Likert scale was used to rank the scale.

Schaufeli developed the scale used to measure work engagement. With 17 items, the scale is divided into three sub-scales: vigour (6 items), absorption (6 items), and dedication (5 things). There were 24 things on the scale at initially. Many country all over the world have made use of this scale. the psychometric qualities of the Arabic scale. The scale's Arabic version had an internal consistency value of 0.82, while the corresponding ratings for the three sub-scales (vigour, absorption, and devotion) were 0.81, 0.78, and 0.92. The 5-point Likert scale was used to rank the scale.[7]

Teachers' performance was measured as a dependent variable. It was assessed with an twenty-item scale by Miller and Cardy (20000) study. These items aim to assess various aspects of an individual's job performance in a comprehensive manner.

Initial analysis and primary analysis were the two stages of the data analysis process. IBM SPSS and SmartPLS software are initially used for data screening and the linear regression assumption testing. A total of 362 responses were used for the initial study. In order to find any straight-lining replies in the data gathered, the researcher additionally examined the response patterns. When the respondents used the same anchor to answer each question, this kind of pattern was seen [27]. In this study, a straight-line examination was conducted using Microsoft Excel 2016 in order to identify this pattern. In every observation, 17 instances were found to be exhibiting a straight lining pattern. As a result, 300 instances were retained and these 17 cases were removed, and 300 cases were kept for the statistical analysis.

Since the initial hypothesis pertaining to the dependent variable (JP) was tested in the current study using the t-test and ANOVA, the univariate outliers' assessment was applied to this variable. According to Tabachnick & Fidell, Z-scores are regarded as univariate outliers if they are more than or less than ± 3 [28]. Two cases were identified as outliers after examining the Job Performance variable's Z-score (see Table 4.1). As a result, 248 and 41 cases were eliminated from the current data, leaving 298 cases for additional examination.

Table 1: Z-score for Job Performance variable

Cases	Z-Scores
248	-3.890
41	-3.451
247	-3.068
123	-2.975
49	-2.699

As previously stated, the first hypothesis is tested using univariate normality. The researcher examined the data's skewness and kurtosis in order to evaluate the univariate normal distribution. These two tests are used to determine whether the data is normally distributed, and they both show the variance in the distribution of the variables' data. The skewness values determine whether the data have deviated from the curve to the left or right. It is recommended that to have a typical skewness, the values should not exceed 2. [28] distribution information. Kurtosis values, on the other hand, determine whether the scores' intensity is higher or lower than the mean [28]. The data is not regarded as regularly distributed if the Kurtosis values are significantly greater than 5 scores [29].

Table 2: Skewness and Kurtosis of the whole scale and the dimensions

Variables and Dimensions	Skewness	Kurtosis
Idealized influence	-1.560	3.774
Inspiration Motivation	-1.490	3.565
Intellectual Stimulation	-1.260	2.846
Individual Consideration	-1.482	3.351
Vigour	-0.840	0.634
Dedication	-0.670	-0.256
Absorption	-1.280	2.394
Job Performance	-0.790	-0.074

The values of Kurtosis and Skewness for all variables and dimensions are less than +5 or -5, respectively, and are less than +2 or -2, as shown in Table 4.3. Consequently, the data can be said to be regularly distributed.

Descriptive statistics, particularly the mean and standard deviation, are used in this study to address the first question. That is, to use Microsoft Excel to provide a thorough illustration of the basic characteristics of the data. The second question of the study was addressed and the hypotheses were tested using the data's inferential statistics. A hypothesis has been developed and then investigated in order to answer this question. Inferential statistics were estimated using partial least squares structural equation modelling (PLS-SEM). In path models that include latent variables, like the one used in this work, PLS-SEM is a technique used to estimate causal links [31]. Because SmartPLS has the inherent capability to perform such calculations, it was used to perform PLS-SEM [32]. Additionally, the structural model was evaluated. using PLSpredict Q2 computations to assess the predictive ability of the model [28].

RESULTS

Within the scope of the levels of TFL,TP and TWE, the variables mean (\bar{x}), and standard deviation (SD) were examined. The results are presented in Table 3.

Table 3: Descriptive statistics of the variables and dimensions

Variables and Dimensions	N	Mean	Std. Deviation
Idealized influence	300	4.435	0.634
Inspiration Motivation	300	4.443	0.624
Intellectual Stimulation	300	4.292	0.679
Individual Consideration	300	4.420	0.652
Vigour	300	4.339	0.628
Dedication	300	4.158	0.738
Absorption	300	4.201	0.801
Job Performance	300	4.530	0.498

Table 4. This result shows that the discriminant validity is acceptable.

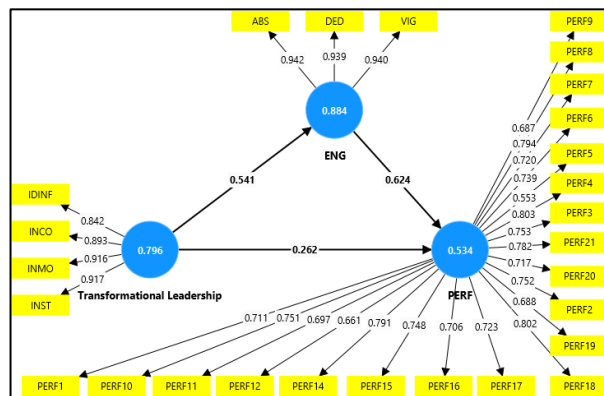
Constructs	Work Engagement	Job Performance	Transformational Leadership
Work Engagement			
Job Performance	0.808		
Transformational Leadership	0.584	0.637	

Table 5: Structural Model Assessment

Hypo No.	Hypothesis	Beta	t-value	p-value	LB	UB	Decision
H1	Transformational Leadership -> Job Performance	0.262	4.306	0.000	0.172	0.370	Accepted
H2	Transformational Leadership -> Work Engagement	0.541	7.198	0.000	0.398	0.649	Accepted
H3	Transformational Leadership -> Work Engagement -> Job Performance	0.337	7.033	0.000	0.262	0.42	Accepted

This variable is followed by Inspiration Motivation with a mean of 4.443, standard deviation = 0.624, Idealized influence with a mean of 4.435, standard deviation = 0.634, Vigour with a mean of 4.339, standard deviation = 0.628, Intellectual Stimulation with a mean of 4.292, standard deviation = 0.679, followed by Dedication with a mean of 4.158, standard deviation = 0.738. The statistical software SPSS 23 was used to obtain the descriptive statistics of the variables and dimensions, including the mean, standard deviation, the minimum, and the maximum and minimum.

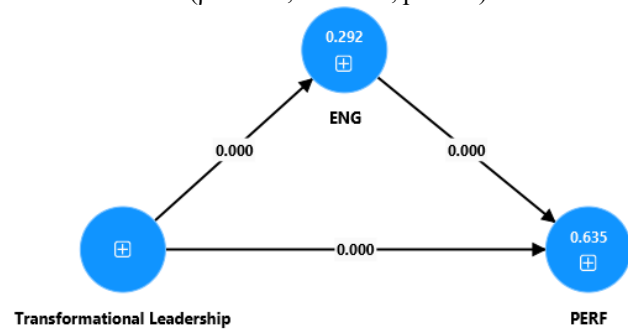
Convergent and Discriminant Validity

**Figure 1: Measurement model**

In the current study, 3 hypotheses were created to assess the effects of independent variables (Transformational Leadership and Work Engagement) on the dependent variables (Job Performance). To examine the significance level, t-statistics for all relationships were created with SmartPLS 4.2 with bootstrapping function. The bootstrapping is opted to be at 0.05 significance level and one-tailed assessment for direct relationships.

Table 5 exhibits the assessment of the structural model. Overall, it was noticed that all the direct relationships in the research model were accepted. Specifically, the results indicated that Transformational Leadership has a positive effect on Job Performance (H1) and this effect is significant ($\beta=0.262$, $t= 10.39$, $p<0.01$). Similarly, Transformational Leadership has a positive effect on Work Engagement (H2)

deviation = 0.679, followed by Dedication with a mean of 4.158, standard deviation = 0.738. The statistical software SPSS 23 was used to obtain the descriptive statistics of the variables and dimensions, including the mean, standard deviation, the minimum, and the maximum and minimum. and this effect is also significant ($\beta=0.541$, $t= 7.198$, $p<0.01$). Finally, the hypothesis of mediation was also tested (H3). It was found that Work Engagement can play a positive role between the relationship of Transformational Leadership and Job Performance ($\beta=0.337$, $t= 7.033$, $p<0.01$).

**Figure 2:Structural model assessment**

DISCUSSION

Teachers provided the following average ratings for TFL dimensions: Individual Consideration (4.42), Intellectual Stimulation (4.29), Inspiration Motivation (4.44), and Idealized Influence (4.43). Teachers believe that the principal of their school has a high degree of transformative leadership. The high TWE is consistent with previous research that looked at TWE levels from a teacher's point of view [34,35,11,36,37].

Since 2017, principals in Oman have been part of the continuous movement for educational reform. Given the changes in education, it is essential that educational institutions have leaders who can adjust and remain cognizant of these changes. It is more likely that sustainable educational goals will be met because of the school principals' high

emotional intelligence, which indicates that they have successfully adapted and kept up with the educational revolution.

The WE had a high mean. Each component received the following scores: Absorption (4.20), Dedication (4.15), and Vigour (4.33). A significant level of TWE has also been found in earlier research (Eman,2021, Aldakhil Allah, 1995; Al-Maghribi, 2012)[38].

1-What is the relationship between TFLand WE in Oman basic public schools?

the quantitative results presented that there is a positive and direct effect of transformational leadership on teachers' work engagement and this effect is also significant ($\beta=0.541$, $t=7.198$, $p<0.01$).

This study demonstrated a favorable correlation between TFL and WE. That was supported by previous studies [34][11][36]. However, the findings of this study, along with prior research, support the importance of the principal's Transformational leadership style due to their significant impact on teachers' work engagement [40].

This study, as one of the first to investigate the main antecedents and consequences of WE simultaneously, provides insight into how employees become more engaged in their work when they perceive their leaders treat them with transformational approach. Therefore, this study offers new comprehensions for an overall model that surveys the role of individual-focused TFL to enhance teachers through positive effect on TWE. However, this study was carried out in response by Bass to explore how individual-focused TFL can effect on diverse work attitudes and behaviors in different approaches [39]. Therefore the current paper extends our understanding of individual TFL components which are equally essential and employ similar effects [40][41]. on individual followers. Moreover and in line with the above, there are some potential interesting theoretical findings of this paper and the research's results that provide strong support for proposed Hypotheses, in such for interpreting the relationships among studies' variables, TFL, WE, arising at the individual level of analysis.

First, this study represents a significant new development and contributes to the TFL literature by showing how leaders exert its positive influence on employees' performance. In more detail, as we expected in Hypothesis (1) this study clearly demonstrates that individual TFL positively contributed to the individual effectiveness; simplify, leaders inspire followers' performance to reach beyond expectations. Whereas, in terms of research, most publications on this issues have considered the organizational outcomes such as performance and effectiveness of a particular leadership style [47][40][48]. Thus, our findings shed light on the process through which TFL in individual level analysis conveys into boosted performance which has not previously been considered by leadership scholars. Therefore, as Bass has claimed where employees may have been seen as more confident by the leader or other followers (individualized consideration component of TFL) or subordinates who are considered by their leader as actually very active and independent thinker [50]. The effects may have been higher and accordingly they perform better. In particular, this result

suggests that organizational leaders may need to reflect through the different needs, attributes and preferences of each follower.

2-What is the relationship between TFLand JP in Oman basic public schools?

the quantitative results presented that there is a positive and direct effect of transformational leadership on teachers' job performance and this effect is also significant ($\beta=0.262$, $t=4.306$, $p<0.01$).

Secondly, as illustrated in hypothesis (2) this study goes one step further in the literature on engagement by presenting a coherent model and process in which individual TFL is positively associated with WE. This notion in line with previous studies [42, 37, 43]. suggests that leaders who have a relative high number of transformational behavior in their job performance, includes deployment of high expectations in their communications with their followers, intellectual stimulation, with arranging followers development and opportunities for personal recognition were positively related to followers' work engagement. Indeed, Individuals who perceived their leaders are acting with transformational characteristic are more likely to become vigorous, dedicated and absorbed [13]. As Bass cited transformational leaders try to persuade their subordinates to get involved with intended goals [44]. Thus this pattern of results extends our awareness about the importance of leadership style in organizations such as TFL, particularly at the individual level, has the potential contribution to employees' motivation and individual well-being TWE. As Stom have highlighted investigation of leadership style's influences on WE is valuable to human resource practitioners for both theoretical standpoint and practical perspective. [45]

3-What is the role of the mediation of teachers' work engagement in the relationship of transformational leadership and teachers' performance?

Thirdly, although previous research has shown the beneficial effects of WE on school performance and work-unit outcomes [46, 47]. We are unaware of any studies that present a model of individual work engagement which leads to higher levels of individual job performance. Moreover, in this area of research Walumbwa have argued that there has been very little conceptual and empirical research to reflect when the performance management process, effectively applied, can help leaders and organization to enhance and sustain high levels of teacher engagement [48]. Therefore, this research addressed to this line of research relating employees' behavioral outcomes through its application to WE and supports for the proposed psychological processes at the individual level as a consequence of work engagement. In essence, engagement is an affective-motivational experience [13].

Finally, we contribute to the literature on WE by showing that, in the presence of a leader with transformational behavior, can positively influence on WE. In other words, we illustrated that WE is salient for improving individual job performance, in representing a role for exploring the mechanisms and conditions under which individual TFL has effects on individuals' work engagement as predicted in Hypotheses 2. In similar studies Breevaart, Bakker, Hetland

and Tims have argued that employees are engaged in their work with more satisfaction and high performance when their leaders treat them with some particular characteristic [49]. Our findings are grounded on the theoretical assumptions in which individual TFL facilitates employees' sense of engagement and consequently raise their performance. By doing this, the results help to unfold the psychological mechanism that engaged employees are considered by their leaders as enthusiastic with high enactment and their leaders are able to boost their confidence through their TFL approaches.

Limitations and Recommendations

There are still limitations on how this research was carried out, which has an impact on the study's findings. The following factors contribute to the limitations of the conducted research: Although 75% of the total respondents have completed the questionnaire, it is preferable for future research if the occupancy rate may approach 100% in order to produce more precise study findings. Teachers in Muscat are the only subjects of this study. It is recommended that future research broaden the scope of the study or cover more professors in order to increase the object of the investigation. This study's limitations pertain to the restrictions placed on it by the research design, namely with regard to the methodology used and the statistical analysis carried out. Additionally, because the questionnaire is translated from English to Arabic, it could not be exactly the same as the original. The questionnaire is different from the original even though numerous measures have been put in place to maintain the meaning's integrity. Furthermore, the findings are particular to the first semester of the academic year 2024–2025 because they were only obtained during that time. According to this study, transformational leadership should be prioritized and used as a successful strategy in order to maintain high levels of WE. The establishment of training facilities to enhance school principals' transformational leadership is a first for Oman. This This goal will guarantee steady progress toward the sustainable development objectives that Oman aims to accomplish.

According to the study's findings, teachers' job performance is impacted by transformational leadership traits such as idealized influence, inspirational motivation, intellectual stimulation, and personalized concern. Making the leader a role model for subordinates, inspiring and motivating them by setting challenging tasks and encouraging them to reach goals, raising subordinate awareness to view problems from a different angle, offering support and encouragement to subordinates, and fostering two-way communication are some aspects of the transformational leadership style that need to be taken into consideration..

Furthermore, investigating the impact of followers' attributes as seen by both the leader and the followers as possible mediators or moderators of the effect of TFL on followers' work engagement and followers' performance across various samples is an intriguing avenue for future research. Future research on the association between WE and TP would be fascinating, though, if it took into account other leadership philosophies like coaching or real leadership.

CONCLUSION

This study indicates how employee performance is impacted by leadership behaviours. Conversely, the relationship between the variables is mediated by staff engagement. According to this link, employees are inspired to improve performance by transformational leaders' positive behaviour. Additionally, transformational leadership behaviours motivate staff members to go above and more for the organization. Through employee engagement strategies, transformational leadership has a favourable impact on organizational employee performance, according to the current study. As a result, leaders who act in ways that encourage and help followers may expect to attract followers who are more engaged. Positive performance will eventually be driven by highly engaged staff employees.

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