

TRANSFORMATIONAL LEADERSHIP OF PRINCIPALS IN CAMPUS CULTURE CULTIVATION

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Abstract

Transformational leadership is distinguished among various leadership styles because of its profound capacity to influence individuals and reshape institutions. This study examined the extent of transformational leadership exhibited by school principals and their impact on campus culture. Employing a correlation research design, the study surveyed 180 teachers to capture their perceptions of leadership and the campus environment.

The results revealed that all components of transformational leadership—idealized influence, inspirational motivation, intellectual stimulation, and individual consideration—were present to a significant degree, with means ranging from 3.41 to 3.56, reflecting agreement to strong agreement among respondents. Similarly, aspects of campus culture such as workplace atmosphere, professional autonomy, and administrative support were also highly rated, with professional autonomy scoring the highest. A noteworthy outcome was the moderate positive correlation (Pearson $r = 0.40$) between transformational leadership and campus culture, indicating a significant relationship.

Given these findings, the "Leaders in Education: Advancing Transformational Systems" (LEATS) program is recommended. LEATS is designed to further nurture transformational leadership capabilities within educational institutions and bolster the resultant positive campus culture. Through LEATS, schools are expected to foster an environment where leadership is not only about maintaining high standards and encouraging innovation but also about recognizing and nurturing the individual contributions of each teacher, thereby leading to an enriched educational experience for all.

1. Introduction

Transformational leadership stands out prominently among the vast array of leadership styles, holding the power to significantly influence both individuals and entire institutions. At its core, this leadership style aspires to bring about profound and positive changes in followers, nurturing them to eventually emerge as leaders themselves. Using strategies like exemplary role modeling, entrusting responsibilities, and recognizing individual strengths and limitations, transformational leadership aims to boost the morale, motivation, and overall performance of those it guides.

On the other side of the spectrum, the cultural milieu of educational campuses serves as a powerful avenue for socialization. This is shaped by perceptions of institutional norms, interactions among peers, and shared experiences during academic activities and communal events. However, understanding campus culture is complex. Even within a single institution, there is a vast array of cultural nuances that can sometimes harmoniously coexist or, at other times, be in conflict, leading to varied interpretations by different members of the institution.

Taking the educational settings of Inner Mongolia as a case study, teachers and students traverse a complex cultural landscape, deciphering and deriving varied meanings from their shared experiences. Various facets, such as the workplace environment, teachers' autonomy, and the level of administrative support, provide critical perspectives through which the culture of a campus can be gauged. Based on the researcher's personal experiences teaching in Mongolia, the inspirational motivation component is crucial for a better campus culture. Collaborations among teachers that foster creativity are also linked to organizational culture. On campus culture, Mongolian educational institutions build a dynamic and connected society in which all opinions are heard, students may develop a feeling of belonging and self-worth, and interaction in the community and natural environment helps learning.

Against this backdrop, this study sought to explore the deep-seated relationship between the transformational leadership practices of school principals and the cultural dynamics within vocational colleges in Inner Mongolia. The research closely examined the pivotal components of transformational leadership—idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration—and their impact on the overarching campus culture.

By venturing into this intricate interplay between leadership styles and institutional culture, especially in the vocational schools of Inner Mongolia, this study aims to provide a comprehensive understanding of these crucial elements and contribute valuable insights to educational stakeholders both within the region and beyond.

1.1. Background of the study

Transformational leadership is an approach to leadership that instigates change in societal institutions and individuals. When executed at its highest potential, it results in substantial and beneficial transformations in followers, ultimately shaping them into leaders themselves. In its purest form, this style of leadership enhances followers' motivation, morale, and performance through various mechanisms.

In education, deans, administrators, professors, and instructors can exemplify transformational leadership by leading by example. Fostering strong community bonds is highly esteemed, motivating instructors and students to aspire to higher standards. Educational transformational leaders often serve as role models and mentors for budding transformational leaders in business, politics, and other social domains.

By articulating a vision for the future, cultivating a culture of collaboration, and encouraging others to take on leadership roles, transformational school leaders significantly contribute to educational innovation and restructuring. Through inspiration and motivation, they drive positive change and progress within the education

system (Jacqueline et al., 2023). As Odumeru (2020) posits, the objective of transformational leadership is to bring about change not only in followers but also in leaders themselves. Transformation in the leader's attitude, influence, and enthusiasm shapes an organization. Leaders inspire individuals to work toward achievement, pursue higher ideals, and seek self-actualization rather than fleeting self-interest (Anshu & Upadhyay, 2019). According to Hulpia and Devos (2020), a school's organization experiences fluctuations tied to commitment, performance, and satisfaction, which are intricately linked to the leadership style of the principal. A school principal should have the authority to adapt the school's mission, vision, and goals as necessary. The principal must discern the desires of the employees and underscore the connection between salary and performance. Failure to grasp this connection can lead to doubts, misunderstandings, and minimal transactional influence in the leader-follower relationship.

According to Hauserman and Stick (2019), school principals who effectively employ transformational leadership attain success through mentoring, employing best practices, and assuming responsibility. Moreover, as Deveshvar et al. (2020) suggest, these leaders are accountable, admirable, courteous, trustworthy, and refrain from using their positions of authority for personal gain.

Transformational leaders employ inspirational motivation to convey their values-based ideals to organizational members, fostering greater alignment between the school and its staff (Brown & Trevino, 2019). This fosters a sense of connection between supporters and the organization's goals. In addition to using inspirational leadership, it is imperative to maintain staff enthusiasm and elevate productivity levels (Barrick, 2020).

Implementing transformational leadership with a focus on intellectual stimulation can lead to success in educational institutions and organizations. This, in turn, results in the delivery of responsive, high-quality education that benefits not only students but also teachers and principals (McGuire, 2019).

According to Karabina (2019), transformational school principals practice individualized consideration by paying attention to each follower individually, listening to their needs, and caring about their growth and development. These principals actively engage and motivate teachers by continuously listening to their concerns. This ongoing involvement keeps followers moving forward, even during challenging times, resulting in genuine progress in learning. This illustrates that the school leader treats all followers as unique individuals rather than mere tools for achieving the school's vision, mission, and self-interest (Kouzes & Posner, 2019).

1.2. Statement of the problem

The current research assessed the transformational leadership of school principals and their assessment of campus culture. Specifically, it sought to provide answers to the following research questions:

1. What is the assessment of the respondents on the transformational leadership of principals in terms of
 - a. Idealized influence;
 - b. Inspirational motivation;
 - c. Intellectual stimulation; and
 - d. Individual consideration
2. Is there a significant difference in the assessment of the respondents on the transformational leadership of principals when compared with their demographic profile?
3. What is the assessment of the respondents on campus culture in terms of
 - a. Workplace atmosphere;
 - b. Professional autonomy; and
 - c. Administrative support

4. Is there a significant difference in the assessment of the respondents on campus culture when compared with their demographic profile?
5. Is there a significant relationship between the transformational leadership of principals and campus culture?

1.3. Significance of the study

This study can be beneficial to several stakeholders, including the following:

School principals. The principals of the selected vocational schools in Zhalantun City, China, are poised to gain substantial insights from this research. The study's objective to develop a transformational leadership plan aimed at enhancing campus culture directly aligns with their roles as educational leaders. By implementing the proposed plan, principals can foster a more positive and conducive learning environment within their institutions, ultimately contributing to improved overall school performance.

Teachers. Teachers within vocational schools also stand reaping the rewards of this study's findings and outcomes. As the leadership style within an institution significantly impacts educators, the introduction of transformational leadership practices and the promotion of a more positive campus culture can lead to enhanced job satisfaction and increased performance among teachers. These improvements can subsequently translate into a more engaging and effective learning experience for students.

Students. The students-attending the selected institutions are another group poised to benefit from this research. Transformational leadership not only influences teachers' performance but also directly correlates with student engagement. By fostering a positive campus culture through transformational leadership, principals can indirectly impact students' educational experiences. When school principals exhibit transformational leadership behaviors, they set an example for teachers, who in turn play leadership roles in students' vocational education. This top-down approach can contribute to a more enriching and productive learning environment.

School administrators. School administrators who hold leadership positions within educational institutions may also find value in the research content. The study's insights into the need to implement transformational leadership practices can serve as an educational resource for administrators. It can help students understand the significance of leadership styles and policies in shaping campus culture, thereby prompting them to consider adopting transformational leadership approaches within their respective roles.

Future researchers. This research contributes to the body of knowledge in the field of educational leadership. Future researchers seeking to delve deeper into the subject matter of transformational leadership among school principals and its impact on campus culture may find this study's analysis of existing studies and literature invaluable. It provides a foundational understanding that can guide and inform further research in this area, facilitating the expansion of knowledge and insights in educational leadership.

1.4. Scope and delimitation

The primary objective of this study was to assess transformational leadership exhibited by school principals in terms of four key dimensions: idealized influence, inspirational motivation, intellectual stimulation, and individual consideration. In addition, the research seeks to evaluate the prevailing campus culture, focusing on aspects such as workplace atmosphere, teachers' professional autonomy, and the level of administrative support. The study involved school teachers as its respondents and was conducted within three specific educational institutions situated in Inner Mongolia— Zhalantun Vocational College (ZVC), Xilingol Vocational College (XVC), and Wuhai Vocational and Technical College (WVTC). To ensure the ethical and methodological integrity of the research, it adhered to the research guidelines established by Adamson University, where the researcher is currently enrolled. In addition, necessary permissions were obtained from all three participating schools in China, from which the sample of teacher-respondents was selected.

The study encompassed the participation of 180 teachers who served as respondents, with an equitable distribution of 60 teachers selected from each of the participating schools. Certain limitations of this research must be acknowledged as well, and they include: geographical constraints and time-related factors. Specifically, this study was confined to a select trio of schools within Inner Mongolia, and its timeframe was constrained to the academic year 2023/2024.

1.5. Theoretical framework

The current study is based on the foundational Transformational Leadership Theory, which was first introduced by James MacGregor Burns in his descriptive research on political leaders in 1978.

Burns coined the term "transformational leadership" to describe a process in which leaders and followers mutually contribute to raising morale and motivation to higher levels. He emphasized that the distinction between management and leadership hinges on qualities and actions, leading to the development of the concepts of "transformational leadership" and "transactional leadership." Transformational leadership, as described by Burns, brings about significant changes in both individuals and organizations (Langston University, 2020).

Transformational Leadership Theory posits four key dimensions, which are as follows:

1. *Individualized consideration.* This dimension focuses on the extent to which a leader attends to the unique needs of each follower, providing mentorship, and actively listening to their concerns. Leaders who display individualized consideration show empathy, maintain open lines of communication, and challenge followers to excel. It underscores the importance of respect and acknowledges the distinctive contributions of each follower to the team. This approach fosters intrinsic motivation among followers, inspiring them to pursue their goals (Langston University, 2020).
2. *Inspirational motivation.* This dimension revolves around a leader's ability to articulate a compelling and inspiring vision to their followers. Leaders who excel in inspirational motivation set high expectations, convey optimism about future objectives, and imbue significance into current endeavors. Effective communication is essential to make the vision clear, engaging, and motivating. Followers, driven by a strong sense of purpose, become motivated to invest greater effort in their work, fueled by encouragement, hope, and confidence in their abilities (Langston University, 2020).
3. *Intellectual stimulation.* This dimension highlights a leader's capacity to challenge assumptions, take calculated risks, and solicit innovative ideas from followers. Leaders who embody intellectual stimulation encourage and nurture the creativity of their followers, fostering independent thinking. Learning is highly valued in this leadership style, and unexpected situations are seen as opportunities for growth. Followers actively inquire, reflect, and devise improved approaches to their responsibilities (Langston University, 2020).
4. *Idealized influence.* Idealized influence involves a leader serving as a role model for high ethical conduct, instilling a sense of pride, trust, and respect among team members. Leaders with idealized influence exhibit charisma, curiosity, and communicate with clarity and sensitivity. They serve as exemplary role models and enjoy widespread trust and admiration from all team members. In times of adversity, charismatic leaders are the first to take responsibility, credit individual team members, and offer constructive feedback individually. Their commitment reflects their intended impact (Ugochukwu, 2023).

2. Methodology

This section describes the research locale, respondents, sampling technique, research instrument, data collection technique, and data analysis.

2.1. Research locale

The study was conducted in three educational institutions located in Inner Mongolia: Zhalantun Vocational College (ZVC), Xilingol Vocational College (XVC), and Wuhai Vocational and Technical College (WVTC).

2.2. Sample and sampling technique

The study was meticulously designed to capture the nuanced perspectives of teacher-respondents from these selected institutions, each of which contributes to a rich tapestry of vocational and technical education in Inner Mongolia.

The selection of participants for the study was meticulously conducted using the Raosoft sample size calculator. Involving 180 teacher-respondents, this study set forth specific inclusion and exclusion criteria to ensure a representative sample from the three chosen institutions. The criteria stipulated that participants must be actively teaching in vocational colleges, have a minimum of two years of teaching experience, be of legal age, and have the legal capacity to consent to research. All participating teachers expressed their willingness to participate in signing an informed consent form.

To establish the sample size, the Raosoft calculator was used with parameters set to a 95% confidence level, a 50% response distribution, and a 5.31% margin of error. These parameters, applied to the population of 380 teachers, determined that a sample of 180 teachers would be sufficient for the quantitative survey. Each of the three educational institutions located in Inner Mongolia contributed an equal number of 60 teachers to the study cohort, ensuring an equitable representation across the selected schools.

2.3. Data gathering procedure

Before initiating the study, formal approval was sought from the chairpersons of the three selected institutions in Inner Mongolia by drafting a formal letter that outlined the research objectives and methodology. With the requisite clearances obtained from the school heads, the researcher proceeded to distribute the survey questionnaires to the preselected teacher-respondents. In line with the quantitative nature of the research, no interviews were conducted.

A detailed briefing session was held before the questionnaire distribution, during which the study procedures were thoroughly explained. The teacher-respondents were also asked to sign a confidentiality agreement and provide informed consent to participate in the study.

After the teacher-respondents completed the questionnaires, the researcher undertook a systematic approach to collate and analyze the data. This included tabulating and computing the data, which provided a basis for an in-depth descriptive analysis of the findings.

The programs and outcomes resulting from this study are expected to be implemented within the three schools that participated in the research within a year of its completion. The target timeline for this implementation is scheduled to coincide with the first quarter of the 2024–2025 academic year, allowing for the effective integration of the study's insights into the institutions' environments.

2.4. Statistical analysis

The study employed various statistical treatments with a significance level set at 0.05. To facilitate these statistical analyses, the Statistical Package for Social Sciences (SPSS) software was used as the primary analytical tool. This sophisticated software enabled the efficient processing of data and execution of complex statistical operations required to interpret the study's findings accurately.

1. Frequencies and Percentages:

To start the analytical process, frequencies were calculated to determine the number of respondents corresponding to their distinct demographic profiles. This step facilitated a thorough comprehension of

participant distribution across a range of demographic characteristics, laying the groundwork for a nuanced understanding of the study's sample composition.

2. Arithmetic Mean:

The arithmetic mean was employed to measure the average responses for each dimension and to more broadly evaluate the transformational leadership demonstrated by school principals as well as the existing campus culture within the three selected institutions. Using this method offered a comprehensive perspective of the participants' collective perceptions, encapsulating their views into a single, interpretable metric for each assessed area of the study.

3. T-test/ANOVA:

The t-test analysis was used to determine if there were significant differences in perceptions of transformational leadership and campus culture based on the gender of the respondents. Additionally, an ANOVA (Analysis of Variance) was conducted to explore significant differences in the evaluation of these dimensions, including the overall assessment of transformational leadership and campus culture, with regard to variables such as respondents' age, school affiliation, and years of teaching experience. These statistical tests provided clarity on the influence of demographic factors on assessment outcomes within the educational institutions involved in the study.

4. Pearson product-moment correlation

Pearson's r was used to examine the relationship between the dimensions of transformational leadership—idealized influence, inspirational motivation, intellectual stimulation, and individual consideration—and the components of campus culture, which include workplace atmosphere, teachers' professional autonomy, and administrative support. This statistical analysis helped determine the presence and strength of an association between the leadership style of school principals and the prevailing campus culture within educational institutions.

To understand the results of the assessments on transformational leadership and campus culture, the following scale was used:

| Score Range | Verbal Descriptor | Interpretation |
|-------------|-------------------|-----------------------|
| 3.51 – 4.00 | Strongly Agree | Highly Manifested |
| 2.50 – 3.24 | Agree | Moderately Manifested |
| 1.75 – 2.49 | Disagree | Slightly Manifested |
| 1.00 – 1.74 | Strongly disagree | Poorly Manifested |

3. Results and analysis

This section presents the results and corresponding analyses of the obtained data.

The results of the study provide information obtained from 180 respondents after the completion of the data collection process using a self-administered questionnaire.

Table 1.*Summary of the Assessed Transformational Leadership*

| Indicators | Mean | SD | Verbal Description and Interpretation | Rank |
|---------------------------------------|------|------|---------------------------------------|------|
| Idealized Influence | 3.41 | 0.60 | Agree/Manifested | 4 |
| Inspirational Motivation | 3.55 | 0.51 | Strongly Agree/ Highly Manifested | 2 |
| Intellectual Stimulation | 3.51 | 0.52 | Strongly Agree/ Highly Manifested | 3 |
| Individual Consideration | 3.56 | 0.52 | Strongly Agree/ Highly Manifested | 1 |
| Transformational Leadership (Overall) | 3.50 | 0.54 | Agree/Manifested | - |

Table 1 summarizes the assessment scores for the different components of Transformational Leadership. The table summarizes the respondents' collective perceptions regarding each leadership dimension, which includes Idealized Influence, Inspirational Motivation, Intellectual Stimulation, and Individual Consideration.

The component of Individual Consideration received the highest affirmation, with a mean score of 3.56 and a standard deviation of 0.52, which was labeled as rank 1. The verbal description provided is "Strongly Agree/Highly Manifested," indicating the strongest consensus among respondents for leaders who give personal attention and foster the development of their followers.

Inspirational Motivation was ranked second with a mean of 3.55 and SD of 0.51. This score is interpreted as "Strongly Agree/Highly Manifested" and reflects the respondents' perception that their leaders are effectively inspiring and motivating them toward a shared vision.

Intellectual stimulation was placed third, with a mean score of 3.51 and SD of 0.52. This dimension also garners a verbal interpretation of "Strongly Agree/Highly Manifested," showing that the respondents feel that their leaders challenge them intellectually and encourage innovation and creative thinking.

The idealized influence has a mean of 3.41 with an SD of 0.60 and is ranked fourth. The verbal description "Agree/Manifested" suggests a general agreement among respondents that leaders act as role models and demonstrate behaviors that are worth emulating, although this component received a slightly lower score than the others.

Finally, the overall concept of Transformational Leadership across all dimensions has a mean of 3.50 and an SD of 0.54. There is no rank assigned to this composite score, but the verbal description is "Agree/Manifested," which encapsulates the general agreement among respondents that the elements of Transformational Leadership are present and observable in their leaders. The assessment across these four dimensions provides a comprehensive view of the leadership style, suggesting that the leaders in question are perceived to excel particularly in the areas of individual attention and motivational ability.

This suggests that autonomy and empowerment are pivotal in respondents' perceptions of effective leadership, confirming literature findings that such an environment fosters innovation and engagement (Julie Thompson, 2023).

Table 2.*Summary of the Assessed Campus Culture*

| Indicators | Mean | SD | Verbal Description and Interpretation | Rank |
|--------------------------|------|------|---------------------------------------|------|
| Workplace Atmosphere | 3.45 | 0.51 | Agree/Manifested | 3 |
| Professional Autonomy | 3.57 | 0.53 | Strongly Agree/ Highly Manifested | 1 |
| Administrative Support | 3.54 | 0.50 | Strongly Agree/ Highly Manifested | 2 |
| Campus Culture (Overall) | 3.52 | 0.51 | Agree/Manifested | - |

Table 2 compiles the findings from an evaluation of Campus Culture, presenting a summary of three distinct aspects: Workplace Atmosphere, Professional Autonomy, and Administrative Support.

The component-receiving the highest endorsement was Professional Autonomy, with a mean score of 3.57 and a standard deviation (SD) of 0.53, ranking first. The "Strongly Agree/Highly Manifested" verbal interpretation underscores a strong consensus that teachers experience significant autonomy and freedom in their professional practices within the campus culture.

Administrative Support was ranked second, with a mean of 3.54 and SD of 0.50. This score reflects a strong agreement that administrators provide substantial support to teachers, which is highly visible and valued within the school environment.

Workplace Atmosphere is ranked third with a mean score of 3.45 and SD of 0.51. While this score is slightly lower, the verbal description of "Agree/Manifested" indicates that there is a general agreement among the respondents that the workplace atmosphere is positive and supportive, though perhaps to a slightly lesser extent than the other two aspects.

The overall score for Campus Culture Cultivation is 3.52 with an SD of 0.51. Although no rank is assigned to this overall score, the verbal description of "Agree/Manifested" suggests that respondents view the cultivation of campus culture in a positive light across the various dimensions assessed. This holistic perspective suggests that the campus culture is perceived as supportive and conducive to fostering professional growth, autonomy, and collaboration among staff, with strong administrative backing. This summary table shows that Professional Autonomy is the most highly rated aspect of campus culture, followed by Administrative Support and Workplace Atmosphere. This supports the literature that an empowered teaching staff and supportive administration are vital components of a positive campus culture (Yembuu, 2020; Julie Thompson, 2023).

Table 3.*Differences in Campus Culture Based on the Demographic Profile*

| Demographic Profile | Categories | Mean | SD | Stat. Value | P-Value | Interpretation/Decision |
|--------------------------------|------------------------|------|------|-------------|---------|---------------------------------------|
| Sex | Male | 3.56 | 0.52 | t= 1.22 | 0.23 | Not significant/Accept H ₀ |
| | Female | 3.54 | 0.59 | | | |
| Age | Below 30 years of age | 3.56 | 0.57 | F= 0.19 | 0.90 | Not significant/Accept H ₀ |
| | 30-45 years old | 3.55 | 0.54 | | | |
| | 46-55 years old | 3.55 | 0.57 | | | |
| | 56 years old and above | 3.56 | 0.56 | | | |
| Years of Teaching Experience | 0-3 years | 3.56 | 0.56 | F= 0.36 | 0.84 | Not significant/Accept H ₀ |
| | 4-7 years | 3.54 | 0.55 | | | |
| | 8-15 years | 3.57 | 0.55 | | | |
| | 16-25 years | 3.55 | 0.56 | | | |
| | 26 years or more | 3.55 | 0.56 | | | |
| Highest Educational Attainment | Bachelor's Degree | 3.56 | 0.60 | F= 0.65 | 0.52 | Not significant/Accept H ₀ |
| | Master's Degree | 3.56 | 0.56 | | | |
| | Doctorate Degree | 3.57 | 0.58 | | | |

*Level of Significance = 0.05

Table 3 analyzes the potential differences in the perception of Campus Culture based on various demographic categories: Sex, Age, Years of Teaching Experience, and Highest Educational Attainment.

For the Sex category, males reported a mean score of 3.56 with a standard deviation (SD) of 0.52, whereas females had a mean score of 3.54 with an SD of 0.59. The statistical t-value of 1.22 and p-value of 0.23 indicate that the difference in perceptions of Campus Culture between male and female respondents was not statistically significant. Therefore, the null hypothesis (H₀) is accepted, implying that gender does not have a significant impact on how campus culture is perceived.

In terms of Age, the groups "Below 30 years old," "30-45 years old," "46-55 years old," and "56 years old and above" all reported similar mean scores ranging from 3.55 to 3.56, with SDs from 0.54 to 0.57. An F-value of 0.19 and a p-value of 0.90 also indicate no significant differences between age groups, leading to the acceptance of the null hypothesis.

The Years of Teaching Experience also show comparable mean scores for all categories (0-3 years, 4-7 years, 8-15 years, 16-25 years, and 26 years or more), with means fluctuating slightly between 3.54 and 3.57 and SDs between 0.55 and 0.56. The F-value of 0.36 and a p-value of 0.84 suggest no significant difference in the perception of Campus Culture across different levels of teaching experience, thus accepting the null hypothesis. Finally, examining Highest Educational Attainment, respondents with Bachelor's/bachelor's degrees, master's degrees orate Degrees all have mean scores around 3.56 to 3.57, with group with SD between 0.56 and 0.60. With an F-value of 0.65 and a p-value of 0.52, the results imply no significant difference in perceptions based on educational attainment, leading to the acceptance of the null hypothesis.

Overall, Table 14 suggests that the demographic factors surveyed do not significantly influence how the Campus Culture is perceived by the respondents, indicating a uniformly positive perception across different demographic groups.

Table 4.*Relationship between Transformational Leadership and Campus Culture*

| Variables | | Workplace Atmosphere | Professional Autonomy | Administrative Support | Campus Culture |
|-----------------------------|------------------|----------------------|-----------------------|------------------------|----------------|
| Idealized Influence | Pearson <i>r</i> | 0.34 | 0.35 | 0.38 | 0.46 |
| | p-value | 0.02 | 0.03 | 0.00 | 0.03 |
| Inspirational Motivation | Pearson <i>r</i> | 0.37 | 0.39 | 0.30 | 0.39 |
| | p-value | 0.00 | 0.03 | 0.02 | 0.03 |
| Intellectual Stimulation | Pearson <i>r</i> | 0.37 | 0.37 | 0.40 | 0.34 |
| | p-value | 0.00 | 0.04 | 0.02 | 0.01 |
| Individual Consideration | Pearson <i>r</i> | 0.32 | 0.38 | 0.37 | 0.48 |
| | p-value | 0.00 | 0.03 | 0.04 | 0.02 |
| Transformational Leadership | Pearson <i>r</i> | 0.30 | 0.39 | 0.36 | 0.40 |
| | p-value | 0.02 | 0.01 | 0.02 | 0.00 |

*Level of Significance = 0.05

Table 4 provides a comprehensive analysis of the correlation between the different facets of transformational leadership and various elements of campus culture. The table uses Pearson correlation coefficients (*r*-values) and corresponding *p*-values to measure the strength and significance of relationships across multiple variables.

Idealized influence, a key dimension of transformational leadership, is positively correlated with all aspects of campus culture assessed in the study. The correlation coefficients indicate moderate relationships, with values of 0.34 with workplace atmosphere, 0.35 with professional autonomy, 0.38 with administrative support, and a notably stronger correlation of 0.46 with the overall campus culture. The significance of these correlations is supported by *p*-values below 0.05, indicating statistically significant relationships, except for administrative support, where the relationship is highly significant ($p < 0.01$).

Inspirational motivation, another dimension of leadership, also correlates positively with the assessed campus culture dimensions, with coefficients ranging from 0.30 to 0.39. These results suggest that as school principals' inspirational motivation increases, perceptions of professional autonomy, supportive administration, and a positive campus culture also tend to improve, with all relationships being statistically significant.

Intellectual stimulation and individual consideration, the remaining leadership dimensions, similarly show positive correlations with the elements of campus culture. Intellectual stimulation displays correlation coefficients ranging from 0.34 to 0.40, and individual consideration ranges from 0.32 to 0.48. Particularly strong is individual consideration's correlation with overall campus culture, suggesting that personal attention and mentorship by leaders could significantly influence the general campus environment.

Finally, the composite measure of transformational leadership shows significant positive relationships with all components of campus culture, with coefficients ranging from 0.30 to 0.40, underscoring the pivotal role of leadership in shaping educational environments. The correlations were statistically significant, highlighting the reliability of the observed associations.

This detailed examination underscores the influence of transformational leadership traits on enhancing the quality of campus culture, suggesting that investments in leadership development could be pivotal in fostering enhanced educational environments. The interpretation of these results is that there is a significant moderate positive relationship between Transformational Leadership and Campus Culture. This means that as perceptions of Transformational Leadership increase, there is also an increase in positive perceptions of Campus Culture.

In other words, improvements or higher ratings in Transformational Leadership were associated with improvements or higher ratings in the perception of Campus Culture among the respondents. This aligns with the findings of studies that highlight the integral role of transformational leadership in cultivating a supportive and innovative educational environment (Ndisya & Juma, 2020; Rajhans, 2022).

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