

The Relationships Between Transformational Leadership Style and Teachers' Work Engagement in Omani Basic Public Schools

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Abstract: Objective: This study contributes to the transformational leadership literature by providing empirical evidence from the Omani educational context, which remains underrepresented in leadership research. The study aimed to examine the extent to which transformational leadership (TFL) enhances teachers' work engagement (TWE) in Omani public basic schools and to investigate the relationship between TFL and TWE. **Method:** A quantitative cross-sectional correlational design was employed. Primary data were collected from 298 teachers selected from a population of 6,208 teachers using a structured questionnaire based on a Likert scale. Internal consistency was assessed using Cronbach's alpha. Preliminary data screening and assumption testing were conducted prior to the main analysis. The Partial Least Squares Structural Equation Modeling (PLS-SEM) approach was applied using SmartPLS 4.0 to test the research hypotheses. **Key Findings:** The findings revealed high levels of transformational leadership and teachers' work engagement in Omani public schools. All dimensions of transformational leadership—individualized consideration, intellectual stimulation, inspirational motivation, and idealized influence—had significant positive effects on teachers' work engagement. Furthermore, transformational leadership demonstrated a significant positive effect on work engagement ($\beta = 0.337, p < 0.01$). These findings highlight the important role of school principals in fostering teacher engagement through supportive and inspiring leadership practices. **Conclusions:** The findings showed high levels of transformational leadership (TFL) and teachers' work engagement (TWE) in Omani public schools. A significant positive effect of TFL on TWE was found ($\beta = 0.337, p < 0.01$), highlighting the role of leadership in enhancing teacher engagement. **Recommendations:** The study recommends strengthening transformational leadership practices through targeted professional development programs for school principals. Future research should employ larger samples, include both public and private schools, and further examine transformational leadership in non-Western educational contexts to enhance the generalizability of findings.

Keywords: Leadership practices, Employee Engagement, Omani schools, Educational leadership, PLS-SEM, School principals.

العلاقة بين أسلوب القيادة التحويلية ومشاركة المعلمين في المدارس العمانية الأساسية الحكومية

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ملخص: الهدف: تساهم هذه الدراسة في الأدبيات القيادية التحويلية من خلال تقديم أدلة تجريبية من السياق التعليمي العماني، الذي لا يزال ممثلاً بشكل ناقص في أبحاث القيادة مقارنة بالغرب والاسيويين و تهدف هذه الدراسة إلى كشف مدى مساهمة القيادة التحويلية في تعزيز تفاعل المعلمين في العمل، من خلال تحقيق تجريبي في المدارس الأساسية العمانية وقد تناولت الدراسة العلاقة بين أسلوب القيادة التحويلية ومشاركة المعلمين في العمل، وذلك لتحديد مدى تأثير القيادة التحويلية بشكل كبير على مشاركة المعلمين في مدارس التعليم الأساسي في عمان. **المنهج:** استخدمت الدراسة تصميمًا بحثيًا ارتباطيًا مقطعيًا (Cross-sectional Correlational Design)، وهي دراسة كمية اعتمدت على البيانات الأولية. شمل مجتمع الدراسة 6208 معلماً، وتم اختيار عينة مكونة من 298 معلماً قاموا بتعبئة استبيان قائم على مقياس ليكرت. تم قياس الاتساق الداخلي باستخدام معامل كرونباخ ألفا. وقبل التحليل الأساسي، تم إجراء اختبارات افتراضات الانحدار الخطي وفحص أولي للبيانات. تم تحليل النتائج باستخدام برنامج SmartPLS 4.0 من خلال تطبيق أسلوب المربعات الصغرى الجزئية (PLS) بهدف اختبار فرضيات البحث. **أهم النتائج:** أظهرت نتائج التحليل أن جميع عناصر القيادة التحويلية بما في ذلك الاهتمام الفردي، والتحفيز الفكري، والدافعية الإلهامية، والتأثير المثالي لها تأثير إيجابي على مشاركة المعلمين في العمل. وللبحث نتائج عملية مهمة لكل من سلطنة عمان ومديري المدارس؛ إذ تشير النتائج إلى ضرورة تدريب مديري المدارس على كيفية تحفيز معلمهم، ومساعدتهم في استشراف المستقبل، وتعزيز اعتمادهم الذاتي. وبشكل أكثر تحديداً، ينبغي أن تزود برامج التنمية المهنية للمديرين بالمهارات والمعرفة اللازمة لإلهام المعلمين وتحفيزهم وغرس القوة والحيوية فيهم. **الاستنتاجات:** أظهرت النتائج مستويات القيادة التحويلية ومشاركة المعلمين مرتفعة، مع تأثير إيجابي دال للقيادة التحويلية في تعزيز مشاركة المعلمين في المدارس الحكومية العمانية ($\beta = 0.337, p < 0.01$). **التوصيات:** أوصت الدراسة إلى أهمية تطوير أساليب القيادة المدرسية بما يساهم في زيادة انخراط المعلمين في عملهم وتوسيع قاعدة المعرفة المتعلقة بالقيادة التحويلية في السياقات غير الغربية، إجراء المزيد من الأبحاث في المجال نفسه، مع استخدام عينات أكبر، تشمل المدارس الحكومية والخاصة، من أجل تقديم رؤى أكثر شمولاً ودقة حول العلاقة بين القيادة التحويلية ومشاركة المعلمين في العمل.

الكلمات المفتاحية: الممارسات القيادية، مشاركة الموظفين، المدارس العمانية، القيادة المدرسية، PLS-SEM، مديري المدارس.

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Introduction

In today's dynamic business environment, leadership has emerged as a critical determinant of organizational success. According to Northouse (2007), leadership is the ability of an individual to motivate a group towards the accomplishment of goals. Over the last 25 years, transformational leadership has become one of the most influential leadership approaches, with extensive evidence demonstrating its positive impact on employees' attitudes, work engagement, and overall organizational performance (Agazu, Kero, & Debela, 2025).

Professional success and personal growth are significantly impacted by organizational leadership. (Afsar, et al., 2019; Qi, Liu, Wei, & Hu, 2019) For followers to be effective and collaborate toward a common objective, a leader must provide them with the necessary resources (Orabi, 2018; Ahmad, 2018). The process of leadership involves influence between leaders and followers. Achieving organizational performance and competitiveness requires efficient human resource management (Sadq, Othman, & Mohammed, 2020). A pleasant job environment can reinforce constructive leadership in organizations, which is essential to an organization's effectiveness. According to Kartini *et al.* (2020), 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. 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.

Academics and practitioners have given work engagement a lot of thought. Research

showing the impact of work engagement on organizational performance provides the foundation for this focus. Although job engagement has increased recently, there is still disagreement over the best leadership style to increase work engagement. Since "learning and development are not only central issues for students but also for teachers" (Niessen, Mäder, Stride, & Jimmieson, 2017), engagement is crucial for educators.

The social exchange theory states that a reciprocal process in which one person returns the favours or negative actions of another is how a transaction takes place (Cropanzano, Anthony, Daniels, & Hall, 2016). Therefore, it is expected that TFL actions by principals of schools will increase teachers' capacity to demonstrate a lot of work engagement. In this regard, the following research topics were addressed in order to investigate how transformational leadership (TFL) by school principals affects teachers' work engagement (TWE) by responding to the subsequent research questions such as:

1. What are the levels of TFL and TWE in Omani basic public schools?
2. What is the relationship between TFL and TWE in Omani basic public schools?

The following hypothesis has to be developed because the questions of this study depend on examining the correlations between variables:

H1: There is a significant relationship between TFL and TWE in Omani basic schools.

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 (Bass, 1990). According to Bass and Avolio (1997), the term describes four

different ways that leaders behave: (a) charisma, or idealized influence; (b) inspiring others; (c) intellectual stimulation; and (d) personal consideration.

A leader that practices transformational leadership collaborates with followers to determine what needs to change, inspires followers to develop a vision, and then executes that change with devoted followers (Niessen, Mäder, Stride, & Jimmieson, 2017).

The emotional elements of leadership are the main emphasis of this leadership approach. Due in large part to its focus on intrinsic motivation and follower growth, this leadership style has become extremely popular. The roles of leaders and followers are linked by this leadership approach. The capability of TFL 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.



Figure (1): Dimensions of TFL.

Source. Adapted from Bass and Avolio (2004)

Teachers' Work Engagement

According to Schaufeli & Bakker (2004), "TWE", defined as a positive emotional state is the focus of this investigation and associated with one's job, which is exemplified by energy, dedication, and absorption.

Dedication and commitment are characteristics of a pleasant and fulfilling work-related frame of mind, which is correlated with work engagement (Schaufeli & Bakker, 2004). Rather 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 (Simpson, 2009).

According to Schaufeli & Bakker (2004), work engagement is characterized by energy, absorption, and dedication 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 (Schaufeli and Bakker, 2004). It is typified by the determination to work hard at one's task and the ability to persevere in the face of difficulties. According to Shirom (2003), vigour is defined as emotional vitality, psychical strength, and cognitive liveliness. Strong levels of passion, pride, significance, and inspiration define the second dimension, dedication. According to Brown (1996), dedication is the extent to which an individual feels invested in their profession. Absorption, the third dimension of WE, is defined as a "optimal state of experience" in which a person is so happily absorbed or focused in their work that they become unable to detach themselves

from time (Balwant, Mohammed, & Singh, 2019). This dimension could be decided using the concept of international motivation as proposed by Csikszentmihalyi (1990). Accordingly, "The knowledge of work activities as opposed to a behaviour motivated by the relationship between work roles" is the best way to describe work engagement (Bakker, Schaufeli, Leiter, & Taris, 2008). The teacher who engages, 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 (Handayani, 2018).

Although the research that is currently accessible suggests that TWE is an important variable that affects the success of organizations, despite the author finding limited studies on work engagement in Oman (Almawali, Hafit, & Hassan, 2021; Aldin, 2020).

Transformational leadership and Teachers' Work Engagement

Previous studies have examined transformative leadership behaviour and how it affects employee engagement levels (Lai, Tang, & Lin, 2020). Transformational leadership has a considerable impact on job engagement, according to the previous study (Wu, Tsui, & Kinicki, 2010). By encouraging his or her subordinates' positive work behaviours and attitudes and supporting their self-efficacy to achieve the challenging vision and goal, a transformational leader can promote employee engagement, which is defined as an individual employee's cognitive, emotional, and behavioural state directed toward desired organizational outcomes (Lai, Tang, & Lin, 2020). Furthermore, transformational leadership practices encourage employee involvement and offer a clear vision that can assist staff in internalizing the organization's objectives and realizing the importance of their

efforts to realizing this vision. Employee engagement may therefore increase as a result of their confidence in the links between their work and the organization's future. Leaders can foster intellectual stimulation by pushing staff members to think critically about circumstances and come up with original solutions to organizational issues (Balwant, Mohammed, & Singh, 2019).

Because they are allowed to apply creative approaches to solve difficulties, such leader behaviour may affect employees' perceptions of autonomy in the workplace as well as their opinions of how difficult their jobs are. When combined, greater autonomy and challenge perceptions might organically engage workers, potentially leading to higher levels of engagement (Kang, 2021).

Furthermore, there is evidence that transformational leadership by principals can improve teachers' motivation for their jobs. Teachers are more engaged in their schools 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 "appreciated their efforts in pursuit of this goal" (Balwant, Mohammed, & Singh, 2019), 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 leaders can involve teachers in their job (Niessen, Mäder, Stride, & Jimmieson, 2017). 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 countries has examined the relationship between transformational leadership and work engagement, further studies are required to completely comprehend the connection between principal leadership conduct and teachers' work engagement in non-Western contexts. The goal of this research was to investigate how Oman public school TWE is impacted by the TFL of their principals.

Research Methodology

Research Model

To find out how the independent variable is related to TFL and the dependent variable TWE, the research methodology used in this study is correlational. A questionnaire with two separate sections was distributed as part of a cross-sectional survey approach. TFL is evaluated in the first section, and TWE is measured in the second. The ability to assess and estimate cause-and-effect connections in way models with latent variables, use partial least squares structural equation modelling (PLS-SEM).

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 Partial least squares structural equation modelling, or SEM, is used in this investigation. Four key considerations must be made for SEM analysis: (i) the population size; (ii) the necessary level

of confidence; (iii) the acceptable margin of error; and (iv) the complexity of the proposed model, which incorporates indicators, path linkages, and latent variables (Kline, 2016). Consequently, a specific calculation is needed to establish the appropriate sample size for this research. For a population of 6208, Krejcie and Morgan (1970) stated that a minimal sample size of 362 responders is advised for this study.

The total number of teachers in all of Muscat basic schools was 6208. Power analysis was used to determine the sample size. To determine the appropriate sample size, the G*Power tool uses power analysis, taking into account a number of factors like effect size, power ($1-\beta$), significant level (α), and the kind of statistical analysis being carried out. (Faul , Erdfelder, Lang, & Buchner, 2007; Kang, 2021). Schools were used as the clusters in a cluster random sampling technique. A total of 362 teachers responded to the survey. Seventeen cases were detected as undergoing a straight lining pattern in all of the observations. Therefore, these 17 cases were deleted, and 45 incomplete questionnaires were removed. Then 300 cases were kept for the statistical analysis. After checking the Z-score of TWE variable, it was found that two cases are outliers. Therefore, 298 valid responses were retained for the final statistical analysis.

Information 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.

Table (1): Sampling Technique Procedures.

Governorate	Number of Schools	Number of Teachers (Population)	Number of Teachers (Sample)
1. Muscat	11	436	$(436/6208) \times 362 \approx 25$
2. Muttrah	11	362	$(362/6208) \times 362 \approx 21$
3. Seeb	44	2721	$(2721/6208) \times 362 \approx 158$
4. Al Amerat	19	1036	$(1036/6208) \times 362 \approx 61$
5. Bousher	14	781	$(781/6208) \times 362 \approx 45$
6. Qurayyat	20	872	$(872/6208) \times 362 \approx 51$
Total	119	6208	362

Research Methods and Data Instruments

"back translation method" was employed by the author to verify the accuracy of the translated metrics. A multilingual scholar translated the scales into Arabic. Another multilingual scholar then translated the scales from Arabic back into English. To make sure there was consistency and clarity, a third bilingual expert evaluated the original document with the back translation.

A questionnaire with two separate sections was distributed as part of a cross-sectional survey approach. TFL is evaluated in the first section by using the Multifactor Leadership Questionnaire (MLQ), developed by Bass and Avolio in 1997, and TWE is measured in the second section by using Schaufeli scale to measure work engagement. With 17 items, the scale is divided into three sub-scales: vigour (6 items), absorption (6 items), and dedication (5 items). Partial least squares structural equation modelling (PLS-SEM) was used because of its ability to assess cause-and-effect linkages in route models with latent variables.

Table (2): Measurement of Constructs.

Variables	Dimensions	Items	Source
Transformational Leadership	Idealized influence	4	Bass (1990)
	Inspiration motivation	4	
	Intellectual stimulation	4	
	Individual consideration	4	

Schaufeli&Bakker (2004) developed the scale used to measure work engagement. With 17 items, the scale is divided into three sub-scales: vigour (6 items), absorption (5 items), and dedication (6 items). There were 24 things on the scale at initially. Seven items were eliminated based on the psychometric study. Many nations all over the world have made use of this scale. The following are sample items for each sub-scale: "I feel powerful and vigorous at work" (vigour); "I am proud of the

Data on principle's 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 (Bass & Avolio, 1997). 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 (eight components). 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.

work that I do. (commitment); and "I ignore everything else around me when I'm working. (absorption). The alpha coefficient from pilot research with 27 participants was used to assess 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 dedication) were 0.81, 0.78, and 0.92. The 5-point Likert scale was used to rank the scale.

Table (3): Measurement of Constructs.

Variables	Dimensions	Items	Source
Teacher's Work Engagement	Vigor	6	Schaufeli & Bakker (2004)
	Absorption	5	
	Dedication	6	

Data Analysis

Descriptive statistics, the data was analysed using means and standard deviations as well as inferential statistics including multiple regression and correlations. The relationship among the study's factors was evaluated using correlation analysis. The association between the aspects of job engagement (vigour, dedication, and absorption) and transformational leadership (inspiring motivation, individual consideration, idealized impact, and intellectual stimulation) was assessed using multiple regression.

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 questionnaires were collected for this study. Prior to the statistical analyses, the dataset underwent a rigorous data screening process to ensure its quality and suitability for analysis. When the respondents used the same anchor to answer each question, this kind of pattern was seen (Hair Jr. , et al., 2021).

First, 45 incomplete questionnaires were excluded due to missing responses. Subsequently, two multivariate outliers were identified and removed. The remaining data were then examined for straight-lining response patterns using Microsoft Excel 2016. This screening identified 17 cases exhibiting a straight-lining response pattern, which were excluded to improve data quality and enhance the reliability of the findings. Consequently, a final sample of 298 valid responses was retained for the subsequent statistical analyses.

Since the initial hypothesis pertaining to the independent variable (TFL) 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 (2013), Z-scores are regarded as univariate outliers if they are more than or less than ± 3 . Two cases were identified as outliers after examining the Job Performance variable's Z-score. As a result, cases 248 and cases 41 were identified as outliers and subsequently removed from the dataset, leaving a final sample of 298 cases for further analysis.

To find the multivariate outliers, the next step is to examine Mahalanobis D2 for each of the exogenous and endogenous variables in the model (HairJR, Black, Babin, & Anderson, 2010).

This assessment was carried out using SPSS version 23 to determine the distance between each case and all cases in the multidimensional scaling. According to Hair *et al.* (2010), instances should be eliminated if R2 is impacted by a Mahalanobis Distance greater than 35. Five observations in the gathered data are multivariate outliers.

Since PLS-SEM can handle non-parametric data, the five examples are kept for the common analysis even if R2 was unaffected by their removal (Hair JR, Black, Babin, & Anderson, 2010). The following step is to examine the univariate and multivariate normality assumption.

Testing the assumptions of univariate and multivariate statistical analysis comes next, following data screening and cleaning. There are two key reasons why this stage is important. First of all, it is common for interactions between many variables to be complex, which may indicate bias and distortions (Hair JR, Black, Babin, & Anderson, 2010).

Second, failure to understand univariate and multivariate statistical assumptions may result in inaccurate conclusions that could limit the findings' ability to be applied generally (Hair JR, Black, Babin & Anderson, 2010).

Thus, as explained below, the current investigation verifies the univariate and multivariate statistical assumptions.

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

Table (4): 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

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. 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 (Hair, Hult, Ringle, & Sarstedt,

the distribution of the variables' data (Tabachnick & Fidell,2013). The skewness values determine whether the data have deviated from the curve to the left or right. It is recommended that in order to have a typical skewness, the values should not exceed 2. distribution information (Tabachnick & Fidell,2013). Kurtosis values, on the other hand, determine whether the scores' intensity is higher or lower than the mean. (Tabachnick & Fidell,2013). The data is not regarded as regularly distributed if the Kurtosis values are significantly greater than 5 scores (Hair JR, Black, Babin & Anderson, 2010).

2022). Because SmartPLS has the inherent capability to perform such calculations, it was used to perform PLS-SEM (Hair Jr. , et al., 2021). Additionally, the structural model was evaluated. using PLSpredict Q2 computations to assess the predictive ability of the model (Tabachnick & Fidell,2013).

Overall, as shown in Table 5, the R² value for Work Engagement is 0.292, indicating that Transformational Leadership explains 29.2% of the variance in Work Engagement. According to the recommended threshold values, this reflects a moderate level of predictive accuracy.

Table (5): R² results.

Constructs	R-square
Work Engagement	0.292

After looking at Table 6, Transformational Leadership ($f^2 = 0.413$) has a Substantial effect size in producing the R² for work engagement.

Table (6): Results of the Effect Size.

Constructs	Work Engagement	Transformational Leadership
Work Engagement		0.413
Transformational Leadership	0.7550	

Results

RQ1: What is the level of TFL and TWE in Oman basic public schools? Within the scope of the levels of TFL and TWE, the variables mean ($\bar{x}$), and standard deviation (SD) were examined. The results are presented in Table 7.

Table (7): Descriptive statistics of the variables and dimensions.

Variables and Dimensions	N	Minimum	Maximum	Mean	Std. Deviation
Idealized influence	298	1	5	4.435	0.634
Inspiration Motivation	298	1	5	4.443	0.624
Intellectual Stimulation	298	1	5	4.292	0.679
Individual Consideration	298	1	5	4.420	0.652
Vigour	298	2	5	4.339	0.628
Dedication	298	2	5	4.158	0.738
Absorption	298	1	5	4.201	0.801

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.

Table (8): Hypothesis Testing.

	β	SE	T value	P value	Hypothesis
TFL -> TWE	0.337	0.057	7.033	0.00	Accepted

Note: *Significant at $p < 0.05$

According to the above table, there is a strong association between TFL and TWE ($\beta = 0.337$, $t = 7.033$, $p < 0.05$), indicating that H1 is accepted. This finding suggests that teachers are more likely to work when they have transformative leadership from school principals.

Discussion and Conclusion

RQ1: What is the level of TFL and TWE in Oman basic public schools?

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. Which is consistent with previous research that looked at TWE levels from a teacher's point of view (Niessen, Mäder, Stride, & Jimmieson, 2017; Avolio, Bass, & Jung, 2010; Balwant, Mohammed, & Singh, 2019; Pounder, Stoffell, & Choi, 2018; Tims, Bakker, & Xanthopoulou, 2011).

While previous studies have extensively examined transformational leadership in Western and Asian contexts, the present study extends the literature by providing empirical evidence from the Omani educational context, which remains relatively underrepresented in leadership research. The findings therefore offer valuable contextual insights into the relationship between transformational leadership and teacher work engagement within Omani basic schools.

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 leaders' high transformational leadership, which indicates that they have been able adapt and stay up to keep with the revolution in education.

The TWE 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 (Aldakhilallah, 1995; Al-Maghribi, 2012)

RQ2: What is the relationship between TFL and TWE in Omani basic schools?

The quantitative results presented that there is a positive and direct effect of TFL on TWE and this effect is also significant ($\beta=0.337$, $t=7.033$, $p<0.01$).

TFL and TWE showed a positive association in this study. That was confirmed by earlier research. (Niessen, Mäder, Stride, & Jimmieson, 2017; Balwant, Mohammed, & Singh, 2019; Pounder, Stoffell, & Choi, 2018). However, together with earlier studies, the results of this one confirms the significance of the principal's Transformational leadership style due to their significant impact on teachers' work engagement.

Consistent with Social Exchange Theory, teachers who perceive their principals as transformational leaders may feel valued, respected, and psychologically supported, which encourages them to invest more cognitive, emotional, and physical energy into their work. This reciprocal relationship helps explain why transformational leadership contributes significantly to higher levels of

teacher work engagement in Omani basic schools.

Being among the first to look at the primary causes and effects of TWE at the same time, this study sheds light on how teachers become more engaged at work when they believe their leaders are treating them in a transformative manner. As a result, this study provides fresh insights for a comprehensive model that examines how individual-focused TFL might improve teachers through beneficial effects on TWE. However, this study was conducted in response to Bass (1990) in order to investigate the potential effects of individual-focused TFL on a variety of work attitudes and behaviours in various contexts. Thus, the present study broadens our comprehension of several TFL elements, each of which is equally crucial and employs comparable impacts on individual followers. (Tse & Chiu, 2014; Wu, Tsui, & Kinicki, 2010). Furthermore, in keeping with the aforementioned, this paper and the research findings offer some potentially intriguing theoretical findings that strongly support the hypotheses put forth. These include the interpretation of the relationships between the variables in the study, TFL, and TWE, that emerge at the individual level of analysis.

First off, by demonstrating how leaders have a favourable impact on teachers' performance, this study adds to the body of knowledge in TFL and marks an important new breakthrough. More specifically, this data unequivocally shows that individual TFL, as we anticipated in Hypothesis (1) favourably impacted individual efficacy; in other words, leaders motivate followers to perform above and beyond expectations. In contrast, the majority of study publications on this topic have taken into account organizational outcomes including the efficacy and performance of a specific leadership style (Song, Kolb, Lee, & Kim, 2012; Tims, Bakker, & Xanthopoulou, 2011; Walumbwa, Avolio, & Zhu, 2008). Therefore,

our results provide insight into how TFL in individual-level analysis contributes to improved performance, a process that leadership scholars have not previously considered. Thus, as Bass (1985) asserted, when subordinates are viewed by their leader as actually highly active and independent thinkers (Zhu, Avolio, & Walumbwa, 2009) or when employees are perceived by the leader or other followers as more confident (individualized consideration component of TFL), the effects may have been greater and they perform better as a result. This finding specifically raises the possibility that organizational leaders should consider the various demands, characteristics, and preferences of each follower.

Second, this study advances the literature on engagement by offering a logical paradigm and procedure wherein individual TFL is positively correlated with TWE, as demonstrated in hypothesis (2). According to this theory, which is consistent with earlier research (Song, Kolb, Lee, & Kim, 2012; Tims, Bakker, & Xanthopoulou, 2011; Zhu, Avolio, & Walumbwa, 2009), followers' work engagement was positively correlated with leaders who exhibit a comparatively high number of transformational behaviours in their workplace, such as setting high expectations in their communications with their followers, providing intellectual stimulation, setting up opportunities for followers' growth, and providing opportunities for personal recognition. Indeed, individuals are more likely to become active, committed, and engrossed if they believe their leaders are behaving in a transformational manner (Tims, Bakker, & Xanthopoulou, 2011). According to Bass (1985), transformational leaders make an effort to influence their followers to participate in the desired activities. As a result, this pattern of outcomes broadens our understanding of the significance of leadership style in companies like TFL, especially at the individual level,

which may have an impact on workers' motivation and personal wellbeing. As Strom *et al.* (2014) have pointed out, human resource professionals can benefit from research on how leadership style affects TWE from both a theoretical and practical standpoint.

Thirdly, while prior research has demonstrated that TWE improves work-unit outcomes and school performance (Tims, Bakker, & Xanthopoulou, 2011; Vogelgesang, Leroy, & Avolio, 2013; Walumbwa, Avolio, & Zhu, 2008; Zhu, Avolio, & Walumbwa, 2009; Breevaart, et al., 2013), we are not aware of any studies that offer a model of individual work engagement that raises individual job performance. Furthermore, Walumbwa *et al.* (2008) have contended that there is a dearth of conceptual and empirical research in this field that reflects the ways in which leaders and organizations may maintain and improve high levels of teacher engagement through the successful use of the performance management process. Therefore, this study supported the suggested psychological processes at the individual level as a result of job engagement and addressed the line of research relating to employees' behavioural consequences through its application to TWE. According to Tims, Bakker & Xanthopoulou (2011), engagement is essentially an affective-motivational experience.

At last, we add to the body of knowledge on TWE by demonstrating that TWE can be positively impacted when a leader exhibits transformative behaviour. To put it another way, we demonstrated that TWE is important for enhancing individual job performance by investigating the circumstances and processes by which individual TFL influences people's work engagement, as hypothesized in Hypothesis 2. Similar studies by Breevaart, Bakker, Hetland, *et al.* (2013) and Tims *et al.* (2011) have made the case that when leaders treat their people with a certain trait, they are

more engaged at work, perform better, and are more satisfied. The theoretical presumptions that individual TFL promotes employee engagement and, in turn, improves performance serve as the foundation for our findings. This helps to reveal the psychological mechanism via which leaders view engaged people as enthusiastic and highly motivated, and their TFL methods enable their bosses to increase their confidence.

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 82% 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 teachers to increase the object of the investigation.

According to the study's findings, teachers' work engagement 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.

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 TWE. The establishment of training facilities to enhance school principals' transformational leadership is a first for Oman. This goal will guarantee steady progress toward the sustainable development objectives that Oman aims to accomplish.

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

Disclosure Statement

- **Ethical approval and consent to participate:** This study was approved by the [Ministry of Education] All participants were informed about the purpose and procedures of the study, and their participation was entirely voluntary. Informed consent was obtained from all participants before data collection.
- **Availability of data and materials:** Data will be available from the corresponding author on reasonable request.
- **Author contribution:** The first Author conceptualized and designed the study, conducted the data collection and analysis,

and drafted the manuscript. The second author supervised the research, contributed to the methodology design, reviewed and edited the manuscript critically for intellectual content.

- **Conflict of interest:** The authors declare that there is no conflict of interest regarding the publication of this article.
- **Funding:** This study did not receive any specific grant from funding agencies in the public, commercial, or not-for-profit sectors.
- **Source of research:** This study was conducted as part of the author's doctoral studies at University Sains Malaysia. The study has not yet been submitted for final defense. This study is among the few empirical studies that have examined transformational leadership and work engagement in the Omani school context, providing a scientific foundation upon which future research and studies can build.
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