TRANSFORMATIONAL LEADERSHIP STYLE AND EMPLOYEE PERCEPTIONS OF ORGANIZATIONAL JUSTICE AS PREDICTORS OF WORKPLACE DEVIANCE

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Abstract - School leaders significantly impact educational settings, shaping the learning, growth, and development of the educational community. This study explores the predictive roles of transformational leadership and organizational justice in mitigating workplace deviance, which includes behaviors detrimental to organizations or their members. Addressing workplace deviance is critical due to its associated economic and social costs. A quantitative cross-sectional correlational methodology was employed, data were collected from 136 teachers across 12 private schools using a purposive technique based from a predefined inclusion criteria. The research instrument demonstrated high reliability (Cronbach's alpha = 0.945). Structural equation modeling (SEM) revealed that transformational leadership significantly influences organizational justice ($\beta = 0.694$, $p < 0.001$), though the direct relationship between transformational leadership and workplace deviance was not statistically significant ($\beta = -0.248$, $p = 0.068$). However, transformational leadership showed a negative indirect effect on workplace deviance when mediated by organizational justice ($\beta = -0.076$, $p = 0.410$). The findings indicate that transformational leadership significantly predicts organizational justice; however, the indirect mediation pathway to workplace deviance was not statistically significant. These findings indicate that transformational leadership significantly predicts organizational justice; however, neither the direct nor indirect pathways to workplace deviance reached statistical significance. The results suggest that leadership may influence fairness perceptions, though additional mechanisms may be necessary to explain reductions in deviant behavior. This insight can guide organizations in developing strategies that foster leadership effectiveness and fairness, leading to a more productive and positive work environment.

Keywords - Distributive Justice, Interactional Justice, Procedural Justice, Transformational Leadership, Workplace Deviance

I. INTRODUCTION

School leadership plays a central role in shaping organizational functioning, instructional quality, and employee behavior within educational institutions. School leaders are responsible not only for academic oversight and curriculum implementation but also for managing human resources, maintaining organizational stability, fostering a positive school climate, and ensuring fairness in decision-making and interpersonal treatment. These leadership responsibilities directly influence teachers' professional experiences, attitudes, and conduct, thereby affecting institutional effectiveness and educational outcomes.

In contemporary educational settings, particularly within private institutions, leadership demands have intensified due to increasing competition, globalization, and post-pandemic organizational adjustments. School leaders are required to navigate complex administrative responsibilities while sustaining teacher motivation, well-being, and ethical conduct. As a result, leadership style has become a critical determinant of how teachers perceive organizational practices and respond behaviorally within the workplace.

Among the various leadership approaches, transformational leadership has received sustained scholarly attention for its capacity to inspire change, articulate a shared vision, and motivate followers beyond transactional exchanges. Empirical studies consistently associate transformational leadership with positive organizational outcomes, including enhanced job satisfaction, organizational commitment, and performance. In educational contexts, transformational leaders are characterized by values-driven influence, inspirational motivation, individualized consideration, and ethical role modeling, which collectively foster collaboration and professional growth among teachers.

However, leadership effectiveness does not operate in isolation. Increasing evidence suggests that the impact of leadership on employee behavior is shaped by organizational justice, defined as employees' perceptions of fairness in outcomes (distributive justice), decision-making processes (procedural justice), and interpersonal treatment (interactional justice). Organizational justice has been shown to influence key attitudinal and behavioral outcomes, including trust, commitment, and compliance with organizational norms. Perceived injustice, conversely, has been linked to negative outcomes such as withdrawal, dissatisfaction, and workplace deviance.

Workplace deviance refers to voluntary behaviors that violate organizational norms and threaten the well-being of the institution or its members. In educational settings, such behaviors may undermine collegial relationships, institutional climate, and

ultimately student outcomes. Consequently, understanding the leadership and organizational factors that mitigate deviant behavior among teachers remains a critical concern for educational administrators and policymakers.

Prior international research provides evidence that transformational leadership positively influences perceptions of organizational justice. For example, studies conducted in diverse educational and organizational contexts have shown that transformational leadership enhances fairness perceptions and improves organizational outcomes. Other studies have demonstrated that organizational justice mediates or conditions the effects of leadership on various employee behaviors, although findings regarding the strength and consistency of these mechanisms remain mixed. This inconsistency suggests the need for further empirical investigation, particularly in underrepresented contexts.

Despite the growing body of research on leadership and organizational justice, empirical studies examining how transformational leadership influences workplace deviance through justice perceptions remain limited, especially within private educational institutions and non-Western settings. Much of the existing literature has focused on public-sector organizations or corporate environments, leaving a contextual gap in understanding how these dynamics unfold in private schools, where organizational structures, accountability mechanisms, and employment conditions may differ substantially.

Addressing this gap, the present study examines the relationships among transformational leadership, organizational justice, and workplace deviance among private school teachers in Pampanga, Philippines. Specifically, it investigates whether transformational leadership shapes teachers' perceptions of distributive, procedural, and interactional justice and whether these perceptions, in turn, are associated with reduced workplace deviance. By integrating leadership and organizational justice perspectives, the study seeks to clarify the mechanisms through which leadership practices influence employee behavior in educational settings.

Understanding these relationships has both theoretical and practical significance. Theoretically, the study contributes to leadership and organizational behavior literature by examining organizational justice as a key explanatory mechanism linking leadership style and workplace deviance. Practically, the findings offer insights for school leaders and administrators seeking to promote fairness, ethical conduct, and positive organizational behavior. By identifying leadership practices that enhance justice perceptions and discourage deviance, this study aims to inform leadership development initiatives and organizational policies that support a fair, productive, and professional educational environment.

A. Review of Related Literature

In a period characterized by rapid organizational changes and heightened calls for workplace fairness, the significance of leadership approaches on employee attitudes and actions are progressively gaining importance. The present study delves into the influence of transformational leadership on employees' views of fairness within private academic institutions in the towns of Magalang and Arayat Pampanga, alongside the possible occurrence of deviant behavior among educators. Knowing that there is extensive research that has been conducted in this field, however, there is still a considerable gap in our understanding of how leadership styles and notions of justice together impact workplace deviance. This is especially true in the educational sector, which most of the time faces unique problems and pressures.

Leadership Styles in Educational Institutions. Leadership Styles within Educational Institutions are a subject of significant interest and research. Leadership, as defined by Tyaningsih & Nurachadijat (2023), Shafira et al. (2023), Liu (2023) Purwanto & Hasim (2023), Nurjaya & Lestari (2023) is an act of exerting influencing and inspiring people to attain common organizational goals. This process encompasses various activities such as managing, motivating, and overseeing group members to achieve desired outcomes through a range of leadership strategies, including instructional and consultative approaches. The efficiency of leadership is critical for organizational success as it promotes group unity, enhances employee drive, and facilitates decision-making processes. Leaders perform a range of tasks in assessing situations, establishing goals, organizing activities, inspiring followers, fostering teamwork, and building relationships with external stakeholders. The notion of leadership is complicated, encompassing ethical considerations and a comprehension of the obstacles that leaders might come across in their roles.

In a study conducted by Prabahar and Jerome (2023), a compilation of commonly utilized leadership styles by school administrators was presented, revealing a range of styles prevalent among educational leaders. Leadership styles represent a widely researched area, with numerous studies exploring the diverse approaches employed by school leaders worldwide. By way of illustration, Tiwari (2021) investigated 78 school principals and 168 teachers in private higher secondary schools in Nepal, employing a questionnaire to identify prevailing leadership styles, with democratic, autocratic, and laissez-faire styles coming across as prominent choices among school principals and teachers. Similarly, Sawar, Tariq, and

Yong (2022) reported findings from a leadership survey among 300 college teachers, aligning with previous research by identifying democratic, laissez-faire, and autocratic styles as primary leadership approaches adopted by college principals. Also, their study emphasized directive, participatory, supportive, achievement-oriented, relationship-oriented, consultative, transformational, and transactional leadership styles.

Tedla, Redda, and Villas (2021) further corroborated these findings by surveying 375 respondents from Eritrean Secondary Schools and identifying democratic, situational, autocratic, and laissez-faire leadership styles as commonly practiced by school principals in their respective institutions.

Transformational Leadership. In the organization of the school, the principal assumes leadership responsibility. Educational leaders have a central role in advancing educational institutions. The success or failure of educational institutions is greatly influenced by the ability of principals as leaders to be able to carry out motivational and innovative activities (Prestiadi, Gunawan, & Sumarsono, 2020).

Transformational leadership is a notion that involves leaders who encourage, motivate, and inspire their followers. Benmira and Agboola (2021) argue that transformational leadership is a critical framework in leadership theory development, particularly in situations where organizations need to undergo revival, experience major change, or require a new strategic direction. This notion is particularly important in today's fast-paced technology environment, when the success of organizations depends significantly on their ability to innovate and adapt. Prominent individuals who exemplify transformational leadership include Jeff Bezos, Steve Jobs, and Bill Gates.

According to Berkovich & Eyal (2021) an effective school leadership is associated with a transformational leadership approach and described as being guided by a commitment to compassion and a collection of leadership principles centered on fairness and ensuring equal educational opportunities for all students. Moreover, the author mentioned in his study that transformational school leadership style was particularly popular, as it was considered to be ideal leadership and relevant to the schooling challenges of the 21st century. The rationale for making this assertion lies in the fact that most research works on transformational style of educational leadership has primarily concentrated on outcomes within schools, the conditions within schools, the internal states and behaviors of teachers, and the academic performance of students.

Organizational Justice. A leader exemplifies fairness and justice within the organization, representing its values. The organizational justice cultivated by the leader has a positive impact on employee attitudes and behaviors, enhancing the trust between employees and the leader (Khaola & Rambe, 2020). It is believed that perceptions of organizational justice can lead to open-ended social exchange relationships, which in turn create a sense of obligation among employees to reciprocate toward the leader or the organization.

According to Social Exchange Theory, when employees perceive high levels of organizational justice, they are more likely to engage in organizational citizenship behavior as a form of response (Sürücü, L., 2021).

As noted by Hany et al. (2020) in Kilic et al. (2015), organizational justice consists of three dimensions. Distributive justice refers to the perceived fairness in how resources and rewards are allocated within organizations. Procedural justice relates to how fair employees perceive the processes and procedures used for decision-making. Lastly, interactional justice focuses on the quality of interpersonal treatment individuals receive during the implementation of these procedures.

Workplace Deviance. Workplace deviance refers to harmful behaviors exhibited by employees in an organizational setting. Research indicates various factors contributing to workplace deviance. Factors such as commuting issues, social conflicts, and individual lifestyle choices can aggravate deviant behavior among employees. Additionally, mistreatment from colleagues and supervisors can lead to employees engaging in deviant behaviors like sabotage and abuse, creating a reciprocal relationship between mistreatment and deviance. Workplace ostracism can also trigger organizational deviance through impaired self-regulation and procrastination, although psychological flexibility can mitigate this association. General strain theory provides a framework to understand workplace deviance, showing that workplace strain, negative emotions, and deviant motivation predict deviant behavior among employees. Furthermore, decent work negatively correlates with workplace deviance through the mediation of relative deprivation, which is moderated by career calling.

The study conducted by Kura, Mohiddin, Shamsudin, Abubakar, and Salleh (2023) provides a critical review of the empirical literature on workplace deviant behaviors. The review aims to synthesize existing research to gain insights into the types, prevalence, antecedents, and consequences of deviant behaviors in various organizational contexts. By analyzing a wide range of empirical studies, the authors identify common patterns and trends in the literature, shedding light on factors contributing to

workplace deviance. The review underscores the importance of understanding and addressing deviant behaviors to promote a healthy and productive work environment. The findings of the review have significant implications for organizational policy and practice. Organizations can use insights from the review to develop strategies aimed at preventing and managing workplace deviance, such as establishing clear expectations, consequences, and support systems for employees.

Moreover, Kura et al. (2023) research study provides a valuable resource for graduate students and practitioners who seek to understand the intricacies of workplace deviant behaviors and develop effective interventions to mitigate them.

B. Theoretical Framework

This study is anchored on three complementary theories Equity Theory, Social Exchange Theory and Social Learning Theory which together provide a coherent explanatory framework for understanding how transformational leadership influences teachers' perceptions of organizational justice and how these perceptions, in turn, shape workplace deviance. Rather than treating these theories as isolated perspectives, the study integrates them to explain mechanisms, pathways, and behavioral outcomes within private educational institutions.

Equity Theory and Transformational Leadership – Organizational Justice Link. Equity Theory serves as the primary lens for explaining the relationship between transformational leadership and organizational justice. The theory posits that individuals continuously evaluate fairness by comparing their inputs (e.g., effort, competence, commitment) and outcomes (e.g., rewards, recognition, treatment) with those of relevant others within the organization. Perceived inequities generate dissatisfaction and behavioral strain, while perceived equity fosters trust and positive work attitudes (Ahmadpour-Samani et al., 2022).

Within this framework, transformational leaders through transparent decision-making, ethical conduct, individualized consideration and value-driven leadership play a critical role in shaping teachers' fairness evaluations. By articulating a shared vision, recognizing contributions equitably, and applying consistent procedures, transformational leaders influence teachers' perceptions of distributive justice (fairness of outcomes), procedural justice (fairness of decision-making processes), and interactional justice (quality of interpersonal treatment). Thus, Equity Theory explains why transformational leadership is expected to positively influence perceptions of organizational justice in educational settings.

Social Exchange Theory and Organizational Justice – Workplace Deviance Link. Social Exchange Theory provides the theoretical foundation for understanding how perceptions of organizational justice translate into behavioral outcomes, particularly workplace deviance. Rooted in economics, sociology, and psychology, the theory conceptualizes social relationships as reciprocal exchanges governed by perceived costs and benefits. Individuals are more likely to reciprocate positive treatment with constructive behaviors and respond to perceived injustice with withdrawal or deviance.

In the context of this study, organizational justice functions as a key exchange signal. When teachers perceive fair treatment, transparent procedures, and respectful interactions, they are more inclined to reciprocate through compliance, organizational citizenship behaviors, and restraint from deviant acts. Conversely, perceived injustice disrupts the exchange relationship, increasing the likelihood of counterproductive or deviant behaviors. Social Exchange Theory thus explains *how* organizational justice mediates the relationship between leadership practices and workplace deviance by framing justice perceptions as drivers of reciprocal behavior.

Social Learning Theory and Behavioral Modeling of Workplace Deviance. Social Learning Theory complements the framework by explaining the behavioral transmission mechanisms within educational organizations. The theory posits that individuals learn appropriate behaviors by observing and imitating role models, particularly those in positions of authority. Learning occurs through attention, retention, reproduction, and motivation (Bandura, 1977; Grusec, 2020).

In school settings, leaders serve as highly salient role models. Transformational leaders who demonstrate ethical conduct, fairness, respect, and accountability implicitly set behavioral norms for teachers. Through observational learning, teachers internalize these norms, which discourages deviant behaviors and promotes professional conduct. Conversely, inconsistencies between leaders' words and actions may legitimize negative behaviors. Social Learning Theory therefore explains how leadership behavior indirectly shapes workplace deviance by influencing the behavioral standards observed and adopted by teachers at both the individual and organizational levels.

Integrated Theoretical Model. Collectively, these three theories form an integrated explanatory model. Equity Theory explains the formation of justice perceptions under transformational leadership; Social Exchange Theory explains how these perceptions influence reciprocal behaviors such as workplace deviance; and Social Learning Theory explains how leadership behaviors are modeled and internalized within the organization. This integration provides a

robust theoretical justification for examining organizational justice as a key mechanism linking transformational leadership to workplace deviance among teachers.

C. Conceptual Framework

The conceptual framework of this study illustrates the mechanistic relationships among transformational leadership, teachers' perceptions of organizational justice, and workplace deviance within private educational institutions. Grounded in Equity Theory, Social Exchange Theory, and Social Learning Theory, the framework positions transformational leadership as the primary antecedent, organizational justice as the central explanatory mechanism, and workplace deviance as the behavioral outcome.

Transformational leadership is conceptualized as a leadership style characterized by values-driven influence, inspirational motivation, shared vision, individualized consideration, and ethical role modeling. Through these behaviors, school leaders are expected to shape teachers' perceptions of organizational justice, specifically distributive, procedural, and interactional justice, by influencing how resources are allocated, how decisions are made, and how individuals are treated within the organization.

Organizational justice functions as the key linking mechanism in the framework. Drawing from Social Exchange Theory, the model proposes that when teachers perceive fairness in outcomes, processes, and interpersonal interactions, they are more likely to reciprocate through constructive behaviors and less likely to engage in workplace deviance. In contrast, perceptions of injustice weaken social exchange relationships and increase the likelihood of deviant behaviors that are detrimental to the organization.

Workplace deviance is conceptualized as voluntary behavior that violates organizational norms and threatens institutional well-being. Informed by Social Learning Theory, the framework further assumes that teachers observe and internalize leadership behaviors and justice-related practices, which shape behavioral norms within the school environment. Transformational leaders who consistently model fairness and ethical conduct establish standards that discourage deviance at both the individual and organizational levels.

The conceptual framework proposes organizational justice as a potential mechanism linking transformational leadership to workplace deviance, subject to empirical testing. This integrated framework provides a theoretically grounded basis for examining how leadership practices and fairness perceptions interact to shape employee behavior, offering practical implications for leadership development, organizational policy formulation, and the promotion of a fair and productive educational workplace.

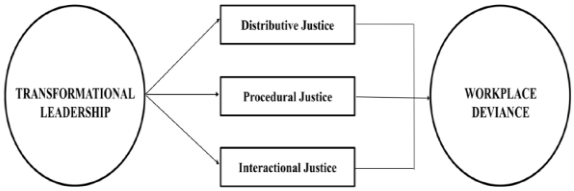


Fig.1 Conceptual Framework of the Study. The mediating effect of organizational justice on the relationship between transformational leadership and workplace deviance

D. Statement of the Problem

1. What is the assessment of the respondents on the extent of transformational leadership style of educational institution leaders?
1.1 Values
1.2 Motivation
1.3 Influence
1.4 Vision
1.5 People
2. What is the assessment of the respondents on the extent of the three dimensions of organizational justice specifically in the areas of:
2.1 Distributive Justice
2.2 Procedural Justice
2.3 Interactional Justice
3. To what extent does transformational leadership style influence each dimension of organizational justice?
3.1 Transformational Leadership and Distributive Justice
3.2 Transformational Leadership and Procedural Justice
3.2 Transformational Leadership and Interactional Justice
4. To what extent does organizational justice mediate the relationship between transformational leadership and workplace deviance?

E. Research Hypothesis

H1: Transformational leadership has a positive effect on teachers' perceptions of distributive organizational justice.
H2: Transformational leadership has a positive effect on teachers' perceptions of procedural organizational justice.
H3: Transformational leadership has a positive effect on teachers' perceptions of interactional organizational justice.
H4: Teachers' perceptions of organizational justice have a negative effect on workplace deviance.
H5: Transformational leadership has a negative direct effect on workplace deviance.
H6: Teachers' perceptions of organizational justice mediate the relationship between transformational leadership and workplace deviance.

F. Significance of the Study

The significance of the study lies in its potential to contribute valuable insights to both academe and in business organizational management. Specifically this is significant to educational institutions, School Leaders, Formulation of Organizational Practices, Enhancement of Employee Well-Being, Improvement of Organizational Culture and Development of Strong Leadership.

II. METHOD

A. Research Design

In this context, the researcher decided to adopt a quantitative correlational research design. This approach is ideal for this research since there will be measurement and quantification of variables concerning Leadership style (transformational leadership), organizational justice (distributive justice, procedural justice and interactional justice) and workplace deviance. This allows the researcher to comprehensively understand the transformational leadership style of school leaders and its relationship to the perceived organizational justice of teachers and in connection to the prevalence of workplace deviance.

B. Participants and Sampling Technique

This study employed a non-probability, purposive sampling technique to identify teacher respondents from private educational institutions. Purposive sampling was deemed appropriate given the study's objective of examining the relationships among transformational leadership, organizational justice, and workplace deviance within a clearly defined organizational context, rather than producing population-wide estimates. This approach is commonly used in quantitative and mixed-method studies when the research requires respondents who possess specific characteristics and direct experience relevant to the phenomena under investigation.

Recognizing the inherent limitations of non-probability sampling—particularly the reduced generaliz ability and potential sampling bias this study adopted a criterion-based selection process to enhance internal validity and contextual relevance. As recommended by Obilor (2023), clearly defined inclusion criteria were applied to ensure that all respondents were directly exposed to leadership practices and organizational processes being examined, thereby minimizing irrelevant or uninformed responses and improving data quality.

The study was conducted in private schools located in Magalang, Pampanga, a municipality characterized by a concentration of small to medium-sized private educational institutions. The selection of this setting was guided by methodological considerations rather than convenience. Specifically, focusing on a single municipality allowed for greater contextual consistency, reduced institutional variability, and improved comparability of leadership structures and organizational practices across participating schools. This design choice aligns with the study's emphasis on depth of analysis over breadth, which is appropriate for theory-driven, SEM-based investigations conducted within bounded organizational environments.

The inclusion criteria for teacher respondents were as follows: (1) completion of at least one full academic year of teaching experience, ensuring sufficient exposure to school leadership and organizational practices; (2) current employment in the institution at the time of data collection; (3) classification as teaching personnel; and (4) full-time probationary or regular employment status. No restrictions were imposed based on gender. These criteria ensured that respondents possessed adequate organizational tenure and role stability to provide informed assessments of leadership behavior, justice perceptions, and workplace conduct.

Following the application of these criteria, a total of 12 private schools participated in the study, yielding 136 teacher respondents out of a recorded population of 191 teachers. While the sample size is modest, it meets the minimum requirements for structural equation modeling and is appropriate for the study's analytical objectives. Nevertheless, due to the use of purposive sampling and the localized research setting, the findings should be interpreted as context-specific and not generalized beyond similar private educational institutions without caution.

C. Research Instrument

The research instrument consisted of a structured questionnaire divided into three sections corresponding to the key constructs of the study: Transformational Leadership, Organizational Justice, and Workplace Deviance. The questionnaire contained a total of 83 items, distributed as follows: 33 items measuring transformational leadership, 22 items assessing organizational justice, and 28 items capturing workplace deviance. All items were answered from the perspective of private school teachers, reflecting their perceptions and experiences within their respective institutions.

The measures for transformational leadership and organizational justice were researcher-developed, drawing extensively from established theoretical frameworks and prior empirical studies to ensure conceptual alignment with the study variables. The workplace deviance scale was adopted from an existing instrument available through an open-access source. Consistent with the principles of the Budapest Open Access Initiative, the adopted instrument permits use, reproduction, and adaptation for

scholarly purposes without the need for formal permission, provided proper attribution is maintained.

To assess internal consistency, reliability analysis was conducted using IBM SPSS (Version 29). The overall instrument demonstrated excellent internal reliability with a Cronbach's alpha coefficient of 0.945. Subscale reliability coefficients were also high: transformational leadership (α = 0.987), organizational justice (α = 0.975), and workplace deviance (α = 0.991). These values indicate strong internal consistency across items within each construct.

While high Cronbach's alpha values suggest reliable measurement, values approaching or exceeding 0.95 may also indicate item redundancy. Accordingly, the results are interpreted as evidence of strong consistency among scale items, with the acknowledgment that future studies may consider item reduction or refinement to enhance parsimony without compromising construct coverage. The reliability results support the suitability of the instrument for examining relationships among transformational leadership, organizational justice, and workplace deviance within the study context.

It is important to note that reliability does not equate to full construct validity. Although the instrument was theoretically grounded and internally consistent, further validation—such as confirmatory factor analysis or cross-validation in different contexts—would strengthen confidence in its measurement properties. These considerations are addressed as part of the study's methodological limitations and recommendations for future research.

D. Data Analysis

A four-point scale was used to arrive at numerical values for the purpose of data Analysis. The Statistical Package for Social Scientists - 2024 IBM SPSS version 29 (Hair et al., 2021) was used to further analyze the numerical data. Specifically, Relative frequency distribution, measurement of central tendency (mean and median) and structural equation modelling (SEM) will be utilized in this study to examine the relationships between organizational leadership styles, perceptions of organizational justice, and workplace deviance among basic education teachers in Magalang, Pampanga.

III. RESULTS

This section presents tables that represent the extent of organizational leadership in different dimensions, extent of organizational justice, comparison of dimensions of organizational justice, structural equation modelling of workplace deviance and path diagram of the direct and indirect effect of transformational leadership on workplace deviance. The tables provided in this section also demonstrate how the statistical tools were utilized in analyzing the data. The main goal of this section is to declare the findings of the study. Therefore, the aim is to test the hypothesis and give the results of the data analysis in detail to serve as a useful reference for school leaders towards the assessment of their leadership, improvement of organizational justices and decreasing the prevalence of workplace deviance.

For reference purposes, the researcher provided the following items to guide readers and other researchers to understand the results of this study:
1. The mean and standard deviation were denoted by M and SD, respectively.
2. The Median, interquartile range, Friedman chi-square test statistic with 2 degrees of freedom, and p-value were denoted by Mdn, IQR, χ2F(2), and p, respectively. This is observed in the table comparing the dimensions of organizational justice.
3. Lastly, standardized path coefficient, standard error, p-value, and effect size were denoted by β, SE, p, and f respectively. To further analyze the data, the researcher followed a specific statistical criteria such as, If a p-value is less than α=.05 level of significance, then its standardized path coefficients represent a significant effect. In addition, an asterisk (*) besides p-value flags significant standardized path coefficients. This is observed in the Structural Equation Modelling table of the results.

Table 1: The Overall Assessment of Transformational Leadership Style of School Leaders as Perceived by Private School Teachers

Dimension	*M*	*SD*	Interpretation
1. Values	3.50	0.63	Very Large Extent
2. Motivation	3.39	0.69	Very Large Extent
3. Influence	3.27	0.72	Large Extent
4. Vision	3.39	0.72	Very Large Extent
5. People	3.37	0.71	Very Large Extent
Overall	**3.38**	**0.65**	**Very Large Extent**

Legend: Little Extent (1.00 - 1.75), Moderate Extent (1.76 - 2.51), Large Extent (2.52 - 3.27), Very Large Extent (3.28 - 4.00)

Table 1 displays the overall descriptive analysis of various aspects comprising the transformational leadership exhibited by school leaders. Out of five components of transformational leadership, most of the components received an interpretation of "Very Large Extent"(*M*=3.38, *SD*=0.65), this signifies that respondents have high confidence towards the transformational leadership style exhibited by school leaders in their respective schools.
Based on the data collected from the respondents, the mean score was substantially elevated, indicating a

predominant trend towards higher values, the data set revealed that transformational leadership dimensions particularly, Values (*M*=3.50, *SD*=0.63), Motivation (*M*=3.39, *SD*=0.69), Influence (*M*=3.27, *SD*=0.72), Vision (*M*=3.39, *SD*=0.72) and People (*M*=3.37, *SD*=0.71) received a high mean score interpreted as "Very Large Extent". Out of the five dimensions assessed, only the dimension of influence (*M*=3.27, *SD*=0.72) was interpreted as having a "Large Extent. On the other hand, while the mean score was elevated, interestingly there is a moderate standard deviation indicating some degree of variability within the dataset ranging from a standard deviation of 0.63 to 0.72.

Overall, the combination of a high mean score (*M*=3.38) and moderate standard deviation (*SD*=0.65) suggests a consistent trend towards higher values, yet with notable variability among observations. This only suggests that the evaluation of respondents towards the transformational leadership of the school leader is highly consistent with observable variations in how individuals perceive the dimensions of transformational leadership.

Table 2: *The Overall Assessment of Organizational Justice Exhibited by School Leaders as Perceived by Private School Teachers*

Dimension	*M*	*SD*	Level
1. Distributive justice	3.35	0.60	Very Large Extent
2. Procedural justice	3.35	0.67	Very Large Extent
3. Interactional justice	3.41	0.64	Very Large Extent
Overall	**3.37**	**0.60**	**Very Large Extent**

Legend: Little Extent (1.00 - 1.75), Moderate Extent (1.76 - 2.51), Large Extent (2.52 - 3.27), Very Large Extent (3.28 - 4.00)

It is clear from the illustration presented in table 2 that the respondents view organizational justice in the workplace to a very large extent. Based on the results, all the mean scores fall within the "Very Large Extent" range (3.28 - 4.00). This indicates that school leaders are perceived to exhibit a high degree of distributive, procedural, and interactional justice. The overall mean of 3.37 confirms that, on average, the perception of organizational justice is very high among the respondents. The relatively low standard deviations suggest that there is not much dispersion in the responses. This indicates that most respondents have similar perceptions regarding the extent of organizational justice exhibited by school leaders. The SD values being below 1.00 signify that the majority of responses are clustered around the mean, reflecting a consensus among respondents about the high levels of justice practiced by school leaders.

It is worth mentioning that respondents strongly agree that interactional justice is the most appreciated dimension among private school leaders with a mean score of 3.41 and standard deviation of 0.64. This dimension refers to how school leaders provide clear and adequate explanations to decisions and actions, demonstration of empathy and understanding, showing of politeness, kindness and consideration towards others, practice of fair treatment and providing teachers the opportunity to express their opinions.

The overall assessment of organizational justice indicates that school leaders are perceived to exhibit a very high extent of organizational justice across all dimensions. The mean scores suggest that distributive, procedural, and interactional justice are consistently recognized and valued by the respondents. The low standard deviations reflect a strong agreement among mrespondents, underscoring the reliability of the perceptions reported.

Table 3: The Extent of Influence of Transformational Leadership to each Dimension of Organizational Justice

Effect	Path	β	*SE*	*p*	f^2
Direct	(a): Transformational Leadership→Distributive Justice	.386	.122	<.001*	.149
	(b): Transformational Leadership →Procedural Justice	.314	.075	<.001*	.099
	(c): Transformational Leadership→Interactional Justice	.142	.076	.099	.020

Note. Standardized path coefficient, standard error, p-value, and effect size were denoted by β, SE, p, and f2 respectively. If a p-value is less than α=.05 level of significance, then its standardized path coefficients represent a significant effect. An asterisk (*) besides p-value flags significant standardized path coefficients.

Table 3 exhibits the extent of influence of transformational leadership to each dimension of organizational justice. Structural Equation Modeling (SEM) was employed to analyze the data and examine the direct effects of transformational leadership (TL) to distributive justice (DJ), procedural justice (PJ) and interactional justice (IJ).

Overall, TL had a "significant positive effect" on DJ ($\beta = 0.386$, $p < 0.001$*) and PJ ($\beta = 0.314$, $p < 0.001$*), indicating that higher levels of TL are associated with higher levels of distributive and procedural justice within the organization. However, TL "did not significantly" influence interactional justice ($\beta = 0.142$, $p = 0.099$).

A. Transformational Leadership and Distributive Justice

The results of the path analysis demonstrate a "significant positive effect" between Transformational Leadership (TL) and Distributive Justice (DJ). With this result the hypothesis that states "*Ha1:* Transformational leadership positively influence distributive organizational justice" is accepted.

A positive coefficient of 0.386 suggests that higher levels of TL correspond to higher levels of DJ within the organization. The statistical significance of this correlation, evidenced by the p-value of less than 0.001, further confirms the strength of this relationship. Additionally, the effect size, indicated by $f^2 = 0.149$, signifies a large impact of TL on DJ. This implies that TL accounts for a considerable portion of the variability in DJ, emphasizing the influential role of transformational leaders in shaping perceptions of distributive fairness within the organization.

B. Transformational Leadership and Procedural Justice

The result indicates a "significant positive effect" between Transformational Leadership (TL) and Procedural Justice (PJ), as evidenced by a path coefficient of 0.314 with a p-value of less than 0.001. With this result the hypothesis that states "*Ha2:* Transformational leadership positively influence procedural organizational justice" is accepted.

This suggests that higher levels of TL are associated with higher levels of PJ within the organization. The significant p-value confirms that the standardized path coefficient represents a substantial effect. This implies that TL plays a significant role in shaping perceptions of procedural fairness among employees. Furthermore, the effect size ($f^2 = 0.099$) indicates a moderate effect of TL on PJ. This suggests that TL explains a meaningful proportion of the variance in PJ, underscoring the considerable impact of transformational leaders on promoting procedural justice within the organization.

C. Transformational Leadership and Interactional Justice

The analysis reveals a path coefficient of 0.142, indicating a positive relationship between Transformational Leadership (TL) and Interactional Justice (IJ). This suggests that higher levels of TL are associated with higher levels of IJ within the organization. However, it's important to note that the p-value of 0.099 is greater than the conventional significance level of 0.05, indicating that this relationship is "not statistically significant". With this result the hypothesis that states "*Ha3* Transformational leadership positively influence Interactional organizational justice" is rejected.

Despite the lack of statistical significance, the positive coefficient suggests a potential trend wherein TL may contribute to perceptions of IJ among employees. However, the effect size, denoted by $f^2 = 0.020$, indicates a relatively small effect of TL on IJ. This implies that while TL may have some influence on IJ, its impact may be limited compared to other factors.

Figure 2 illustrates the relationship between transformational leadership and the three dimensions of transformational leadership as the result of SEM.

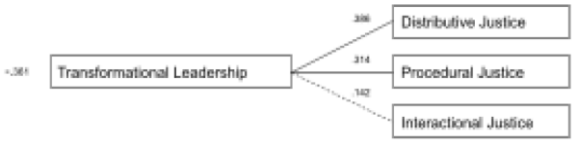


Fig. 2 The Direct Effect of Transformational Leadership on each Dimension of Organizational Justice

Table 4: The Extent of Influence of Transformational Leadership on Organizational Justice

Effect	Path	β	*SE*	*p*	f^2
Direct	Transformational Leadership (TL) →Organizational Justice (OJ)	.694	.085	<.001*	.482

Table 4 exhibits the overall extent of influence of transformational leadership on organizational justice. Structural Equation Modeling (SEM) was employed to analyze the data and examine the direct effect of transformational leadership (TL) to organizational justice (OJ). Clearly, the table suggests that transformational leadership has a significant effect on organizational justice (β= .694, *p*=< .001) The beta value of 0.694 indicates a strong positive relationship between transformational leadership and organizational justice. A higher beta value means that as transformational leadership increases, organizational justice also increases substantially. This claim is supported by its p-value that adds to the confidence level of the relationship between the two variables. Therefore, the hypothesis that states "*Ha4:*Transformational leadership positively influence organizational justice" is accepted

Table 5: The Extent of Influence of Transformational Leadership on Workplace Deviance

Effect	Path	β	*SE*	*p*	f^2
Direct	Transformational Leadership (TL) →Workplace Deviance (WD)	-.248	.194	.068	.062

In table 5, the negative coefficient (-0.248) suggests that as Transformational Leadership increases, Workplace Deviance decreases, albeit weakly. The p-value (0.068) is greater than the conventional significance level of 0.05, indicating that this relationship is " not statistically significant". The effect size (f^2 = 0.062) suggests a small effect of Transformational Leadership on Workplace Deviance. With this result the hypothesis that states "*Ha5*: Transformational leadership positively influences workplace deviance" is rejected.

Table 6: The Mediating Effect of Organizational Justice on the Relationship Between Transformational Leadership and Workplace Deviance

Effect	Path	β	*SE*	*p*	f^2
Direct	(a): TL→WD	-.248	.194	.068	.062
	(b): OJ→WD	-.110	.212	.409	.012
	(c): TL→OJ	.694	.085	<.001*	.482
Indirect	(cb): TL→OJ→WD	-.076	.132	.410	.006
Total	**(a) + (cb)**	**-.325**	**.144**	**.001***	**.106**

Table 6 depicts the structural relationship between transformational leadership, dimensions of organizational justice, and workplace deviance. Overall, in consideration of the previous results, this table indicates that transformational leadership has negative indirect effects on workplace deviance when mediated by organizational justice (β= -.076, *p*=.410).

The negative combined path coefficient (-0.325) implies an overall negative relationship between the predictor variables (Transformational Leadership, Organizational Justice) and the outcome variable (Workplace Deviance). This suggests that as the predictor variables increase, workplace deviance tends to decrease. The total effect indicates a significant overall relationship; however, the mediating effect of organizational justice was not statistically significant. The effect size (f^2 = 0.106) suggests a small to moderate practical significance, suggesting that while the effect is significant, the magnitude of the relationship is not very large. With this result, The mediating hypothesis was not statistically supported, as the indirect effect of organizational justice did not reach significance. Therefore, the hypothesis that states "Ha6: Organizational justice mediates the relationship between transformational leadership and workplace deviance" is rejected, as the indirect effect did not reach statistical significance (p = 0.410).

The combined model illustrates that when considering the combined effects of Transformational Leadership, Distributive Justice, Procedural Justice, and Interactional Justice on Workplace Deviance, there is a significant overall negative relationship. This implies that fostering transformational leadership and promoting positive perceptions of distributive, procedural, and interactional justice can collectively contribute to reducing workplace deviance. Organizations may utilize this insight to develop strategies aimed at enhancing leadership effectiveness and organizational justice perceptions to create a more positive and productive work environment.

Based on the result, the figure below illustrates the direct and indirect influence of transformational leadership on workplace deviance mediated by organizational justice as the result of SEM.



Fig. 3 The Mediating Effect of Organizational Justice Between Transformational Leadership and Workplace Deviance

Table 7: Summary of Hypothesis Testing

Statement	p-value	Decision
Ha1: Transformational leadership positively influence distributive organizational justice	<.001	Accepted
Ha2: Transformational leadership positively influence procedural organizational justice	<.001	Accepted
Ha3 Transformational leadership positively influence interactional organizational justice	.099	Rejected
*Ha4:*Transformational leadership positively influence organizational justice	<.001	Accepted
Ha5: Transformational leadership positively influence workplace deviance	.068	Rejected
Ha6: Organizational justice mediates the relationship between transformational leadership and workplace deviance	.410	Rejected

Table 7 summarizes the decision of hypothesis testing based on the results provided on the previous tables. It can be gleaned that two out of six hypotheses were rejected due to the high p-value obtained during the statistical analysis. Statistical significance was evaluated at α = .05. Paths with p-values less than .05 were considered statistically significant; otherwise, they were interpreted as non-significant.

IV. DISCUSSION

A. The Extent of Influence of Transformational Leadership on Organizational Justice.

Understanding the link between transformational leadership and organizational behavior is crucial for improving how well educational institutions perform. The results of the study indicates that transformational leadership has a significant effect on the perception of teachers towards the dimensions of organizational justice. Transformational leaders, through their visionary guidance and ability to inspire, profoundly shape the behaviors, motivations, and attitudes of educators within the organizational framework. By fostering an environment of trust, collaboration, and continual improvement, these leaders have the potential to enhance job satisfaction, engagement, and overall organizational effectiveness. In the realm of educational management for school principals and supervisors and business management in the case of school owners, this comprehension about the relationship between the leadership style and how teachers think of the justice being offered at work empowers educational leaders to devise tailored leadership development initiatives, equipping administrators and business owners with the requisite skills to motivate and empower their teachers. Moreover, it informs the development of policies and procedures that promote a nurturing school climate, facilitate teacher support and growth, and ultimately contribute to enhanced student outcomes.

Lim and Moon (2021) investigated the influence of transformational leadership on employees' extra-role behaviors, such as helping and innovative behaviors, and how this influence is affected by two dimensions of organizational justice (OJ): distributive justice (DJ) and procedural justice (PJ). Utilizing data from the 2017 Korean Public Employee Viewpoint Survey and employing OLS regression analysis, the study revealed that transformational leadership positively impacts both helping and innovative behaviors. Furthermore, it found that distributive justice amplifies the effect of transformational leadership on helping behavior, while procedural justice enhances its impact on both helping and innovative behaviors.

The direct impact of transformational leadership on organizational behavior within educational settings underscores the potential for cultivating a vibrant and dynamic work milieu. By leveraging the principles of transformational leadership, school leaders can effectively foster a culture characterized by innovation, collaboration, and ongoing learning among educators. This approach not only serves to mitigate turnover rates but also bolsters teacher retention, fostering stability and continuity within the learning environment. Furthermore, the positive organizational culture fostered by transformational leaders yields far-reaching effects on student outcomes, culminating in heightened student engagement, motivation, and academic attainment. Ultimately, by harnessing the influence of transformational leadership to positively shape organizational behavior, educational institutions can establish an environment conducive to professional development, uphold teacher well-being, and maximize student achievement.

B. Indirect Relationship Between Transformational Leadership and Workplace Deviance.

The results indicate that transformational leadership itself doesn't directly affect workplace deviance. The findings indicate that transformational leadership did not exert a statistically significant direct effect on workplace deviance. Furthermore, although transformational leadership significantly predicted distributive and procedural justice, justice perceptions did not significantly predict workplace deviance. Therefore, the hypothesized indirect pathway was not empirically supported in this sample. This suggests that when leaders show transformational behaviors, it can lead to a more fair perception of how things are distributed or how processes are carried out in the workplace, which in turn reduces instances of deviant behavior. This aligns with the research conducted by Kim et al. (2020), which discusses how empowering leadership and employees' core self-evaluations can lead to both positive and negative outcomes through job crafting, potentially affecting workplace deviance. Similarly, Alhasnawi et al. (2021) investigate the connection between narcissistic leadership and workplace deviance, with organizational aggression and workplace hostility serving as mediators. Furthermore, Yasir et al. (2022) delve into the interrelationship among servant leadership, organizational justice, and workplace deviance, highlighting the negative correlation between servant leadership and deviant behaviors. These studies collectively contribute to understanding the role of leadership styles in shaping workplace deviance and organizational outcomes.

C. The Mediating Role of Organizational Justice in the Relationship Between Transformational Leadership and Workplace Deviance.

Overall, the findings indicate that transformational leadership is associated with lower levels of workplace deviance, but this relationship should be interpreted with caution. While the direct effect of transformational leadership on workplace deviance is negative, it does not reach conventional levels of statistical significance. While transformational leadership demonstrates a negative association with workplace deviance, the direct effect did not reach statistical significance. Furthermore, although transformational leadership significantly predicts organizational justice, justice perceptions did not significantly predict workplace deviance. Therefore, the findings do not provide empirical support that

organizational justice serves as a primary mechanism linking transformational leadership to deviant behavior.

The results further indicate that organizational justice plays a theoretically meaningful but empirically weak mediating role in the relationship between transformational leadership and workplace deviance. Although the indirect effect through organizational justice is negative, the mediation pathway does not achieve statistical significance, implying that justice perceptions may function as a partial or contextual mechanism rather than a robust mediator. These findings underscore the complexity of leadership–behavior relationships and suggest that additional organizational or individual factors may shape how leadership practices translate into behavioral outcomes.

This pattern is consistent with prior research emphasizing selective and conditional mediation effects rather than uniform mediation. For instance, Sánchez et al. (2020) examined the relationship between transformational leadership and work–family conflict and found that only interactional justice, not procedural justice, significantly mediated the relationship. Similarly, Phong and Son (2020) demonstrated that different justice dimensions mediate distinct behavioral outcomes, with distributive justice influencing knowledge donating and procedural and interactional justice influencing knowledge collecting. These findings highlight that justice dimensions may operate unevenly across contexts and outcomes, rather than exerting uniform mediating effects. Further supporting this nuanced interpretation, Khuzwayo et al. (2023) found that transformational leadership positively influences organizational justice and employee commitment, with leadership also acting as a moderating factor rather than a purely mediating mechanism. This suggests that transformational leadership may strengthen or weaken the effects of justice perceptions on employee outcomes, rather than functioning solely through indirect causal pathways.

Taken together, the present findings align with existing literature in suggesting that transformational leadership is strongly associated with fairness perceptions within the organization. However, in this study, the indirect pathway through organizational justice did not reach statistical significance. This indicates that while transformational leadership shapes justice perceptions, these perceptions did not function as a statistically supported mechanism for reducing workplace deviance in this sample.

A. Research Implications

1. On Transformational Leadership

The findings from this study contribute to the existing body of knowledge by providing empirical evidence that supports the positive effects of transformational leadership on organizational outcomes. This aligns with previous research suggesting that transformational leadership can enhance employee attitudes and behaviors (Khuzwayo et al. ,2023). By understanding the role of transformational leadership to organizational justice and workplace deviance, the study extends the understanding of how leadership styles influence organizational dynamics. For practitioners, particularly school leaders, these findings underline the importance of adopting a transformational leadership approach. School leaders who exhibit high levels of transformational leadership can foster a sense of justice and commitment among teachers, thereby potentially improving overall organizational performance. The high mean scores across the transformational leadership components (Values, Motivation, Influence, Vision, and People) suggest that these aspects are critical in creating a positive school environment.

2. On Organizational Justice

The strong positive correlations between transformational leadership and the dimensions of organizational justice—namely distributive, procedural, and interactional justice—support the theoretical premise of this study that transformational leaders have the ability to create a fair and equitable environment. This finding particularly resonates with social exchange theory, which suggests that fair treatment from leaders promotes favorable organizational outcomes. The high confidence in transformational leadership style among school leaders, as reflected in the consistently high mean scores, underscores the importance of leadership styles of leaders in promoting fairness, attachment and professional behavior among employees. With this in mind, school administrators, owners, principals and supervisors including those leaders in other sectors, the study underscores the importance of implementing needs assessment in educational organizations to enhance perceptions of teachers towards fairness or justice. Since all results are slightly above and below the midpoint, the researcher suggests reviewing all aspects of each dimension of organizational justice as presented on the results table and using it as the focus and basis in improving organizational justice and in developing materials that promote organizational improvement. The results emphasize the need for leaders to focus on maintaining high standards of distributive, procedural, and interactional justice to ensure positive and committed teachers.

3. On the Influence of Transformational Leadership and Organizational Justice to Workplace Deviance.

While the direct effect of transformational leadership on workplace deviance is minimal, its indirect effects mediated by distributive, procedural, and interactional justice highlight the complex pathways

through which leadership behaviors influence employee actions. Although transformational leadership enhances perceptions of fairness, justice perceptions did not significantly predict workplace deviance in this study. This suggests that other mediating variables may better explain the leadership–deviance relationship. By integrating the mediating role of organizational justice, the study extends previous research that primarily focused on the direct effects of leadership styles. It provides a more nuanced understanding of how transformational leadership can foster a just organizational environment, thereby mitigating negative behaviors. This adds depth to existing theories and models of leadership and organizational behavior. By doing so, leaders can create an environment that discourages deviant behaviors and promotes positive organizational outcomes.

B. Limitations of the Study

The study has several limitations that should be acknowledged. First, the generalizability of findings may be limited to the specific private schools with small to medium number of teacher population. Secondly, data collected through self-reported surveys may be susceptible to biases such as social desirability bias or respondent fatigue, potentially affecting the accuracy of responses. Additionally, the cross-sectional design of the study may restrict the ability to establish causal relationships between variables, as it captures data at a single point in time. Moreover, reliance on survey participation may result in a lower response rate, which could impact the representativeness of the sample.

C. Recommendations for Future Researchers

The study aims to contribute to enriching academic knowledge in organizational behavior, leadership studies, and workplace psychology. Future researchers should build on the findings of this study to further explore organizational dynamics and contribute to the theoretical understanding of these fields.

Organizational leaders and business managers should consider the insights of this study regarding the relationship between transformational leadership style, perceptions of organizational justice, and workplace deviance. The insights gained from this study can lead to the development of enhanced leadership development programs, review of organizational policies, and developing necessary work related interventions aimed at fostering a positive work environment and reducing workplace deviance.

Teachers and other employees from different industries should reflect on the results of this study and focus on understanding factors that mitigates and contribute to workplace deviance, as this can negatively impact employee well-being and job satisfaction. The full understanding of the context of the study will lead to initiatives that will create supportive and fair work environments that enhance employee engagement and satisfaction.

School principals, supervisors, coordinators, administrators, and owners are encouraged to adopt more collaborative practices and encouraged to invest in leadership development programs that emphasize transformational leadership qualities. This study highlights the benefits of engaging with educational community members, which can lead to improved performance and leadership assessments and by fostering a culture of transformational leadership within private schools, administrators can empower their staff to lead effectively and contribute to positive organizational outcomes.

Furthermore, educational institutions and its policymakers together with its greater stakeholders are recommended to use the findings of this research in planning activities and in making decisions when reviewing guidelines, policies, and procedures and in developing transformational leadership practices in schools. By supporting the implementation of transformational leadership initiatives, policymakers can facilitate the development of nurturing and empowering school environments that foster student and employee success. This inclusive approach can enhance the contributions of all members of the school community.

Additionally, the public education sector is advised to utilize the findings of this study to evaluate the performance of public schools concerning the variables investigated. By leveraging the insights gained from this research, education policymakers and administrators from the public sector can identify areas for improvement and implement strategies to foster a positive organizational climate and enhance overall effectiveness.

The researcher suggests that future studies should look into other factors that might affect how transformational leadership influences organizational outcomes. For instance, investigating factors like organizational culture or employee characteristics could provide a more deeper understanding of how transformational leadership impacts various aspects of organizational functioning. By examining these factors, researchers can gain insights into the mechanisms through which transformational leadership influences organizational behavior and performance, thus contributing to a more comprehensive body of knowledge in the field.

Furthermore, it is suggested that researchers explore other potential mediators and moderators, such as organizational culture, employee engagement, or job

satisfaction, to offer a holistic view of how transformational leadership influences workplace deviance. By examining these variables, researchers can uncover additional factors that may influence the relationship between transformational leadership and organizational outcomes, thereby enriching our understanding of the dynamics at play in organizational settings.

Moreover, there is an opportunity to expand the scope of this study through longitudinal research, which could offer a deeper understanding of how transformational leadership impacts organizational justice and activities over time. Longitudinal studies would allow researchers to track changes in leadership practices and organizational outcomes, providing valuable insights into the long-term effects of transformational leadership on organizational dynamics.

Replicating the study across different cultural and organizational contexts is also recommended to understand the variability in the relationships observed. By conducting cross-cultural research, researchers can explore how cultural factors influence the relationship between transformational leadership and organizational outcomes, thus advancing our understanding of leadership dynamics in diverse settings.

The exceptionally high internal consistency coefficients may indicate item redundancy; future research may consider scale refinement through confirmatory factor analysis and item parceling to enhance construct parsimony.

Lastly, utilizing both qualitative and quantitative approaches in future research endeavors is advised to fully capture and communicate significant results. By integrating qualitative methods, such as interviews or focus groups, with quantitative analysis, researchers can gain deeper insights into the mechanisms underlying the connection between transformational leadership and organizational behavior, which strengthens the reliability and credibility of their results.

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