

## Transformational Teaching: Pakistani Students' Perspectives in the English Classroom

Khazima Tahir

*Department of Special Education, Pakistan*

The purpose of this study was to investigate the potential of transformational teaching practices in learning and teaching of English as a second language in Pakistan. The study examined student descriptions about professorial charisma, intellectual stimulation, and individualized consideration in bachelor English programs, as well as how these variables predicted effective teaching in the English language classes. A sample of 490 undergraduate students responded to a survey in seven public and private universities in Pakistan. The findings indicated that the transformational teaching behaviors were associated with the effective teaching. Regression analysis indicated that professorial charisma, intellectual stimulation, and individualized consideration were significant predictors of effective teaching in the English language classes. The implications for the improvement of English education are considered.

Several studies (Graddol, 1997; Lauder, 2008; McKay, 2002) document the wide use of English as an official language in many countries of the world. In Pakistan, English is used in different fields such as civil administration, bureaucracy, the legal system, and education (Abbas, 1993; Khalique, 2006; Mansoor, 2004). Research studies indicate that Pakistani students at secondary and tertiary levels are motivated to learn this global language (Mansoor, 2005; Rahman, 1999). Similarly, Khalique (2006) pointed out the need to promote English as a tool to gain new knowledge and skills for a decent living and equal opportunities in all fields. In Pakistan, many projects are in progress to improve English education across the country. However, there are calls for changes in English language teaching for better learning outcomes. Researchers concluded that poor learning outcomes resulted because of ineffective teaching (Mansoor, 2004; Rahman, 2005; Siddique, 2007).

Generally, in Pakistan the higher education environment reflects the need to revamp and rebuild the whole system. Educationists and researchers indicate the need to restructure the system in such a way that creativity and independent thinking are not penalized but encouraged (Mansoor, 2003). In the context of English language teaching, Malik (1996) stated that English teachers failed to provide this encouragement and depended on the lecture method that just promoted lack of student engagement and temporary learning outcomes. Thus, the aim behind the teaching and learning is just getting the degree without the realization whether the degree imparted the learning associated with it (Hoodboy, 1998). In the context of the higher education environment in general and English teaching in particular, a transformational approach towards teaching and learning looked promising. To tap student learning talents, Phillips and Graeff (2014) suggested:

Students need a classroom learning experience that is different from the traditional lecture format in order to think critically and solve problems. If students are forced to think critically, construct their own knowledge, and arrive at a solution to a problem, they will have a deeper understanding than if they memorize the solution to a similar problem (p. 241).

Previous research (Bolkan & Goodboy, 2011; Economos, 2013) reported that transformational teaching resulted in teaching effectiveness as it led to student motivation, satisfaction, and improvement in academic performance (Bolkan & Goodboy, 2009, 2011; Boyd, 2009; Pounder, 2004). Researchers suggested that further research on teachers as leaders would advance knowledge to increase teaching effectiveness (Harrison, 2011; Pounder, 2004). Some research studies reported how teaching effectiveness was increased as teachers used the components of transformational teaching with a view that the classroom was as an organization and that teachers should act as leaders and students as followers. However, it is important to note that most of the research studies on transformational teaching were conducted in the United States and that there was a lack of serious research on the association of transformational teaching and second or foreign language learning in other cultural settings. Researchers suggested that transformational teaching could improve English education in Pakistan, though Pounder (2008) indicated that there was insufficient work to investigate how transformational leadership could be replicated across cultural settings. Also, Bolkan and Goodboy (2011) noted that research studies could be conducted to examine transformational leadership in the classroom across cultures.

The present study tried to fill the gap by examining the potential of transformational teaching for students learning English as a second language in Pakistan. This study examined professor behaviors for transformational teaching related to professorial charisma, intellectual

stimulation, and individualized consideration, and how these behaviors predicted effective teaching in second language classrooms.

### Transformational Leadership

Burns (1978) introduced the term “transformational leadership” to describe leaders’ and followers’ engagement and relationships to higher levels of morality and motivation. Bass (1985) explained the conceptualization of transformational leadership and included following components.

- (a) Idealized Influence or Charisma: The leader displays certain characteristics that indicate his vision and his ability to gain trust, earn respect, and create optimism. His charisma inspires and excites his followers.
- (b) Inspirational Motivation: As a role model for his followers, a leader clearly communicates a vision to develop the confidence of his followers to share leaders’ vision and the organization’s goals.
- (c) Individualized Consideration: As a coach and a mentor, a transformational leader considers the individual needs of his followers and gives feedback for their personal growth.
- (d) Intellectual Stimulation: Transformational leaders stimulate followers to rethink their existing values and beliefs by providing their followers with interesting and challenging tasks and thus motivating them to solve problems (Bass, 1985).

### Transformational Teaching Practices

Transformational teaching practices have been derived from the transformational leadership theory of Bass (1985). The use of transformational leadership in a classroom context is based on the assumption that the classroom can be viewed as a small social organization with the teacher as a leader and students as followers (Cheng 1994; Pounder, 2004). Transformational teaching practices include charisma, individualized consideration, and intellectual stimulation. Charismatic professors create enthusiasm among students about tasks. They win respect and possess a sense of mission that they convey to students (Banjeri & Krishnan, 2000). Harrison (2011) found that professors indicated individualized consideration by dealing with each student as an individual and facilitating them in their personal growth and development so that they were able to reach their full potential. According to Boyd (2009), educators demonstrated intellectual stimulation in the classroom when they helped students evaluate the assumptions that limited their thinking.

As transformational leaders stimulate their followers to experience high levels of motivation and performance, transformational teachers encourage their students in personal growth for a high level of academic achievement (Slavich & Zimbardo, 2012). In keeping with the view of teachers as transformational leaders, research studies report the positive relationships between teachers’ transformational behaviors and students’ overall satisfaction and performance in the classroom (Harvey, Royal, & Stout, 2003; Kinicki & Schriesheim, 1978; Pounder, 2008).

Marcus (2004) investigated the role of transformational leadership in distance education and concluded that through transformational teaching practices instructors increased student creativity and helped them to contribute to the creation of new ideas. Slavich and Zimbardo (2012) suggested that transformational teaching could increase students’ potential for academic success and positively impacted students’ attitudes, values, beliefs, and skills.

A transformational classroom climate indicates improved communication and deep understanding of concepts (Ahmed & Qazi, 2011). Harvey et al. (2003) posited that enhanced participation and increased professor credibility were correlated with transformational leadership skills in the classroom. Likewise, Mulford and Silins (2003) found that transformational professors prioritized student needs, encouraged and appreciated their student opinions, and demonstrated moral support. Researchers elaborated on how a transformational professor created a respectful learning climate and established rapport with students.

Research studies support the association of transformational teaching and student learning outcomes at all levels of educations. Transformational teaching positively influences student learning outcomes in the schools, colleges, and university settings (Boyd, 2009; Cheng, 1994; Harvey et al., 2003; Pounder, 2008). Cheng (1994) found that transformational leadership positively impacted classroom environments and increased student academic performances.

Boyd (2009) stated that transformational teaching in a school could transform the lives of students who were members of gangs. The researcher illustrated how a teacher used individualized consideration and intellectual stimulation to transform a classroom of gang members into a group of scholars and teachers. Boyd found that transformational teachers display certain behaviors such as being sensitive to students’ needs, establishing rapport with students, and helping them to become self-actualized. Boyd suggested that by knowing students more on a personal level, professors could direct students to needed services or lead them to resources or mentors that could help them achieve their personal goals.

The benefits of transformational teaching are not confined to student outcomes. Transformational teaching is positively linked with decreased faculty turnover rates, increased levels of faculty job satisfaction, and greater levels of faculty commitment to reform universities and implement change (Griffith, 2004; Harrison, 2011).

### Effective Teaching

Effective teaching is a multidimensional construct which covers many aspects in the context of second language learning. It includes English teachers' knowledge of content and methodology to teach that content (Gatbonton, 1999). For teaching effectiveness, teachers need to prepare, transform, and adapt the content, as well as to adopt effective methods to convey this content to English language learners (Gudmundsdottir, 1991).

Research on effective teaching of a second or foreign language indicated the importance of cultivating positive learning environments in the classroom (Falout & Falout, 2004). Haggan (1999) suggested that teachers should help students develop an aptitude and passion for learning. Bista (2011) reported how teachers encouraged an active learning culture by engaging and motivating their students in stress free classrooms. Bista contended that English instructors created effective learning environments for better learning outcomes. Likewise, Gatbonton (1999) found that for learning outcomes in second language classrooms, teachers needed to make contact with, and have good rapport with, students. Transformational teaching resulted in creating positive learning environments in the classrooms. Transformational teachers influenced student learning at all levels, including cognition, affection, satisfaction, and motivation. It also increased teacher credibility and led to greater levels of student engagement and deep learning experiences in the classroom (Bolkan & Goodboy, 2009, 2011; Economos, 2013).

Liando (2010) concluded that for teaching effectiveness in second language classrooms, the students preferred their teachers to have personal attributes such as being caring, friendly, patient, and fair. Students stated that professors who made the course more interesting and challenged students academically were considered as effective teachers. Liando's vision of effective teaching is indicative of transformational leadership in the classroom. Bolkan and Goodboy (2011) reported that professors' transformational leadership traits such as charisma, as well as behaviors such as individualized consideration and intellectual stimulation, promoted effective teaching in college classrooms.

Professors encouraging students to learn led to effective teaching (Khandelwal, 2009; Patrick, Hisley, & Kempler, 2000). Khandelwal defined encouragement as

professor behaviors of showing hope, support, and confidence in learners. He suggested that encouraging professors did not make judgments regarding students' learning struggles. Likewise, transformational professors set a respectful tone for communication with learners, and conveyed school mission and goals to encourage students. In this way, a transformational instructor helped students achieve their academic targets (Mulford & Silins, 2003).

Research studies (Bolkan & Goodboy, 2011; Harrison, 2011; Pounder, 2008) report that for quality learning and teaching outcomes, instructors should use all components of transformational teaching in their classrooms. Harrison suggested that transformational teaching could be used in syllabi, assignment feedback, and other forms of communication. Noland and Richards (2014) indicated a positive association between professors' transformational teaching and students' learning and motivation. Researchers concluded that transformational teaching had the potential to provide a model for effective teaching in higher education. The current study seeks to explore the association of professor transformational teaching behaviors and teaching effectiveness.

### Method

This section will explain procedures used to answer the following research question: how do undergraduate students describe professors' use of individualized consideration, intellectual stimulation, and professorial charisma, and how these variables predict effective teaching in bachelor English programs in Pakistani universities?

### Data Sources and Research Methodology

The data for this research study originated from a dissertation study conducted by Khazima Tahir in partial fulfillment of the requirements for the degree of Doctor of Education at Dowling College, School of Education, Department of Administration, Leadership, and Technology (2015). Permission to complete this research was sought through the Internal Review Board for the Protection of Human Subjects in Research (IRB) at Dowling College, New York, USA and department chairs of the universities in the Punjab, Pakistan.

### Participants

Data came from 490 students enrolled in seven public and private universities in the Punjab province of Pakistan. Participants were 134 men and 356 women whose ages ranged from 17 to 25 years of age. All students were enrolled in bachelor English programs. Focusing the study on one type of particular course

Table 1  
*Factor Loadings for Considerate Intellectual Stimulation*

Factor Loading	Item	Item number	$h^2$
.642	Display compassion towards students who need additional help.	40	.490
.642	Treat students as individuals with different strengths and weaknesses.	41	.501
.535	Support diverse thinking from students in the class.	47	.413
.526	Are available beyond office hours.	39	.304
.497	Engage students in critical thinking in the class	43	.492
.492	Engage students in discussion from various sources regarding assignment.	44	.494
.484	Discuss course topics, ideas, or concepts with students outside the class.	38	.385
.462	Welcome questions in the class.	42	.445
.460	Provide assessments that encourage independent thinking	45	.447
Eigenvalue = 1.67			
Percent of Variance = 3.48			

Table 2  
*Scale Reliability of the Items*

Dimensions	Numbers of Items	Alpha Coefficient $\alpha$
Effective teaching	9	.869
Charisma	8	.789
Considerate Intellectual Stimulation	9	.830

ensured that findings were not affected due to differences in course content since research in education pointed out that course content could influence student perceptions of instructors (Koh & Tan 1997; Pounder, 2008). Responses of 490 students were completed, yielding a response rate of 97 percent. Seventy-nine participants were enrolled for less than one year, 106 participants were enrolled for one year, 101 participants were enrolled for two years, 57 participants were enrolled for three years, and 57 participants were enrolled in the program for more than three years. The data was collected from students enrolled in different academic years also. Participation in this research study was voluntary. The students of the universities were surveyed during the lectures. The data was gathered from seven universities in the Punjab province of Pakistan. Population wise, Punjab is the largest province of Pakistan, and it has 56 percent of the country's total population (Livingston & O'Hanlon, 2011).

### Survey Instrument

The original survey instrument was developed and adapted from the research literature. Survey items

examined undergraduate student descriptions of effective teaching according to Shepherd (2009), Fenner and Khulman (2012), Economos (2013), and NSSE (2001-2014). Statements from the research literature had been adapted and converted into instrument items to measure effective teaching. Items that measured undergraduate student descriptions of actual professor behaviors associated with charisma, intellectual stimulation, and individualized consideration were developed and adapted from the qualitative findings of Bolkan and Goodboy (2011) and a research study of Economos (2013). Undergraduate students responded to a survey that included demographics questions and had items on a Likert scale (1 = strongly disagree, 5 = strongly agree) for individualized consideration, intellectual simulation, professorial charisma, and effective teaching. A jury of five undergraduate students enrolled in a BS English program reviewed the content of each item in the survey instrument and determined if an item measured the construct that it was assigned to measure. A factor analysis was conducted with 490 student responses obtained through the survey instrument to reduce the data and to establish unique variance among items that comprised the sub-scales

within the survey instrument. Considerate intellectual stimulation was identified as a new variable as a result of factor analysis using principal component analysis and a rotational method of varimax with Kaiser Nominalization. It merged together two variables of individualized consideration and intellectual stimulation for transformational teaching. Table 1 reports The Cronchbach's Alpha reliabilities for considerate intellectual stimulation, professorial charisma and effective teaching, and number of items per variable used in this study.

### Data Analysis

The responses received from the students were coded and entered into the Statistical Package for the Social Sciences (SPSS). All respondent identities remained confidential. Inferential statistics, specifically multiple linear regression analyses, were used to determine the level of support of the variables of Considerate Intellectual Stimulation and professorial charisma to predict teaching effectiveness in the English language classrooms.

### Results

Research Question: How do undergraduate students describe professor use of individualized consideration,

intellectual simulation, professorial charisma, and how these variables predict effective teaching in bachelor English programs in Pakistani universities?

Multiple linear regression analysis was conducted to answer this research question.

The model summary in Table 3 showed that Considerate Intellectual Stimulation was the strongest predictor of effective teaching among all undergraduate students in the English language classes. In model one, professor use of Considerate Intellectual Stimulation was the predictor of effective teaching (45 percent). In model two, professors' use of considerate intellectual stimulation and professorial charisma were predictors of effective teaching among all by 13 percent when both were present (62 percent).

The strongest predictor of effective teaching in the English language class was considerate intellectual stimulation based on its standardized beta weight of .467 and professorial charisma (beta weight of .464). The result of this regression analysis indicated that transformational teaching significantly predicted effective teaching in the English language classes.

### Discussion and Conclusions

Overall, the results from this study indicated that transformational teaching was positively associated

Table 3  
*Model Summary*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.675 <sup>a</sup>	.456	.455	4.50517
2	.792 <sup>b</sup>	.628	.626	3.73031

a. Predictors: (Constant), Considerate\_Inttellectual\_Stimulation\_Lit

b. Predictors: (Constant), Considerate\_Inttellectual\_Stimulation\_Lit, Charisma\_Lit

Table 4  
*Coefficients<sup>a</sup>*

Model	Unstandardized Coefficients		Standardized Coefficients		Sig.
	B	Std. Error	Beta	t	
1 (Constant)	8.274	1.235		6.701	.000
Considerate_Intellectual_Stimulation_Lit	.743	.037	.675	20.195	.000
2 (Constant)	-.619	1.182		-.523	.601
Considerate_Intellectual_Stimulation_Lit	.514	.034	.467	15.072	.000
Charisma_Lit	.558	.037	.464	14.978	.000

a. Dependent Variable: Considerate\_Inttellectual\_Stimulation\_Lit

with effective teaching in second language classrooms. These findings align with past research. The research on transformational teaching (Bolkan & Goodboy, 2009, 2011; Boyd, 2009; Economos, 2013) revealed that transformational teaching resulted in teaching effectiveness as it shared a positive relationship with student learning. In this study, the three components of individualized consideration, intellectual stimulation, and professorial charisma were related to transformational teaching that predicted teaching effectiveness.

The results of this research may be explained in light of past research. Harvey et al. (2003) reported the positive influence of professors' transformational leadership on student learning. They discovered that intellectual stimulation was related to professors' teaching practices and university students' satisfaction. They also found that at the university level, teaching effectiveness for university teachers was related to stimulating students intellectually. They labelled this as "enriched learning environment wherein the instructors challenge them intellectually" (p. 400). Similarly, Bolkan and Goodboy (2011) reported that a professor's use of intellectual stimulation predicted students' intrinsic motivation. Bolkan and Goodboy concluded that intellectual stimulation improved classroom learning environments as professors promoted student critical thinking and thoughtful study habits.

Further, the results of this study indicated that the use of intellectual stimulation alone in second or foreign language classroom may not create greater teaching effectiveness. This study reports that in second or foreign language teaching, student responses in factor analysis merged the two variables of individualized consideration and intellectual stimulation, which was then named Considerate Intellectual Stimulation. Undergraduate student perceptions of this new variable indicated that intellectual stimulation and individualized consideration should be inseparable from each other in second or foreign language classrooms. The results of this study suggested that in second language classroom professors need to combine the components of individualized consideration and intellectual stimulation for quality learning and teaching results.

Intellectual stimulation leads to thoughtful problem solving by careful contemplation (Bass, 1985) and challenging of students (Bolkan and Goodboy, 2011). By the use of intellectual stimulation, educators challenge the students' existing beliefs and assumptions (Boyd, 2009). The findings of the current study indicate undergraduate students' reservations when professors involve them in discussions, debates, and critical thinking in a foreign language.

The research on second and foreign language also supports this contention. Al-Khairy (2013) examined factors that influenced student enrolled in English

programs in Saudi Arabia. He reported complex classroom environments in foreign language classes resulted in some students who experienced stress to perform well. Similarly, Alrabai (2014) reported that communication anxiety negatively impacted students' learning in foreign language classrooms.

Students who already face the challenge of learning a second or foreign language feel uncomfortable in the class where professors challenge them to think about their existing beliefs. The value of intellectual stimulation is increased when professors use individualized consideration along the way in second or foreign language classrooms. To create less threatening environment and reduce student threat and anxiety, professors' use of individualized consideration provide students with personalized experiences of education which increase student participation and teaching effectiveness in the classrooms (Bolkan & Goodboy, 2011; Waldeck, 2007).

The results of this study support the idea that for teaching effectiveness, professors should use individualized consideration and intellectual stimulation together by creating supportive learning environments in the class. The results of this study also invite researchers to conduct specific research on how to use considerate intellectual stimulation in second or foreign language classrooms.

Professorial charisma predicts teaching effectiveness along with considerate intellectual stimulation in the English language classes. In the current study, professors display charismatic behaviors by being dynamic, humorous, inspiring, honest, and reliable. Charismatic professors are able to show empathy, trust, a caring attitude, and flexibility in their personalities while they teach. They trigger student excitement during learning and teaching process. The results of this study are aligned with the previous research studies (Bolkan & Goodboy, 2011; Economos, 2013) in predicting the charismatic behaviors of professors, resulting in teaching effectiveness.

Overall, the results of this study support the use of transformational leadership behaviors in promoting teaching effectiveness in second language classrooms. It is important to note that professorial charisma and use of considerate intellectual stimulation in second language classrooms provide students with necessary emotional support that students need to overcome their learning struggles. This can lead to effective teaching with a quality learning outcome.

A limitation of this study is that it did not gather data from students enrolled in other academic disciplines in Pakistan. The study focused on students who were enrolled in bachelor English programs. It is possible that students from different academic disciplines may respond to transformational teaching practices in different ways. For instance, professorial charisma may be a strong predictor in social sciences,

and intellectual stimulation may be considered more valuable in natural sciences. Therefore, subsequent research should examine other academic disciplines to see the relationship of transformational teaching practices and teaching effectiveness. In addition, this research study reported the dispositions of students who had English as their major subject in bachelor English programs. As English is a compulsory subject for all Pakistani students up to bachelor level, students not majoring in English may have different perceptions regarding transformational teaching practices and teaching effectiveness. Conducting research in this context may prove worthwhile. Research studies should also be conducted to discover effective teaching behaviors in second language classrooms associated with transformational teaching practices as perceived by professors.

This research has implications for English education in Pakistan: many projects seek to improve skills of English professors, and the potential of transformational teaching to improve English education looks promising. The results of this study are useful for students, professors, and policy makers in that it offers insights into effective teaching behaviors in English courses as related to transformational teaching. This research indicates how transformational teaching exhibits certain instructional behaviors and faculty interactions that have implications for student learning. Research studies (Bolkan & Goodboy, 2011; Pounder, 2008) have indicated a need to investigate the potential of transformational teaching across cultural settings, and this study reported descriptions of Pakistani undergraduate students on transformational teaching practices in second language classrooms. It is interesting to note that Pakistani students also reported that transformational teaching practices are associated with teaching effectiveness.

Findings of this study are transferrable to teaching in general. Transformational teaching behaviors create improved environments for teaching and learning. Findings and results that emerge from the current research on transformational teaching provide a good description of how transformational teaching results in effective teaching. The results of this study will help teachers to teach more effectively so that students will be more engaged in their learning.

### References

- Ahmed, I., & Qazi, T. F. (2011). Do students' personality traits moderate relationship of teacher's leadership style and students' academic performance? Empirical evidence from institute of higher learning. *International Journal of Academic Research*, 3(4), 393-400.
- Abbas, S. (1998). The power of English in Pakistan. *World Englishes*, 12(2), 147-156.
- Al-Khairi, M. H. (2013). English as a foreign language: Learning demotivation factors as perceived by Saudi undergraduates. *European Scientific Journal*, 32(2), 365-382.
- Alrabai, F. (2014). A model of foreign language anxiety in the Saudi EFL context. *English Language Teaching*, 7(7), 82-100.
- Banerji, P., & Krishnan, V. R. (2000). Ethical preferences of transformational leaders: An empirical investigation. *Leadership & Organization Development Journal*, 21(8), 405-413.
- Bista, K. (2011). Learning-centered community college and English as a second language program. *Southeast Asian Journal of English Language Studies*, 77(1), 113-121.
- Bass, B. M. (1985). *Leadership and performance beyond expectations*. New York, NY: Free Press.
- Bolkan, S., & Goodboy, A. K. (2009). Transformation leadership in the classroom: Fostering student learning, student participation, and teacher credibility. *Journal of Instructional Psychology*, 36(4), 296-303.
- Bolkan, S., & Goodboy, A. K. (2011). Behavioral indicators of transformational leadership in the college classroom. *Qualitative Research Reports in Communication*, 12(1), 10-18.
- Boyd, B. L. (2009). Using a case study to develop the transformational teaching theory. *Journal of Leadership Education*, 7(3), 50-59.
- Burns, J. M. (1978). *Leadership*. New York, NY: Harper & Row.
- Cheng, Y. C. (1994). Teacher leadership style: A classroom-level study. *Journal of Educational Administration*, 32(3), 54-71.
- Economos, J. L. (2013). *Graduate student attitude towards professor pedagogical content knowledge, transformational teaching practices, student professor engagement in learning, and student deep learning in worldwide business and education programs* (Unpublished doctoral dissertation). Dowling College, Oakdale, NY.
- Falout, K., & Falout, M. (2004). The other side of motivation: Learner demotivation. In K. Bradford-Watts, C. Ikeguchi, & M. Swanson (Eds.), *JALT 2004 Conference Proceedings* (pp. 280-289). Tokyo, JP: JALT.
- Fenner, D. S., & Khulman, N. K. (2012). *Preparing effective teachers of English language learners: Practical applications for the TESOL P-12 Professional Teaching Standards*. Alexandria, VA: TESOL International Association.
- Gatbonton, E. (1999). Investigating experienced ESL teachers' pedagogical knowledge. *The Modern Language Journal*, 99, 35-50.
- Graddol, D. (1997). *The future of English?* London, UK: The British Council.



- Griffith, J. (2004). Relation of principal transformational leadership to school staff job satisfaction, staff turnover, and school performance. *Journal of Educational Administration*, 42(3), 333-356.
- Gudmundsdottir, S. (1991). Ways of seeing are ways of knowing: The pedagogical content knowledge of an expert English teacher. *Journal of Curriculum Studies*, 5(23), 409-420.
- Haggan, M. (1999). A linguist's view: The English departments re-visited. *English Teaching Forum*, 37(1), 22-27.
- Harrison, J. L. (2011). Instructional transformational leadership and student outcomes. *Emerging Leadership Journey*, 4(1), 82-136.
- Harvey, S., Royal, M., & Stout, D. (2003). Instructor's transformational leadership: University student attitudes and ratings. *Psychological Reports*, 92, 395-402.
- Hoodbhoy, P. (Ed.). (1998). *Education and the state: Fifty years of Pakistan*. Karachi: Oxford University.
- Khalique, H. (2006). *The Urdu-English relationship and its impact on Pakistan's social development*. Paper presented at the Internationales Wissenschaftsforum Heodelberg International Workshop, Heidelberg, Germany.
- Khandelwal, K. A. (2009). Effective teaching behaviors in the college classroom: Acritical incident technique from students' perspective. *International Journal of Teaching and Learning in Higher Education*, 21(3), 299-309.
- Kinicki, J. A., & Schriesheim, C. A. (1978). Teachers as leaders: A moderator variable approach. *Journal of Educational Psychology*, 70(6), 928-935.
- Koh, C. H., & Tan, T. H. (1997). Empirical investigation of the factors affecting SET results. *International Journal of Educational Management*, 11(4), 170-178.
- Lauder, A. (2008). The status and function of English in Indonesia: A review of key factors. *Makra, Social, Humaniora*, 12(1), 9-20.
- Liando, N. V. F. (2010). Students vs teachers' perspectives on best teacher characteristics in EFL classrooms. *TEFLIN Journal*, 21(2), 118-135.
- Livingston, S., & O'Hanlon, M. (2011). *Pakistan index: Tracking variables of reconstruction and security*. Washington DC: Brookings Institution.
- Malik, F. J. (1996). *The teaching of English in Pakistan: A study in teacher education*. Lahore: Vanguard.
- Marcus, S. (2004). Leadership in distance education: Is it a unique type of leadership? *Online Journal of Distance Learning Administration*, 7(1). Retrieved from <http://www.westga.edu/~distance/ojdla/spring71/marcus71.html>
- Mansoor, S. (2004). TEFL in Pakistan: Emerging issues. *The Journal of Asia TEFL*, 1(1), 349-374.
- Mansoor, S. (2005). *Language planning in higher education: A case study of Pakistan*. Oxford, MA: Oxford University Press.
- McKay, S. L. (2002). *Teaching English as international language: Rethinking goals and approaches*. Oxford, MA: University Press.
- Mulford, B., & Silins, H. (2003). Leadership for organisational learning and improved student outcomes. *Cambridge Journal of Education*, 33(2), 175-195.
- National Survey of Student Engagement. (2018). *About NSSE*. Retrieved from <http://nsse.iub.edu/html/about.cfm>
- Nolands, A., & Richards, K. (2014). The Relationship between transformational teaching and student motivation and learning. *The Journal of Effective Teaching*, 14(3), 5-20.
- Patrick, H., Hisley, J., & Kempler, T. (2000). What's everybody so excited about? The effect of teacher enthusiasm on student intrinsic motivation and vitality. *The Journal of Experimental Education*, 68(3), 217-236.
- Phillips, M. E., & Graeff, T. R. (2014). Using an in-class simulation in the first accounting class: Moving from surface to deep learning. *Journal of Education for Business*, 89, 241-247.
- Pounder, J. S. (2004). *The classroom leadership styles of Hong Kong university teachers: A case study of teachers in a business school* (Unpublished doctoral dissertation). University of Leicester, UK.
- Pounder, J. S. (2008). Transformational classroom leadership: A novel approach to evaluating classroom performance. *Assessment & Evaluation in Higher Education*, 33(3), 233-243.
- Rahman, T. (1999). *Language, ideology and power*. Oxford, MA: Oxford University Press.
- Rahman, T. (2005). *The impact of European languages in the formal colonial territories: The case of English in Pakistan*. Paper presented at Territories Conferences, Berkeley, CA.
- Salvich, G. M., & Zimbardo, P. G. (2012). Transformational teaching: Theoretical underpinnings, basic principles, and core methods. *Educational Psychology Review*, 24, 569-608.
- Shepherd, K. M. (2009). *Effective teaching in higher education: The community' college connection* (Unpublished doctoral dissertation). Oakland University, Rochester, MI.
- Siddiqui, S. (2007). *Rethinking education in Pakistan: Perceptions, practices and possibilities*. Karachi, PK: Paramount Publishing Enterprise.
- Tahir, K. (2015). *Professor pedagogical content knowledge, motivation, transformational teaching, and student deep learning in bachelor English programs at Pakistani universities* (Unpublished doctoral dissertation). Dowling College, New York.



Waldeck, J. H. (2007). Answering the question: Student perceptions of personalized education and the construct's relationship to learning outcomes. *Communication Education*, 56, 409-432.

---

DR. KHAZIMA TAHIR completed her doctorate in Educational Administration from Dowling College, New York, USA under USAID Pre-STEP scholarship

program. She has been serving in the field of Education since 2000. She has worked in various positions as a school teacher, college lecturer and administrator. She has been teaching and supervising research work at the postgraduate level. She has presented papers in national and international conferences. Her focus of interest is to conduct research on different areas of transformational and instructional leadership.