



# The Transformational Leadership of Academic Club Moderators in the Basic Education Department

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**Abstract**— This study is motivated by several reasons, including the findings of accreditation in the Basic Education Department. The department's objective goes beyond attaining a partially implemented rating. Recognizing this gap, an accrediting body has underscored the importance of aligning short-term plans with the dynamic pulse of our evolving society. Consequently, there is a pressing need for a well-defined leadership program for the club moderators, ensuring its integration into the organization's annual operational plan. Transformational leadership is a leadership style that has been proven to have a positive effect on organizational outcomes. Academic clubs are organizations formed and approved by the institution for students who share a common interest in a particular academic field. This research comprehensively examines transformational leadership demonstrated by academic club moderators within the Basic Education Department. It scrutinizes the transformative attributes of the academic club moderators, centering on pivotal variables including Idealized Influence, Inspirational Motivation, Intellectual Stimulation, and Individual Consideration. The study seeks to validate the transformational leadership style of club moderators by considering factors such as age, sex, club affiliation, and club status. Furthermore, it explores the significance of differences in the assessments provided by respondents based on the collated profiles. Through a thorough analysis of these elements, the research aims to offer valuable insights into the dynamics of leadership programs, the formulation of development plans for club membership, and the enhancement of student activities within academic clubs. By shedding light on the varying degrees of transformative influence exerted by moderators on club members, this study endeavors to enrich the understanding of leadership dynamics and facilitate the cultivation of effective leadership strategies within the academic context.

**Index Terms**— idealized influence, inspirational motivation, intellectual stimulation, individual consideration.

## 1. Introduction

The study is focused on the Basic Education Department of Adamson University Manila, which has been in the process of complying with the accreditation standards. The accreditation standards encompassing critical areas such as mission, vision, and institutional goals, included a specific program aimed at fostering moral character and personal discipline in students, seamlessly integrated with academic curriculum. In PAASCU

standards specifically section VII under Student Services section F, on the programs and activities area, the school should offer a diverse range of co-curricular activities contributing to student development aligned with organization objectives. These co-curricular programs were meticulously organized and overseen by a competent staff, comprising qualified faculty members. Students are encouraged to participate actively in activities that will contribute to the development of their talents and potential. Rigorous evaluation should be conducted to assess the effectiveness of the programs and activities for student development, with academic clubs serving a prominent feature of within the department to fulfill organizational goals, each academic club should have an advisor or a faculty member overseeing its activities, despite of club members and officers handled administrative duties driving the tasks (Hefner 2022).

Assessing the transformational leadership qualities of academic club moderators in junior high school holds importance for various reasons. To begin with, research indicates that transformational leadership plays a crucial role in influencing follower motivation, satisfaction, and academic performance.

Therefore, identifying elements constituting the transformational leadership exhibited by club moderators has the potential to strengthen their capability to lead and devise programs for their club members. Analyzing these factors through the perspective of transformational leadership could offer valuable perspectives for refining the development plans of academic clubs, ultimately enhancing the quality of experience for junior high school students. Additionally, it is crucial to acknowledge the significant role that clubs play in influencing both the academic and social development of students.

The researcher sought to gather student assessments of the transformational leadership style of the academic club moderators, focusing on variables such as idealized influence, inspirational motivation, intellectual stimulation, and individual consideration. The study aimed to ascertain whether there was a significant difference in the assessment of student respondents regarding the transformational leadership of the academic club moderators when their profiles were considered

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as test factors. The results of this study could potentially aid the department in formulating leadership management plans, club membership activities, and other organizational strategies related to student services.

#### A. Statement of the Problem

The study aims to determine the transformational leadership of the academic club moderator based on the following factors.

1. What is the profile of the respondents in terms of:
  - 1.1. Sex
  - 1.2. Age
  - 1.3 Club Affiliation
  - 1.4 Club Status (member/officer)
2. What is the assessment of the student respondents on the transformational leadership style of the academic club moderators in terms of the following variables:
  - 2.1. Idealized Influence
  - 2.2. Inspirational Motivation
  - 2.3. Intellectual Stimulation
  - 2.4. Individual Consideration
3. Is there a significant difference in the assessment of student respondents on the transformational leadership styles of the academic club moderators when their profile is taken as test factors?
4. Based on the results of the study, what inputs for the development plan for club membership and activities from the study?

## 2. Methodology

In this section, the technique and procedure are used to obtain all essential data to evaluate the transformational leadership of the academic club moderators.

#### A. Research Design

This research utilized a descriptive comparative design. The primary objective of the descriptive quantitative approach was to offer a summary of the sample and measurements taken in a study. It represented a summary of statistics that quantitatively summarized characteristics from a set of information. The descriptive research aided in simplifying the extensive data in meaningful ways but did not conclude beyond the analyzed data. Additionally, quantitative methods employed objectives and systematics strategies.

#### B. Sampling Method

The researcher used a Qualtrics calculator with a 95% confidence level and a 5% margin of error. Based on the Qualtrics calculator, a sample size of 121 is needed. However, Cochran's correction formula can be used to determine the minimum expected return size (Agresti 2021 and Barret) of 75 students. The stratified random sampling method was used to determine the number of students needed for each club.

The number of returned surveys reached 102, which was more than the minimum number of students needed. Consequently, to maximize the accuracy of this research, the researcher used a sample of 92 and randomly removed students' responses to preserve the characteristics of the population.

Table 1

Population and Sample Size after Cochran's correction formula			
Name of the club	Population	Percentage	Number of Students
English	46	23.71%	22
KAMAFIL	55	28.35%	26
Math	48	24.74%	23
Science	45	23.20%	21
<b>TOTAL</b>	<b>194</b>	<b>100.00%</b>	<b>92</b>

#### C. Research Instrument

The dynamically transforming learning environment, which includes the demands of the generation and society requires innovative programs to enhance the quality of learning experiences. The researcher based the study on the identified gap in the school program particularly in school services, the researcher believed that the study would make way to innovate the progress toward the organization's accreditation goals.

The purpose of the study was to gain insight into how transformative the club moderators were, with a focus on the following variables:

1. Idealized Influence
2. Inspirational Motivation
3. Intellectual Stimulation
4. Individual Consideration

The Multifactor Leadership Questionnaire (MLQ-5X) is the standard instrument for assessing transformational leadership (Bass & Avolio, 2000; Avolio & Bass, 2004) will be adopted and will be used in the study. The participants are the club members of the selected academic clubs Math, Science, English and KAMAFIL.

#### D. Data Gathering Procedure

The following process was employed to systematically gather the necessary data for the study. Initially, a letter of consent along with a copy of research instruments was endorsed to the school Principal for approval and dispatch to class advisers to apprise them of the purpose and goals of the proposed research.

Subsequently, the respondents completed the survey, and responses were meticulously tallied and documented. The collected data were then forwarded to a statistician for analysis under the objectives of the research.

#### E. Ethical Considerations

This study was conducted while observing ethical considerations such as (1) Informed consent from the respondents will be sought before they participate in the survey; (2) The respondents had to participate voluntarily and were not coerced; (3) The respondents' identities are kept confidential together with their answers, and such will be used for academic purposes only in compliance to the Data Privacy Act of 2012. (4) The study did not harm, risk, or inconvenience to the respondents; and (6) the study complied with the proper procedures for ethical review set by Adamson University. The researcher submitted the necessary forms required by Ethics Committee and applied the comments made by the evaluators (use of Participants Information and Informed Consent Form, asking for permission from the original authors of the survey) before proceeding to the data gathering procedure.

Table 2  
Likert Scale for Interpretation of Data

Point/Weight	Scale Range	Adjectival Description	Interpretation
4	3.51 – 4.00	Strongly Agree	Highly Manifested
3	2.51 – 3.50	Agree	Manifested
2	1.51 – 2.50	Disagree	Less Manifested
1	1.00 – 1.50	Strongly Disagree	Not Manifested

All needed consent letters are accomplished conducting the survey. The chosen respondents are briefed and informed about the study and its purpose. It was made clear to them that the study will be done just for academic purposes only and will not jeopardize their safety and privacy. Further, no punishment or demerit will be given to them as should be a reason to withdraw from participating in the study due to any personal, social, or even religious reasons.

#### F. Statistical Treatment of the Data

In analyzing the gathered data, the following statistical treatments will be used in the study at 0.05 level of significance using Statistical Package for Social Sciences or SPSS software:

#### G. Frequency Count and Percentage

To represent the most personal information variables, such as age, the ages were collected during the data collection phase. This represented how many students belonged to the same age category. The decision was made to create distinct age categories, including 10 – 11 years, 12- 13 years, 14-15 years and 15 above. The result was visually represented using tables to enhance comprehension and facilitate the communication of demographics among students.

#### H. Weighted Mean

Multiplying the weight of a particular event or outcome by its associated quantitative value then summing all the products (Taylor, 2023) was used in this research. The weighted mean was employed to equalize the value of the dataset on the profiles of the respondents.

#### I. Standard Deviation

It is a measurement that indicates the average deviation or variation of all the values in a set of values from the mean value of data. It will be used for the dispersion degree of each variable in this study and use to measure the difference between variables.

#### J. T-test

T-test is a hypothesis test that is used to compare the means of two populations. The t-test is described as the statistical test that examines whether the population means of two samples greatly differ from one another, using t-distribution which is used when the standard deviation is not known, and the sample size is small. It is a tool to analyze whether the two samples are drawn from the same population (Surbhi 2017).

#### K. ANOVA

Analysis of Variance (ANOVA) is a statistical method, commonly used in all those situations where a comparison is to be made between more than two population means like the yield of the crop from multiple seed varieties. It is a vital tool of analysis for the researcher that enables him to conduct test

simultaneously. When we use ANOVA, it is assumed that the sample is drawn from the normally distributed population and the population variance is equal. (Surbhi 2017).

#### L. Decision Criteria

The data are statistically treated using the following statistical tools: frequency and percentage, weighted mean, standard deviation, and t-test. The data will be set at a 0.05 level of significance. Furthermore, the null hypotheses will be accepted if the computed value is greater than the set value of 0.05 level of significance; otherwise, will be rejected.

### 3. Results, Interpretation and Discussion

This section presents the collected data through numerical figures complemented by corresponding descriptions. The collected data undergoes a comprehensive analysis and interpretation by the research design and statement of the problem. The interpretation involves a thorough analysis, and evaluative discussion aiming to substantiate the research and effectively address the research questions.

#### A. Profile of the Respondents

Table 3  
Profile of the Respondents

Sex	Frequency	Percentage
Male	40	43.5%
Female	52	56.5%
Total	92	100.0%
Age	Frequency	Percentage
10 to 11	2	2.2%
12 to 13	28	30.4%
14 to 15	53	57.6%
Above 15	9	9.8%
Total	92	100.0%
Club Affiliation	Frequency	Percentage
ENGLISH	22	23.9%
KAMAFIL	26	28.3%
MATH	23	25.0%
SCIENCE	21	22.8%
Total	92	100.0%
Club Status	Frequency	Percentage
Officer	18	19.6%
Member	74	80.4%
Total	92	100%

Table 3 shows the profile of the respondents. A predominance of female respondents among the club members at Adamson University Junior High School Department. Regarding the age distribution, a significant number of students fall within the 14 – 15 years old category, followed by those aged 12 to 13 years old, and those 15 years old and above. Conversely, only a small percentage of students fall within the age range of 10 to 11 years old. In terms of club affiliation, a notable number of students were members of KAMAFIL with Math trailing closely behind, The English and Science club also had a substantial number of members. Regarding the club's

Table 4  
Assessment of students in the Transformational Leadership style of the Academic club moderators in terms of Idealized Influence

Indicators	Mean	Standard Deviation	Adjectival Description	Interpretation	Rank
The club moderator has a vision for the department	3.66	0.52	Strongly Agree	Highly Manifested	4
The club moderator convinced the member to go beyond self-interest for the good of the group	3.65	0.54	Strongly Agree	Highly Manifested	5
The club moderator seeks long-term development for the club	3.58	0.62	Strongly Agree	Highly Manifested	6.5
The club moderator follows the goal and works hard	3.68	0.51	Strongly Agree	Highly Manifested	3
Accepts ownership of team decision	3.58	0.62	Strongly Agree	Highly Manifested	6.5
The club moderator creates a teamwork atmosphere	3.72	0.50	Strongly Agree	Highly Manifested	2
The club moderator takes responsibility for his/her actions	3.78	0.44	Strongly Agree	Highly Manifested	1
<b>Composite</b>	<b>3.80</b>	<b>0.06</b>	<b>Strongly Agree</b>	<b>Highly Manifested</b>	

Scale: 4.00-3.51=Strongly Agree/Highly Manifested; 3.50-2.51=Agree/Manifested; 2.50-1.51=Disagree/Less Manifested; 1.50-1.00=Strongly Disagree/Not Manifested

Table 5  
Assessment of students in the Transformational Leadership style of the Academic club moderators in terms of Inspirational Motivation

Indicators	Mean	Standard Deviation	Adjectival Description	Interpretation	Rank
The club moderator knows how to influence others and get support	3.69	0.53	Strongly Agree	Highly Manifested	1
The club moderator considers moral and ethical consequences of decisions	3.64	0.60	Strongly Agree	Highly Manifested	5
The club moderator is loyal to his/her department and team	3.66	0.56	Strongly Agree	Highly Manifested	3.5
The club moderator takes the initiative to communicate with others and subordinates' effective advice	3.55	0.64	Strongly Agree	Highly Manifested	6.5
The club moderator motivates students to work as a team	3.66	0.54	Strongly Agree	Highly Manifested	3.5
The club moderator can lead the team to challenge the future	3.55	0.64	Strongly Agree	Highly Manifested	6.5
The club moderator affirms and encourages members	3.67	0.54	Strongly Agree	Highly Manifested	2
<b>Composite</b>	<b>3.52</b>	<b>0.04</b>	<b>Strongly Agree</b>	<b>Highly Manifested</b>	

Scale: 4.00-3.51=Strongly Agree/Highly Manifested; 3.50-2.51=Agree/Manifested; 2.50-1.51= Disagree/Less Manifested; 1.50-1.00=Strongly Disagree/Not Manifested

Table 6  
Assessment of students in the Transformational Leadership style of the Academic club moderators in terms of Intellectual Stimulation

Indicators	Mean	Standard Deviation	Adjectival Description	Interpretation	Rank
The club moderator formulates the talent introduction plan for the club	3.59	0.51	Strongly Agree	Highly Manifested	6
The club moderator selects the most qualified candidates for the open positions.	3.60	0.59	Strongly Agree	Highly Manifested	5
The club moderator helps in mentoring team members	3.65	0.58	Strongly Agree	Highly Manifested	2
The club moderator can present to a group of peers and/or seniors	3.64	0.60	Strongly Agree	Highly Manifested	3.5
The club moderator can organize the club activities	3.64	0.60	Strongly Agree	Highly Manifested	3.5
The club moderator support and provide trainings for the club members	3.58	0.59	Strongly Agree	Highly Manifested	7
The club moderator guides and assists members in career planning	3.68	0.57	Strongly Agree	Highly Manifested	1
<b>Composite</b>	<b>3.60</b>	<b>0.06</b>	<b>Strongly Agree</b>	<b>Highly Manifested</b>	

Scale: 4.00-3.51=Strongly Agree/Highly Manifested; 3.50-2.51=Agree/Manifested; 2.50-1.51= Disagree/Less Manifested; 1.50-1.00=Strongly Disagree/Not Manifested

status, there was a higher number of respondent members compared to club officers as expected.

### B. Assessment of Students Respondents in Transformational Leadership of Academic Club Moderators

#### 1) In terms of Idealized Influence

Table 5 unveils insightful findings regarding the idealized influence of the academic club moderators within the Junior High School Basic Education Department of Adamson University. The most notable aspect is the club moderators' demonstrations of accountability for their actions, evident from the highest mean score of 3.78 which is ranked 1. Additionally, other indicators that received notably high mean scores include the creation of a teamwork atmosphere, following the goal and working hard, and the indicator that the club moderator has a vision for the department registering a mean value of 3.72, 3.68, and 3.66 respectively. On the other hand, the lowest mean score was equally evident by accepting ownership of team decisions and seeking long-term development for the club with a mean

value of 3.58 placing it at rank 6.5.

Scholars concur that leadership style adopted within school is crucial for achieving the intended change (Winokur and Sperandio, 2017) which emphasizes the importance of investigating on how leadership provided by school principals will contribute to realization of vision 2035. According to Steinmann (2018), transformational leadership style is particularly effective in bringing remarkable changes empowering followers to align their goals with those of the organization.

#### C. The Assessment of Club Members in the Transformational Leadership of Academic Club Moderators in terms of Inspirational Motivation

Table 5 shows the significant findings about the inspirational motivation provided by the club moderators. The highest mean score in the assessment was evident that the club moderator's ability to influence others and get support with the highest mean of 3.696 following closely, the moderator affirms and

Table 7

Assessment of students in the Transformational Leadership style of the Academic club moderators in terms of Individual Consideration

Indicators	Mean	Standard Deviation	Adjectival Description	Interpretation	Rank
The club moderator can respond to his/her members who are unhappy with them or others in the club	3.59	0.53	Strongly Agree	Highly Manifested	5
The club moderator counseled members with personal concerns	3.53	0.67	Strongly Agree	Highly Manifested	7
The club moderator can react to member's productivity declines	3.62	0.59	Strongly Agree	Highly Manifested	4
The club moderator works with members who have performance issues, such as absenteeism	3.58	0.59	Strongly Agree	Highly Manifested	6
The club moderator provides members with opportunities and places for leisure activities that are conducive to physical and mental health	3.63	0.58	Strongly Agree	Highly Manifested	3
The club moderator helps others to develop their strengths	3.73	0.46	Strongly Agree	Highly Manifested	2
The club moderator can recognize balanced work and rest	3.75	0.46	Strongly Agree	Highly Manifested	1
<b>Composite</b>	<b>3.77</b>	<b>0.06</b>	<b>Strongly Agree</b>	<b>Highly Manifested</b>	

Scale: 4.00-3.51=Strongly Agree/Highly Manifested; 3.50-2.51=Agree/Manifested; 2.50-1.51= Disagree/Less Manifested; 1.50-1.00=Strongly Disagree/Not Manifested

Table 8

Summary of Transformational Leadership style of the Academic Club Moderators

Indicators	Mean	Standard Deviation	Adjectival Description	Interpretation	Rank
Idealized Influence	3.80	0.04	Strongly Agree	Highly Manifested	1
Inspirational Motivation	3.52	0.04	Strongly Agree	Highly Manifested	4
Intellectual Stimulation	3.60	0.06	Strongly Agree	Highly Manifested	3
Individual Consideration	3.77	0.06	Strongly Agree	Highly Manifested	2

Scale: 4.00-3.51=Strongly Agree/Highly Manifested; 3.50-2.51=Agree/Manifested; 2.50-1.51= Disagree/Less Manifested; 1.50-1.00=Strongly Disagree/Not Manifested

encourages members with a mean score of 3.674 while motivating the students to work as a team and fostering loyalty to the department and team both achieved means of 3.663. On the other hand, the indicators of taking the initiative to communicate with others and subordinates' effective advice and can lead the team to challenge the future rank 6.5 with both means of 3.554.

This observation is aligned with existing literature, which underscores the substantial influence of a leader's efficiency and potential on team motivation. Notably, prominent leadership styles, including transformational style, have been shown to exert a positive impact on team motivation (Dana Al, et. al 2017).

#### D. The Assessment of the Students Respondents on the Transformational Leadership of Academic Club Moderators in terms of Intellectual Stimulation

Table 6 represents data related to intellectual stimulation, where the highest mean for the indicator is observed when the moderator guides and assists members in career planning, registering a mean of 3.68. Following closely, the club moderator excels in mentoring team members with a mean of 3.65. Additionally, the ability to present to a group of peers and seniors, as well as organizing club activities both exhibit a weighted mean of 3.64. The indicator that ranks at 7<sup>th</sup> place is the moderators support and provision of training for club members, with a mean of 3.58.

As expounded in section 2, leadership in the era of globalization. Leaders are now required to exhibit flexibility, dynamism, and an aptitude for adapting to cultural diversity in diverse settings. One significant factor influencing the efficacy of the university culture is transformational leadership as underscored by studies such as those by Owusu-Agyeman (2019) and Al-Husseini and Elbeltagi (2018).

#### E. The Assessments of Students Respondents in the Transformational Leadership of the Academic Club Moderators in Terms of Individual Consideration

Table 7 presents the data pertaining to individual consideration. Among the various indicators, it is noteworthy that the highest -rated dimension is the moderator's ability to recognize and maintain balance between work and rest evidenced by a mean score of 3.75. Following closely are the indicators indicating that the moderator's role in helping others to develop their strength with mean of 3.73 and providing members with opportunities and conducive spaces for leisure activities that contribute both physical and mental wellbeing with a mean of 3.63.

These findings underscore the significance of leadership that extends beyond traditional boundaries, aligning the principle of transformational leadership as emphasized by Avolio (2004) and Abdulrab (2017). Transformational leadership as defined by these scholars transcends mere managerial duties, but to instill awareness and acceptance among subordinates. This leadership style empowers followers to evolve, motivates them to surpass individual needs aligned to organizational goals.

Intriguingly, the seventh-ranking indicator with a mean score of 3.53, reveals that the club moderators counselling of members with personal concerns plays a significant role in the perceived effectiveness of transformational leadership. This reinforces the nature of transformational leadership, encompassing not only professional development but also personal well-being support. The subtle insights derived from Table 9 contribute to the understanding of how transformational leadership manifests in the specific context of individual consideration within the studied group.

Table 8 presents a summary of the transformational leadership exhibited by academic club moderators as perceived by student respondents. The summary indicates that idealized influence ranks highest, signifying that this characteristic is the

Table 9  
The Assessment of students in the Transformational Leadership Variables according to students Age

Variable	Groups	Count	Average	Remarks
Idealized Influence	10 to 11	2	3.83	Highly Manifested
	12 to 13	28	3.64	Highly Manifested
	14 to 15	53	3.71	Highly Manifested
	above 15	9	3.5	Highly Manifested
Inspirational Motivation	10 to 11	2	3.50	Manifested
	12 to 13	28	3.62	Highly Manifested
	14 to 15	53	3.69	Highly Manifested
	above 15	9	3.50	Manifested
Intellectual Stimulation	10 to 11	2	3.50	Manifested
	12 to 13	28	3.53	Highly Manifested
	14 to 15	53	3.71	Highly Manifested
	above 15	9	3.44	Manifested
Individual Consideration	10 to 11	2	3.85	Highly Manifested
	12 to 13	28	3.54	Highly Manifested
	14 to 15	53	3.68	Highly Manifested
	above 15	9	3.57	Highly Manifested

Scale: 4.00-3.51-Strongly Agree/Highly Manifested; 3.50-2.51=Agree/Manifested; 2.50-1.51= Disagree/Less Manifested; 1.50-1.00=Strongly Disagree/Not Manifested

Table 10  
The Assessment of students in the Transformational Leadership Variables According to Students Club Affiliation

Variable	Groups	Count	Average	Remarks
Idealized Influence	ENGLISH	22	3.65	Highly Manifested
	KAMAFIL	26	3.54	Highly Manifested
	MATH	23	3.81	Highly Manifested
	SCIENCE	21	3.72	Highly Manifested
Inspirational Motivation	ENGLISH	22	3.65	Highly Manifested
	KAMAFIL	26	3.57	Highly Manifested
	MATH	23	3.81	Highly Manifested
	SCIENCE	21	3.55	Highly Manifested
Intellectual Stimulation	ENGLISH	22	3.63	Highly Manifested
	KAMAFIL	26	3.57	Highly Manifested
	MATH	23	3.80	Highly Manifested
	SCIENCE	21	3.49	Manifested
Individual Consideration	ENGLISH	22	3.68	Highly Manifested
	KAMAFIL	26	3.58	Highly Manifested
	MATH	23	3.71	Highly Manifested
	SCIENCE	21	3.56	Highly Manifested

Scale: 4.00-3.51-Strongly Agree/Highly Manifested; 3.50-2.51=Agree/Manifested; 2.50-1.51= Disagree/Less Manifested; 1.50-1.00=Strongly Disagree/Not Manifested

Table 11  
Differences in the Transformational Leadership style of the Academic club moderators according to students' Gender

Variable	Sex		t-value	P-value	Decision Ho	Interpretation
	Male	Female				
Idealized Influence	3.64	3.70	0.73	0.46	Accept	Not significant
Inspirational Motivation	3.62	3.66	0.43	0.66	Accept	Not significant
Intellectual Stimulation	3.58	3.66	0.79	0.42	Accept	Not significant
Individual Consideration	3.56	3.69	1.31	0.19	Accept	Not significant
overall	3.60	3.68	0.81	0.43	Accept	Not significant

most prominent among the club moderators. Following this, in descending order, are individual consideration, intellectual stimulation, and lastly, inspirational motivation.

Table 9 presents a concise summary of the assessment of students regarding the transformational leadership style exhibited by academic club moderators categorized by age brackets, the data shows a subtle distinction in leadership variables specifically in inspirational motivation and intellectual motivation, within the age brackets of 11-12 and those above 15 years old. However, it shows in table 10 using ANOVA, the result is there is no statistically significant difference in manifestation of transformational leadership variables such as idealized influence, inspirational motivation, intellectual motivation and individual consideration by moderators across students of different age groups.

Table 10 provides a comprehensive summary of the variables in relation to student's club affiliations, Table 12 indicated the respondents express a positive response to the variables of transformational leadership concerning club affiliation, which is interpreted as highly manifested. Despite of subtle manifestation in intellectual stimulation within science club, the result of the ANOVA between groups, still indicate a high manifestation or no statistically significant difference in transformational leadership variables concerning students club affiliations.

*F. Differences in the Assessment of Student Respondents on the Transformational Leadership Styles of the Academic Club Moderators when their Profile is Taken as Test Factors*

Table 11 provides the breakdown of the respondent's demographics highlighting a notable gender distribution.



Table 12

Differences in the Assessment of students in the Transformational Leadership style of the Academic club moderators according to students' Age

Variable	F-value	P-value	Decision Ho	Interpretation
Idealized Influence	0.71	0.54	Accept	Not significant
Inspirational Motivation	0.56	0.63	Accept	Not significant
Intellectual Stimulation	1.89	0.13	Accept	Not significant
Individual Consideration	0.84	0.47	Accept	Not significant
overall	1.00	0.44	Accept	Not significant

Table 13

Assessment of students in the Transformational Leadership style of the Academic club moderators according to students' club affiliation

Variable	F-value	P-value	Decision Ho	Interpretation
Idealized Influence	2.15	0.09	Accept	Not significant
Inspirational Motivation	1.65	0.18	Accept	Not significant
Intellectual Stimulation	2.14	0.10	Accept	Not significant
Individual Consideration	0.59	0.62	Accept	Not significant
overall	1.63	0.25	Accept	Not significant

Table 14

Differences in the Assessment of students in the Transformational Leadership style of the Academic club moderators according to students' club status

Variable	t-value	P-value	Decision Ho	Interpretation
Idealized Influence	0.07	0.94	Accept	Not significant
Inspirational Motivation	0.95	0.34	Accept	Not significant
Intellectual Stimulation	0.30	0.76	Accept	Not significant
Individual Consideration	0.40	0.68	Accept	Not significant
Overall	0.43	0.68	Accept	Not significant

Notably, the data indicates a higher representation of females constituting 56.5% compared to male who account for 43.5%. Moving beyond the demographic distribution, Table 10 come up into nuanced analysis of mean values associated with male and female respondents. The overall means converge closely, with mean of 3.60 for males and 3.68 for females. This difference was emphasized by statistical analysis, revealing a T- value of 0.81 and a corresponding P-value of 0.43. The acceptance of null hypothesis based on these results suggests that there is no significant difference in the degrees of idealized influence, inspirational motivation, intellectual stimulation and individual consideration as expressed by the moderator across the gender lines. In essence this statistical evaluation affirms that gender does not serve as differentiating factor in the manifestation of these leadership attributes.

#### G. Differences in the Assessment of Students on the Transformational Leadership Styles of the Academic Club Moderators According to Age

Table 12 presents the statistical outcomes derived from the assessment of students concerning transformational leadership, categorized according to age groups as outlined in Table 4. The division of respondents into distinct age brackets allows an understanding of potential variations in their perceptions. Despite the observed differences within the age groups responses remain subtle. The statistical analysis further substantiates this observation revealing an F-value of 1.00 with a corresponding P-value of 0.44 through ANOVA in group means. The acceptance of the null hypothesis based on these results signifies that there is no statistically significant difference in the manifestation of idealized influence, inspirational motivation, intellectual motivation, and individual consideration by moderators across the students of different age groups.

Table 13 presents the outcomes of student's assessments concerning variables related to transformational leadership categorized by student's club affiliations. The findings reveal an overall F-value of 1.63, accompanied by corresponding P-value of 0.25. Consequently, the decision is to accept the null hypothesis. The result indicates that there is no significant difference in the transformational leadership style of academic club moderators based on the club affiliation.

Table 14 presents the results of a comprehensive evaluation of students with respect to transformational leadership variables, categorized by club status. The data shows a t-value of 0.43 and a corresponding p-value of 0.68. The observed p-value of 0.68 exceeds the commonly used significance difference level of 0.5, that means to accept the null hypothesis. In statistical terms, this implies that there is no statistically significant difference in the transformational leadership exhibited by club moderators when analyzed based on the club status.

## 4. Conclusion

This paper presented a study on the transformational leadership of academic club moderators in the basic education department.

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