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Transformational Leadership and Employee Engagement: A Correlational Study

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Abstract

This study investigated the relationship between transformational leadership practices and employee engagement among faculty and staff in selected satellite campuses of Bukidnon State University (BukSU). Grounded in Bass's Transformational Leadership Theory (1985), the research focused on three core dimensions of transformational leadership, individualized consideration, intellectual stimulation, and inspirational motivation and their influence on the level of employee engagement. A quantitative descriptive-correlational research design was employed. Data were collected from a convenience sample of 48 faculty and staff members across the Impasugong, Cabanglasan, and Lantapan BukSU satellite campuses. The data were analyzed using descriptive statistics and correlation analysis. Findings revealed that transformational leadership practices were perceived as "very high" across all three dimensions, with mean scores of 3.55 for intellectual stimulation, 3.42 for inspirational motivation, and 3.40 for individualized consideration. The high perception of leadership effectiveness leads to increased employee engagement and satisfaction. Correlation analysis indicated a statistically significant moderate positive relationship between overall transformational leadership and employee engagement ($r = .593, p < .01$). The study concludes that the consistent display of transformational leadership behaviors significantly enhances the level of employee engagement among the faculty and staff. It is recommended that leaders continuously exercise transformational behaviors to sustain a motivated and committed workforce, thereby contributing to higher quality education and professional growth in satellite campuses.

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Keywords: Transformational Leadership, Employee Engagement, Individualized Consideration, Intellectual Stimulation, Inspirational Motivation

1. Introduction

Employee engagement can serve as a good measure of how emotionally and mentally involved employees are in their jobs and organizations. Engaged workers are dedicated, enthusiastic, highly committed to organizational objectives, and, in many cases, their performance and productivity improve (Robinson *et al.*, 2024)^[35]. Not only do they help achieve targets, but they also help establish a good working environment that promotes teamwork and innovation. They feel a sense of ownership and responsibility, and this makes the organization stronger. The current dynamism of the workplace environment, with its intense competition and continuous transformation, has led organizations to focus on employee engagement to retain skilled employees and sustain the business in the long term. Engagement will help institutions stay on top of turnover and job satisfaction and build stronger organizational resilience. Finally, employee engagement is a significant contributor to the company's personal growth and development.

The significance of transformational Leadership is that it motivates and inspires employees to do their best, encourages them to think creatively, and helps them adopt new ideas. Transformational leaders offer personal encouragement, motivate, and make employees feel appreciated, all of which contribute to creating a positive and innovative work culture. Transformational Leadership has been identified as a successful leadership style that enhances employee engagement worldwide, including in the Philippine educational system.

This style of Leadership promotes critical thinking, develops creativity, and develops a shared vision that creates a motivated and cohesive team (Ng, L. T. 2022) ^[30].

According to Putra et., al (2019) ^[34], transformational Leadership is the capacity of the leader to promote innovation, inspire employees, and boost their ability to deliver excellent performance. Ng, L. T. (2018) ^[30] indicated that transformational Leadership is a common practice in the Philippine setting and consists of three decisive elements dimensions: personalized consideration, mental stimulation, and inspirational motivation. Individualized consideration means genuine interest in employees' special needs, which increases creativity and learning. Intellectual stimulation means getting employees to think creatively and solve problems. Inspirational motivation is a motivational technique that lifts employees by appealing to their emotions and visioning of what is meant to be achieved together.

Despite the vast amount of research on transformational leadership in large organizations, there is still little knowledge of its impact on employee engagement in small-scale organizations such as university satellite campuses. The satellite campuses face distinct issues, such as resource scarcity, geographical isolation, and diverse employee needs, which will affect leadership capabilities and employee engagement differently from the main campuses. This research aimed to fill this research gap by examining the relationship between transformational Leadership and employee engagement among faculty and staff members of selected satellite campuses.

This research aimed to quantify the extent of the transformational leadership dimensions as understood by employees, individualized consideration, intellectual stimulation, and inspirational motivation, and the degree of engagement. It also aims at establishing the relationship between transformational Leadership and employee engagement in this particular scenario. It is believed that the findings will benefit leaders in improving employee motivation and organizational performance, which will eventually result in better-quality education and professional development in satellite campuses (Liu, Wang, and Zhang, 2022).

1.1. Objectives of the Study

The research project generally aims to investigate the correlation between transformational leadership practices and employee engagement outcomes among the faculty and staff of selected BukSU satellite campuses. A significant finding regarding these variables is expected to benefit the organization by providing actionable insights. Organizations may use the results to establish a leadership assessment system that enables coaching and skill development approaches for supervisors. Ultimately, prioritizing the reinforcement of transformational leadership is expected to lead to improved overall organizational performance and a more resilient academic community.

1.2. Significance of the Study

The significance of this study is to assess the role of transformational leadership towards employee engagement of Faculty and Staff on the selected BukSU Campus. The result of this study would be beneficial to:

Campus Head: The findings will provide BukSU leadership with insights into effective transformational leadership

practices that will enhance academic and administrative performance across Satellite Campuses.

Faculty and Staff Members: Faculty and Staff can better appreciate how leadership behaviors correspond with their level of employee engagement. The findings help them recognize the value of transformational leadership dimensions in fostering a supportive and motivating work environment.

Future Researchers: This study will serve as a valuable reference for future research on transformational leadership in higher education, particularly in the context of Satellite Campus Administration in the Philippine education system.

1.3. Conceptual Framework

The paper is anchored on the theory of Transformational Leadership and Employee Engagement. Transformational Leadership has also been noted to inspire, motivate, and spur growth, while Employee Engagement is the expression of employees' emotional, cognitive, and behavioral dedication to their workplace roles. Together, these concepts provide an approach that the study examines in relation to the level of involvement of faculty and staff within the selected satellite campuses of Bukidnon State University.

Also, the conceptual framework demonstrated that Transformational Leadership is being molded with three indicators: Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration, with varying degrees of contribution to employee engagement. Inspirational Motivation helps enhance employees' energy, commitment to organizational goals, and emotional attachment to the work. Intellectual Stimulation challenges employees to be innovative and think creatively and critically, resulting in improved problem-solving, enhanced thinking, and cognitive engagement in their work. Individualized Consideration is manifested when leaders provide individual guidance and support, and employees feel valued and develop professionally, thereby increasing their behavioral commitment.

Conversely, Employee Engagement is based on employees' emotional, cognitive, and behavioral commitment to their work and organization. Recent studies also refer to these variables. In a recent study, Wang *et al* (2022) ^[21] found that the transformational leadership style positively influences organizational commitment and employee engagement, as explained by its main dimensions of inspirational motivation, intellectual stimulation, and individualized consideration. As Dargan (2024) ^[13] indicates, engaged employees are better workers, more optimistic, and loyal, which is critical in the success and retention of organizations. The recent empirical study by Schaufeli and Bakker (2023) also emphasized that a more long-term involvement of employees leads to higher levels of job satisfaction and general well-being, which in turn preconditions better performance outcomes.

1.4. Statement of the Problem

The purpose of this study is to identify the correlations of transformational leadership practices and employee engagement among Faculty and Staff. It also aimed to determine the relationship between the independent and dependent variables.

Specifically, it aimed to provide answers to the following questions:

1. What is the level of transformational leadership practices in terms of:
 - 1.1. Individualized Consideration;
 - 1.2. Intellectual Stimulation; and
 - 1.3. Inspirational Motivation?
2. What is the level of Employees' Engagement?
3. Is there a significant relationship between employees' engagement and the transformational leadership of Faculty and Staff?

and Staff?

4. What recommendation can be drawn based on the findings and results of the study?

Research Hypothesis

Ho1: There is no significant relationship between employees' engagement and transformational leadership of Faculty and Staff on the selected BukSU Campus.

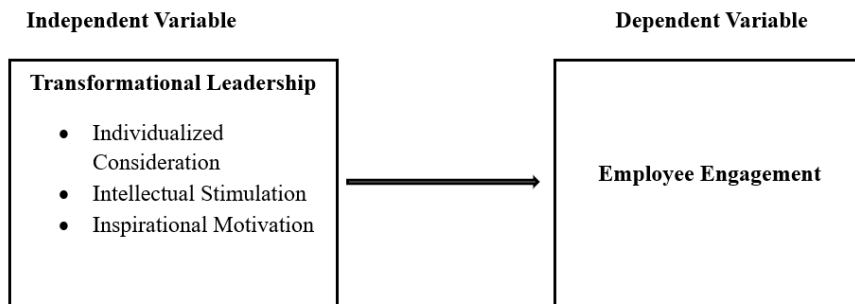


Fig 1: Framework of the Study

2. Methodology

2.1. Research Design

This study employed a quantitative descriptive-correlational research design to examine the relationship between transformational leadership practices and employee engagement among faculty and staff.

A quantitative research design was appropriate because the study utilized numerical data collected through a structured questionnaire using a 4-point Likert scale, allowing for objective measurement and statistical analysis of variables. The descriptive component was used to determine the levels of transformational leadership practices and employee engagement. This design is suitable for describing existing conditions without manipulating variables. The correlational component was applied to examine the relationship between transformational leadership and employee engagement, specifically identifying the strength and direction of association. This design is justified because the study does not aim to establish causation but rather to determine whether a relationship exists between variables.

2.2. Participants of the Study

The participants of the study consisted of faculty and staff who were currently employed in the selected Bukidnon State University (BukSU) satellite campuses during the period of data collection. A total of 48 respondents participated in the study, comprising 26 from Impasugong, 16 from Cabanglasan, and 6 from Lantapan. All collected responses were deemed valid and were included in the final analysis. The selection of participants was guided by specific inclusion criteria, which required that respondents be currently employed as faculty or staff members, available during the data collection period, and willing to participate by providing informed consent. The group of respondents included both teaching and non-teaching personnel, representing a range of professional roles and varying lengths of service, thereby providing diverse perspectives relevant to the variables under study.

2.3. Research Locale

The study was conducted in selected satellite campuses of Bukidnon State University (BukSU). Out of the university's 16 satellite campuses, three campuses Impasugong, Cabanglasan, and Lantapan were purposively selected as the research locale. The selection of these campuses was guided by practical considerations, including their accessibility to the researchers, the availability of administrative approval to conduct the study, and the feasibility of data collection within existing time and resource constraints. These factors ensured that the researchers could efficiently carry out the data gathering procedures while maintaining coordination with campus officials and respondents. However, it is important to note that the campuses were not selected through random sampling. As such, the findings of the study are context-specific and are limited only to the selected campuses. Therefore, the results should not be generalized to all BukSU satellite campuses but should instead be interpreted within the scope of the chosen research locale.

2.4. Sampling and Sampling Procedure

This study employed a convenience sampling design to select the research locale, focusing on three of the 16 satellite campuses of Bukidnon State University: Impasugong, Cabanglasan, and Lantapan. These campuses were chosen because they were easily accessible to the researchers and the personnel, which was necessary due to time and resource constraints. Within these three selected campuses, a total population sampling method was then employed. This means that all available faculty and staff were included as research respondents. This comprehensive approach ensured that all 48 personnel across the three campuses were included in the study, providing a complete picture of the experiences within these sites. While the convenience sampling of the campuses limits the generalizability of the findings to the broader university, the use of total population sampling within the selected sites ensured that the data collected were exhaustive and representative of the faculty and staff at the Impasugong, Cabanglasan, and Lantapan campuses.

2.5. Data Analysis

The study utilized both descriptive and inferential statistical tools to analyze the data. For research problems 1 and 2, descriptive statistics, specifically frequency and percentage, were employed to describe the demographic profile of the respondents, as these measures are appropriate for summarizing categorical data. In addition, the weighted mean and standard deviation were used to determine the levels of transformational leadership and employee engagement, providing a clear measure of central tendency and variability of responses obtained through the likert scale. These statistical tools are suitable for summarizing and interpreting quantitative survey data.

For research problem 3 the inferential analysis, Spearman's Rank Correlation Coefficient (ρ) was used to determine the relationship between transformational leadership and employee engagement. This non-parametric test was deemed appropriate because the data were measured using an ordinal scale (Likert scale), and the assumption of normality was not fully satisfied. To verify this, a Shapiro-Wilk test was conducted to assess the normality of the data distribution. The results supported the use of Spearman's rho, which is suitable for identifying the strength and direction of association between variables when parametric assumptions are not met.

2.6. Research Instrument

The study utilized an adapted and modified questionnaire derived from the works of Atem (2023) ^[5] on transformational leadership and Mohammad *et al.* (2022) ^[21] on employee engagement. The instrument was carefully contextualized to align with the local educational setting of Bukidnon State University, ensuring that the items were relevant and understandable to both faculty and staff respondents. The questionnaire consisted of two main parts. The first part measured transformational leadership, specifically focusing on its key dimensions: individualized consideration, intellectual stimulation, and inspirational motivation. The second part assessed the level of employee engagement among the respondents. Responses were measured using a 4-point likert scale, with options ranging from 1 (Strongly Disagree), 2 (Disagree), 3 (Agree), to 4 (Strongly Agree), allowing for a structured and quantifiable assessment of perceptions.

To ensure the appropriateness and accuracy of the instrument, content validation was conducted by field experts who evaluated the relevance, clarity, and alignment of each item with the constructs being measured. Their recommendations led to necessary refinements in the wording and organization of the questionnaire. Furthermore, the instrument underwent pilot testing prior to the actual data collection to assess its clarity and suitability among a sample like the target respondents. These procedures strengthened the validity of the instrument and ensured that it effectively captured the intended variables.

The reliability of the instrument was established using Cronbach's alpha to determine its internal consistency. Based on the pilot test results, the instrument obtained a Cronbach's

alpha value of 0.918, which exceeds the acceptable threshold of 0.70. This indicates that the questionnaire demonstrates excellent reliability, suggesting that the items consistently measure the constructs of transformational leadership and employee engagement. Consequently, the instrument was deemed reliable and appropriate for use in the study.

2.7. Data Collection

The data collection followed a systematic and organized process to ensure accuracy and ethical compliance. Prior to data gathering, formal permission was secured from the campus administrators of the selected Bukidnon State University satellite campuses through written request letters. Ethical considerations were observed by obtaining informed consent from all participants before their inclusion in the study. The questionnaire was then distributed using a dual-mode approach: printed surveys were administered in Impasugong and Cabanglasan, while Google Forms was utilized for respondents in Lantapan to facilitate accessibility and convenience. Participants were given sufficient time to complete the survey at their own pace, ensuring that their participation remained voluntary. Completed printed questionnaires were retrieved using sealed envelopes to maintain confidentiality, while online responses were automatically recorded and stored in a secure, password-protected database accessible only to the researchers. After collection, all data were carefully encoded, verified, and prepared for statistical analysis. Throughout the process, participation was entirely voluntary, and no form of coercion or undue influence from supervisors or administrators was involved.

2.8. Ethical Consideration

This study strictly adhered to established ethical research standards to ensure the protection and welfare of all participants. Voluntary participation was upheld throughout the study, and informed consent was obtained from all respondents prior to data collection. Participants were clearly informed of their right to withdraw from the study at any time without any penalty or consequence. The anonymity and confidentiality of all responses were maintained, and no personally identifiable information was disclosed in any part of the research. The study complied with the provisions of the Data Privacy Act of 2012 (RA 10173), ensuring that all collected data were handled with utmost responsibility and used solely for academic purposes. Furthermore, all data were securely stored in password-protected systems accessible only to the researchers, and provisions were made for the proper disposal of data after the completion of the study. The research process was conducted without any form of coercion or undue influence from supervisors or administrators. Any potential conflicts of interest were disclosed and appropriately managed to maintain the integrity of the study. Thus, the research adhered to the ethical guidelines prescribed by the Bukidnon State University Ethics Review Committee.

3. Results

3.1. Descriptive Statistics

Table 1: Descriptive Statistics for Level of Transformational leadership in terms of Individualized Consideration

Individualized Consideration	Mean	Sd	Description
1. Faculty and Staff are often assigned to work based on their ability.	3.50	0.51	Very High
2. Differences in Faculty and Staff are well recognized during course/ work sharing.	3.44	0.50	Very High
3. The individual needs of Faculty and Staff are often addressed.	3.40	0.61	Very High
4. Individual aspirations of Faculty and Staff in line with organizational goals are well fostered.	3.33	0.56	Very High
5. I have other strengths, and I often love sharing them.	3.44	0.58	Very High
6. Faculty and Staff often have equal access to opportunities for growth and development.	3.29	0.62	Very High
Mean	3.40	0.42	Very High

Note: (N=48). The following scale was used to interpret the mean scores: 3.26-4.00 (Very High), 2.51-3.25 (High), 1.76-2.50 (Low), and 1.00-1.75 (Very Low).

The highest mean score, 3.40, was recorded for “*Faculty and Staff are often assigned to work based on their ability*”, indicating that leaders at BukSU satellite campuses consistently recognize and respond to the individual needs and strengths of their faculty and staff. This finding aligns with a study by Vun et, al. (2024), which reported a very high mean score ($M = 3.64$) for individualized consideration among school leaders. This result is also supported by the

transformational leadership framework of Zhang Hui and Choi Sang Long (2024) that showed that individualized consideration is one of the significant elements of transformational leadership that promotes employees' motivation, satisfaction, and development also supports this result by demonstrating that leaders who value individual strengths and give their employees personal support are a key contributor to the positive performance of the organization.

Table 2: Descriptive Statistics for Level of Transformational leadership in terms of Intellectual Stimulation

Intellectual Stimulation	Mean	SD	Description
1. My immediate supervisor challenges the Faculty and Staff to improve their capabilities.	3.52	0.55	Very High
2. My immediate supervisor encourages learning among Faculty and Staff.	3.56	0.58	Very High
3. My immediate supervisor often involves Faculty and Staff in activities that promote critical thinking.	3.60	0.54	Very High
4. My immediate supervisor can often accept new ideas from the Faculty and Staff for organizational growth.	3.65	0.48	Very High
5. Faculty and Staff are often challenged intellectually to make recommendations to improve the department.	3.44	0.50	Very High
6. Faculty and Staff are supported adequately with opportunities for self-development in the faculty.	3.50	0.65	Very High
Mean	3.55	0.40	Very High

Note: (N=48). The following scale was used to interpret the mean scores: 3.26-4.00 (Very High), 2.51-3.25 (High), 1.76-2.50 (Low), and 1.00-1.75 (Very Low).

According to the table above, the transformational leadership concerning intellectual stimulation is under the very high category ($M=3.55$, $SD=0.40$). One can also notice that the following statements contribute to the level: “My immediate supervisor can often accept new ideas presented by the Faculty and Staff to grow the organization” with the mean of 0.65. The above result, which produced a very high level of intellectual stimulation, implies that the second variable is significant to transformational leadership. It means that it possesses a high element of transformational leadership in the

organization since the supervisors effectively motivate innovation and critical thinking among faculty and Staff. Koeslag-Kreunen *et al.* (2021) argue that transformational leaders encourage intellectual development among employees, as well as creativity and innovation. Similarly, Tahsildari *et al.* (2022) found that extremely high levels of intellectual stimulation, as reflected in knowledge exchange and development opportunities, have a significant positive effect on employee performance.

Table 3: Descriptive Statistics for Level of Transformational leadership in terms of Inspirational Motivation

Inspirational Motivation	Mean	SD	Description
1. Faculty and Staff are well motivated by the school head to engage in my work.	3.48	0.55	Very High
2. I am well inspired on the Campus.	3.48	0.62	Very High
3. High expectations and support are often provided for the Faculty and Staff.	3.37	0.67	Very High
4. The working environment is very encouraging for work.	3.38	0.53	Very High
5. Faculty and Staff are well motivated to explore new ideas.	3.40	0.64	Very High
6. Faculty and Staff are adequately motivated to embrace challenges.	3.40	0.68	Very High
Mean	3.42	0.49	Very High

Note: (N=48). The following scale was used to interpret the mean scores: 3.26-4.00 (Very High), 2.51-3.25 (High), 1.76-2.50 (Low), and 1.00-1.75 (Very Low).

The average rating of the respondents on Transformational leadership in the aspect of inspirational motivation is very high, as shown in the table above ($M=3.42$, $SD=0.49$). In turn, the majority of the respondents concur on the statements of the form “Faculty and Staff are well motivated by school head to engage in my work” ($M=3.48$, $SD=0.55$) and “I am well inspired in the Campus” ($M=3.48$, $SD=0.62$). This indicates that transformational leadership is connected with

inspirational motivation. It also demonstrates that the leader is quite effective at inspiring and motivating the faculty and Staff to give their best and experiment with new ideas. The results show that inspirational motivation was highly rated, with faculty and staff reporting that they are inspired and motivated by their leaders. This aligns with the research by Shrestha (2022), who found that inspirational leadership practices were rated very high by teachers, especially in

meaning-making and the sharing of the vision. This research can be justified by the article by Salas-Vallina *et al.* (2020)^[36], which highlights that transformational leaders are known

to be inspirational, especially in motivating employees to higher performance and satisfaction.

Table 4: Overall Mean Summary of the Respondents' Assessment on Transformational Leadership

Indicator	Mean	SD	Description
Individualized Consideration	3.40	0.42	Very High
Intellectual Stimulation	3.55	0.40	Very High
Inspirational Motivation	3.42	0.49	Very High
Over Mean	3.46	0.44	Very High

The table above shows that Intellectual stimulation had the highest mean score ($M = 3.55$, $SD = 0.40$). These results indicate that the leader is especially successful in promoting innovation, critical thinking, and problem-solving among the faculty and Staff as the essential components of intellectual stimulation. The same was found in the study by Gading, S. J. L., *et al.* (2021)^[15], which rated the dimensions of transformational leadership at very high levels at all times, indicating that transformational leadership is a widespread

phenomenon in academic institutions. These findings align with those of Ahmad *et al.* (2019)^[2], who highlighted that transformational leadership is essential for promoting positive change, motivation, morale, and performance in organizations. Likewise, Putra (2019)^[34] emphasized that transformational leaders generate new ideas, motivate employees, and unleash their potential to produce remarkable results.

Table 5: Level of employee engagement

Employee Engagement	Mean	SD	Description
1. I am immersed in my work.	3.56	0.50	Very Engaged
2. I am enthusiastic about my job.	3.48	0.58	Very Engaged
3. I find the work that I do is meaningful.	3.65	0.48	Very Engaged
4. I feel inspired to meet my work goals.	3.56	0.54	Very Engaged
5. I am completely involved in my work.	3.54	0.54	Very Engaged
6. I am excited to come to my work.	3.44	0.62	Very Engaged
7. The work day goes by quickly because I am engaged in my work	3.54	0.54	Very Engaged
8. I am dedicated to doing my best each workday.	3.60	0.54	Very Engaged
9. I am entirely focused on my job duties when I am at work.	3.54	0.54	Very Engaged
10. My fellow organizational member adapts to challenging situations quickly.	3.50	0.55	Very Engaged
11. My fellow organizational member always keeps going during tough times.	3.50	0.62	Very Engaged
12. Members proactively identify future opportunities and challenges.	3.37	0.53	Very Engaged
13. Members take the initiative to assist others when they need assistance.	3.46	0.50	Very Engaged
14. Organization members are willing to take on new tasks when needed.	3.50	0.55	Very Engaged
15. I often reflect on and seek ways to improve my teaching practices.	3.52	0.65	Very Engaged
Mean	3.52	0.38	Very Engaged

Note:(N=48). The following scale was used to interpret the mean scores: 3.26-4.00 (Very High), 2.51-3.25 (High), 1.76-2.50 (Low), and 1.00-1.75 (Very Low).

Table 7 depicts that the average response of the respondents to the employee engagement is very engaged ($M=3.52$, $Sd=0.38$). Succeeding, majority of the respondents agree with the statement "I find the work that I do is meaningful." ($M=3.65$, $Sd=0.48$) with a "very engaged" level. This implies that the workers are driven and attached to their jobs which may result to high performance and satisfaction. This finding can be justified using the work by Szilvassy (2022), who clarified that the range of scores in the scale of engagement

represents very engaged in the UWES benchmarks. In the same study about the level of work engagement of teachers, the level measured was also very high, as it was revealed that very often a teacher demonstrates commitment and zeal in his/her professional work. Maquidato and Bayani (2024)^[29] noted that among the faculty and staff, the perceived high workload incorporates the duties, energy requirement and time constraint that negatively relates to work engagement in the teachers.

Table 6: Test of Significant Relationship Between Transformational Leadership and Employee Engagement using Spearman's Rank Correlation.

Independent	Employee Engagement	Level of Correlation	P-value	Interpretation
Transformational Leadership	.593	Moderate	<0.01	Significant

Note: (N=48). The following scale was used to interpret the mean scores: 3.26-4.00 (Very High), 2.51-3.25 (High), 1.76-2.50 (Low), and 1.00-1.75 (Very Low).

Table 6 indicated that transformational leadership had a moderate positive correlation with employee engagement ($r = .593$, $p < .01$), which means that the relationship between the two is statistically significant. This result implies that the higher the transformational leadership, the more the engagement of employees is likely to be increased. This aligns with the research that identified transformational leadership as having a positive and significant relationship

with employee engagement with the high to very high levels of 4 sectors (Jun *et al.*, 2023^[23]; Khan *et al.*, 2020). It contributes to the claim provided by Antonakis *et al.* (2023), who refers to transformational leadership as active practice, which helps to maximize common interests and helps followers to obtain the best results. Lai *et al.* (2020)^[28] also underline that transformational leaders foster the positive behaviors and attitudes of employees by strengthening the

sense of self-efficacy and goal congruence with the challenging goals and shared visions. In line with the above results, empirical research carried out in various fields, such as education, banking, hospitality, and corporate organizations, has validated the close association between transformational leadership and the employee engagement (Stacy Wright 2022) ^[37].

4. Discussion

The results of the study revealed that transformational leadership in the selected BukSU satellite campuses is perceived to be very high across all three dimensions: individualized consideration, intellectual stimulation, and inspirational motivation. Intellectual stimulation obtained the highest mean, indicating that supervisors actively encourage critical thinking, creativity, and participation in idea-generation activities. This reflects Bass's (1985) ^[7] theory that transformational leaders stimulate innovation and promote cognitive engagement among their followers. Employee engagement was also rated very high, showing that faculty and staff exhibit strong enthusiasm, dedication, and psychological involvement in their work responsibilities. This agrees with Schaufeli and Bakker (2023), who claim that engaged employees display vigor, commitment, and high levels of focus. Furthermore, the correlation analysis showed a moderate but statistically significant positive relationship between transformational leadership and employee engagement ($r = .593$, $p < .01$). This finding suggests that when leaders consistently apply transformational behaviors such as motivating employees, supporting individual needs, and fostering intellectual growth employee engagement increases accordingly. The results support previous studies that emphasize the strong influence of transformational leadership on employee motivation and organizational performance (Ng, 2022; Wang *et al.*, 2022) ^[30, 21]. Overall, the findings confirm that transformational leadership contributes significantly to cultivating a highly engaged and motivated workforce within BukSU satellite campuses.

4.1. Conclusion

Based on the findings, the study concludes that transformational leadership is strongly practiced across the BukSU satellite campuses, as seen in the very high ratings for individualized consideration, intellectual stimulation, and inspirational motivation. Employees also exhibit high levels of engagement, indicating a positive and motivated organizational climate. The significant correlation results affirm that transformational leadership is a predictor of employee engagement within the institution. Leaders who encourage innovation, inspire through clear vision, and support individual growth positively influence how employees feel connected and committed to their work. Therefore, the null hypothesis stating that there is no significant relationship between transformational leadership and employee engagement is rejected.

4.2. Findings Summary

The study found that transformational leadership among the faculty and staff of the selected BukSU satellite campuses is consistently rated as very high in all dimensions, with intellectual stimulation having the highest mean score. Employee engagement was also found to be very high, reflecting the strong psychological involvement and dedication of the employees. The results further revealed a

significant moderate positive relationship between transformational leadership and employee engagement. This indicates that higher levels of transformational leadership correspond to higher levels of employee engagement. These findings highlight the meaningful role that leadership behaviors play in strengthening employee morale, participation, and commitment across the campuses.

4.3. Implications for Practice

The implications of the study highlight the essential role of transformational leadership in sustaining a motivated and high-performing workforce in satellite campuses. The very high perception of leadership practices suggests that BukSU leaders should continue to engage in behaviors that promote innovation, inspiration, and individualized support. Strengthening professional development programs and creating platforms for idea-sharing can further enhance intellectual stimulation. Additionally, reinforcing recognition and reward programs may help sustain employee engagement and retention. The results also imply that consistent leadership development initiatives can contribute to continuous improvement in employee morale, organizational flexibility, and campus productivity.

5. Recommendation

In light of the findings, the researchers recommend that BukSU continue to strengthen and formalize leadership development programs that enhance transformational leadership competencies among campus heads and supervisors. It is also recommended that recognition systems be improved to acknowledge individual and team contributions and sustain high engagement levels. Establishing innovation forums or collaborative platforms can encourage the sharing of ideas and support intellectual stimulation. The university may also consider developing mentorship programs to support individualized consideration and professional growth among new and existing faculty and staff. Regular engagement monitoring is also suggested to identify areas for improvement and ensure a consistently positive workplace environment.

5.1. Future Research Directions

Future studies may consider expanding the scope to include all 16 BukSU satellite campuses to improve generalizability. Researchers may also examine other leadership styles, such as servant or distributed leadership, to compare their effects on employee engagement. Additionally, employing qualitative or mixed-method designs could provide deeper insights into employees lived experiences and leadership dynamics. Other variables such as job satisfaction, burnout, or organizational climate could also be explored as mediators or moderators. Longitudinal studies are further recommended to examine how transformational leadership and employee engagement evolve over time.

5.2. Hypothesis Testing Results and Decision

Ho1: There is no significant relationship between transformational leadership and employee engagement.

The hypothesis testing revealed a moderate and statistically significant relationship between transformational leadership and employee engagement ($r = .593$, $p < .01$). Since the pvalue is lower than the 0.01 significance level, the null hypothesis stating that no significant relationship exists is rejected. This confirms that transformational leadership

significantly influences engagement levels among faculty and staff in the selected BukSU satellite campuses and affirms that stronger transformational leadership practices lead to higher employee engagement.

Decision: Ho1 is rejected.

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