

# Transformational Leadership As A Catalyst For Professional Development Among Teachers In Self-Financing Colleges

**Dr. Suma S. R<sup>1</sup>, Dr. Jaya Shankar<sup>2</sup>, Joeina Mathew<sup>3</sup>, Chippy Mohan<sup>4</sup>, Sushin Manikoth<sup>5</sup>, Mercy Tom<sup>6</sup>**

<sup>1</sup>Assistant Professor, Institute of Land and Disaster Management, Thiruvananthapuram

<sup>2</sup>Jaya Shankar, Associate Professor, Basелиos Mathews II College of Engineering  
Sasthamcotta, Kerala

<sup>3</sup>Research Scholar, Bharatiar University

<sup>4,6</sup>Assistant Professor, School of Business & Management, Christ University, Bengaluru

<sup>4</sup><https://orcid.org/0000-0001-8589-4944>

<sup>5</sup> Assistant Professor, Department of Commerce, Christ University, Bengaluru  
Corresponding author email: [chhipymohan@gmail.com](mailto:chhipymohan@gmail.com)

This study explores workplace transformation in teaching at self-financing colleges, emphasizing the necessity for lifelong learning in a rapidly changing world, further accelerated by the COVID-19 pandemic. It examines transformational leadership through the 4I model—Idealized Influence, Intellectual Stimulation, Individual Consideration, and Inspirational Motivation—by surveying 78 lecturers in the Alleppey district using questionnaires. An Exploratory Factor Analysis (EFA) identified underlying factors, resulting in a 21-item Transformational Leadership Inventory (TLI). The findings indicate significant variation in the demographic profiles of respondents concerning transformational leadership, statistically significant at the 5% level. The study reveals that workplace transformation among teachers can be explained by the four dimensions of the 4I model, validating the TLI as an effective tool for assessing transformational leadership in self-financing colleges. This research provides educational leaders with insights to guide their leadership style choices, ultimately enhancing the effectiveness of educational leadership.

**Keywords:** Transformational Leadership, 4I Model, Reskilling, Upskilling.

## INTRODUCTION

A charismatic leader who practices transformational leadership plays a pivotal role in fostering intellectual engagement and nurturing personal growth among followers. This style of leadership emphasizes long-term objectives, ethical standards, and core values, motivating

individuals by addressing their intrinsic needs and recognizing them as holistic beings. Transformational leadership is characterized by its inspirational and forward-looking nature, encompassing a diverse range of leadership approaches. These can vary from targeted strategies aimed at influencing individual followers to broader initiatives capable of affecting entire organizations or cultural environments (Bass & Riggio, 2006).

Numerous studies underscore the significance of transformational leadership in driving improvements within educational settings. Transformational leaders are often seen as change agents who can inspire and empower educators and students alike, leading to enhanced learning experiences and outcomes (Leithwood & Jantzi, 2000). However, despite the established efficacy of this leadership style in various educational contexts, a comprehensive examination of transformational leadership specifically within management education remains notably absent. This research aims to fill this gap by investigating the transformational leadership style through the 4I model, which encompasses Idealized Influence, Intellectual Stimulation, Individual Consideration, and Inspirational Motivation.

The Idealized Influence dimension of transformational leadership involves leaders prioritizing the needs of others over their own. These leaders avoid leveraging their power for personal gain and instead set high performance standards while emphasizing moral values (Griffin, 2003). By fostering trust and respect among followers, transformational leaders cultivate an environment where individuals feel empowered to take risks and pursue innovative ideas. This moral compass not only guides decision-making processes but also reinforces a collective sense of purpose, aligning personal goals with the broader objectives of the organization (Northouse, 2018).

Inspirational Motivation is another critical dimension of transformational leadership. This aspect relates to the abilities and attributes of leaders to create a compelling vision for the future, setting high expectations that challenge their followers (Bass, 1990). Inspirational leaders utilize symbolic language and compelling narratives to instill a sense of meaning and challenge within their teams. By engaging the minds and emotions of their followers, these leaders can motivate individuals to strive for excellence and embrace change, ultimately leading to higher levels of engagement and commitment to organizational goals (Kirkpatrick & Locke, 1996).

The Individualized Consideration dimension emphasizes the leader's developmental role toward their colleagues. Transformational leaders recognize the individuality of each follower, attending to their unique needs and aspirations (Rafferty & Griffin, 2004). This personalized approach creates an inclusive environment where each team member feels valued and understood. In the context of educational leadership, this translates into a commitment to supporting the growth and development of educators and students, fostering an atmosphere of trust and mutual respect. Leaders who practice individualized consideration are better equipped to tailor their support strategies, thereby enhancing overall team performance and satisfaction (Sergiovanni, 2001).

The Intellectual Stimulation dimension focuses on behaviours that encourage followers to enhance their skills and think critically about established issues. Transformational leaders promote innovative thinking and creativity by challenging existing assumptions and encouraging followers to explore new perspectives (Bass & Steidlmeiere, 1999). This dimension is essential for cultivating a culture of continuous improvement, as it motivates team members to conceptualize, comprehend, and produce new solutions to complex problems. By fostering an environment where questioning and experimentation are encouraged, transformational leaders drive innovation and adaptability within their teams (Popper & Mayseless, 2000).

Transformational leadership is a multifaceted approach that significantly influences organizational effectiveness, particularly in educational settings. By integrating the four dimensions of the 4I model—Idealized Influence, Inspirational Motivation, Individualized Consideration, and Intellectual Stimulation—leaders can create an environment conducive to personal and professional growth. This research aims to provide management education leaders with a comprehensive understanding of how these dimensions can be effectively implemented to enhance leadership practices and improve educational outcomes. By fostering transformational leadership, institutions can navigate the complexities of modern education and empower both educators and students to thrive in an ever-evolving landscape.

## **THEORETICAL FRAMEWORK**

Education administrators increasingly adopt situational leadership philosophies to navigate the complexities of modern educational environments. However, neglecting to apply effective leadership models can significantly undermine the management of operational changes, human resources, and transformational complexities within institutions, ultimately affecting the efficacy of task execution (Gill et al., 2010). Transformational leadership (TL) is defined as a leader's ability to create, formulate, communicate, socialize, and implement ideal thinking either individually or through social interactions among organizational members and stakeholders (Berlian, 2012; Avey et al., 2008). This form of leadership is intrinsically aligned with a vision of change and requires the commitment and active participation of all employees. Transformational leaders can positively influence organizational culture and drive significant environmental change by inspiring their team members to engage in imaginative and creative processes. This facilitation of innovation enables changes to be executed efficiently and with minimal resistance (Sandiasa, 2017). Furthermore, research indicates that transformational leadership can enhance knowledge management within organizations, fostering an environment conducive to collaboration and continuous improvement (Al-Husseini & Elbeltagi, 2018). In the context of higher education, transformational leadership promotes developmental efforts through various strategies, including cultivating collaborative institutional management, enhancing cooperation among departments, fostering a positive work culture, ensuring academic transparency, and managing institutional governance effectively (Lodders & Meijers, 2017). By fostering a supportive environment where all members feel valued and engaged, transformational leaders can increase creativity, motivate goal-directed behaviors among followers, and inspire trust and collaboration within the organization (Al-Husseini & Elbeltagi, 2016).

Transformational leadership is characterized by its focus on the entirety of the follower, addressing their higher-order needs, and seeking out their intrinsic motivations (Stewart, 2006a). The transformational process occurs when leaders and followers engage in mutual interactions that elevate levels of motivation and moral engagement (Stewart, 2006b). In this dynamic, leaders leverage their influence to advance shared objectives and create a relationship that benefits both the individuals involved and the resources they collectively manage (Stewart, 2006). This model of leadership is particularly relevant for higher education institutions, which must evolve in various domains—including human resources, infrastructure, and governance—to meet the dual demands of legal compliance and community needs (Sandiasa, 2017).

Despite the proven benefits of transformational leadership, many leaders in higher education continue to employ a variety of leadership philosophies (Al-Husseini et al., 2019). This variation is influenced by a multitude of factors, both internal and external to the institution. External factors can include the sociocultural context in which a leader operates, while internal factors are often related to the leader's personality traits, values, and behavioral tendencies (Dunn et al., 2012). The diversity in leadership styles highlights the complexity of educational leadership, as effective leaders must adapt their approaches to align with the specific challenges and opportunities they encounter.

It is essential to recognize that leaders may not always have the luxury of choosing their preferred leadership style, especially in high-pressure environments where failure is not an option (Owusu-Agyeman, 2019). This necessitates a keen awareness of the prevailing trends and dynamics within the educational landscape. Leaders must cultivate flexibility and adaptability in their leadership approaches to remain effective and relevant. This may involve integrating aspects of transformational leadership with other leadership styles, such as transactional or situational leadership, to address varying organizational needs and contextual challenges.

Transformational leadership is a powerful model for educational administrators seeking to navigate the complexities of higher education. By prioritizing the development of a shared vision, fostering collaboration, and inspiring creativity, transformational leaders can effectively manage change and drive institutional improvement. However, the successful application of transformational leadership requires an understanding of both internal and external influences that shape leadership styles. As educational institutions continue to evolve, leaders must remain committed to refining their approaches and embracing a multifaceted leadership philosophy that meets the diverse needs of their organizations.

## **NEED OF THE STUDY**

In today's knowledge-driven society, higher education is undergoing significant transformation, marked by unprecedented enrollment rates and a growing presence of adult learners on campuses. This evolution has placed immense pressure on educational institutions, which are grappling with the implications of a rapidly expanding "education sector," the proliferation of online learning platforms, the rise of corporate universities, and the introduction of diverse new certificates and degrees. Despite having the third-largest higher education system globally, following the United States and China, India is not fully leveraging transformational leadership within its educational management frameworks. Consequently,

the nation lags behind many of its counterparts in critical areas of educational and economic development.

The current landscape of higher education in India reveals a pressing need for effective leadership that can guide institutions through the complexities of change. Transformational leadership, characterized by its focus on inspiring and motivating stakeholders to achieve shared goals, is essential for fostering innovation and adaptability within educational organizations (Bass & Riggio, 2006). Unfortunately, many institutions still adhere to traditional management practices, which often fail to engage and empower faculty, staff, and students in meaningful ways.

The underperformance of Indian higher education underscores the urgency for a paradigm shift in leadership strategies. This change must be intentional and grounded in a vision that aligns with the aspirations of the nation. As articulated by former President Dr. A P J Abdul Kalam, the goal of transforming India into a developed nation by 2020 hinges on a robust educational framework that prioritizes quality, accessibility, and relevance (Kalam, 2003). Achieving this vision necessitates the implementation of transformational leadership practices that cultivate a culture of excellence, innovation, and continuous improvement within educational institutions.

In summary, the current challenges facing higher education in India demand a proactive approach to leadership that embraces transformation. By adopting transformational leadership principles, educational institutions can foster an environment conducive to growth and development, ensuring that they meet the evolving needs of students and society. This commitment to change will be crucial for realizing the ambitious goals set forth for the nation's future.

## **HYPOTHESES**

- 1) There is no significant difference between the transformational leadership aspects of male and female respondents of self-financing colleges.
- 2) There is no significant difference between the demographic profile of the respondents and transformational leadership.
- 3) There is no variation in the factors affecting transformational leadership among the teachers of self-financing colleges.

## **METHODOLOGY**

The study focused on teachers from 24 self-financing colleges located in the Alappuzha district, recognizing their unique position as the most knowledgeable about the effectiveness of their leaders in practicing transformational leadership. Teachers' perspectives provide invaluable insights into the leadership dynamics within their institutions, making them an appropriate population for this research. Data collection was carried out using a self-administered questionnaire, meticulously designed to capture various dimensions of transformational leadership. The questionnaire comprised 25 items adapted from the Multifactor Leadership Questionnaire (MLQ) developed by Bass and Avolio (2000), which is widely recognized for its robust measurement of leadership styles.

The research adopted a descriptive and analytical approach, allowing for a comprehensive examination of the data collected. To ensure the validity and reliability of the questionnaire, a pilot study was conducted with 10 teachers from the same context. The feedback obtained from these respondents was analyzed in detail, leading to refinements in the questionnaire. Reliability analysis was subsequently performed on the data pertaining to the 4I model—comprising Idealized Influence, Intellectual Stimulation, Individual Consideration, and Inspirational Motivation—as well as on the overall transformational leadership framework. The Cronbach's Alpha model was utilized to assess the reliability of the questionnaire, demonstrating an acceptable level of internal consistency (Field, 2013). This rigorous methodological approach strengthens the findings of the study, ensuring that the results accurately reflect the perceptions of teachers regarding transformational leadership within their colleges.

**Table 1 - Cronbach Alpha for the Variables Selected for the Study**

Sl. No	Variable	No: of statements	Cronbach's Alpha
1.	Idealised Influence	8	<b>0.853</b>
2.	Intellectual Stimulation	4	<b>0.952</b>
3.	Individual Concern	4	<b>0.892</b>
4.	Inspirational Motivation	5	<b>0.821</b>
5.	Transformational Leadership	4	<b>0.912</b>

Source: Survey data

## DATA COLLECTION FINDINGS AND DISCUSSIONS

To assess the suitability of factor analysis for the data, the Kaiser-Meyer-Olkin (KMO) measure and Bartlett's test of sphericity were employed. These tests evaluate the appropriateness of conducting factor analysis by determining whether the sample size is sufficient and whether the variables are correlated. In this study, the KMO value was found to be 0.655, which is considered an acceptable level of sampling adequacy, indicating that the sample is suitable for factor analysis (Norman & Steiner, 2008). Factor analysis is a powerful statistical technique used to identify underlying relationships between variables. In this study, exploratory factor analysis (EFA) was performed to extract four factors from the dataset, which collectively explained 65.503% of the total variance. This significant cumulative percentage illustrates the factors' effectiveness in capturing the essential dimensions of transformational leadership. The analysis focused on extracting items with factor loadings above 0.5, as such loadings indicate a strong relationship between the items and the identified factors (Hair et al., 2014). Items with higher factor loadings are crucial for accurately measuring constructs and provide a more precise understanding of the dimensions under study.

For this research, a sample of 90 respondents was randomly selected from the Alappuzha district in South Kerala, of which 78 completed questionnaires were received, yielding a final sample size of 78. The demographic profile of the respondents encompassed six key variables: gender, age, marital status, education, income, and designation. This diversity in demographics

is vital for understanding how different factors of transformational leadership might be perceived across various groups. By analyzing these demographic variables, the study aims to uncover potential differences in perceptions and experiences of transformational leadership among different segments of the teaching population in self-financing colleges. This robust methodological approach, incorporating KMO and Bartlett's tests along with EFA, ensures that the research findings will contribute significantly to the existing body of knowledge on transformational leadership in educational settings.

**Table 2 - Frequency distribution results: A respondent profile**

Characteristic	Category	No: of respondents	%
Gender	Male	37	47
	Female	41	53
Age	< 25	14	18
	26-40	39	50
	41-60	17	22
	>60	8	10
Marital status	Unmarried	20	26
	Married	53	68
	Divorced	5	6
Education level	PG	33	42
	Ph.D	40	51
	Postdoc	3	4
	Others	2	3
Income	< 2000	5	6
	20001-30000	13	17
	30001-40000	14	18
	40001-50000	18	23
	>50000	28	36
Designation	Assistant Professor	37	47
	Associate Professor	25	32
	Professor	16	21

Source: Survey data

Table 2 presents the demographic characteristics of the respondents. In terms of gender distribution, 47% of the 78 respondents were male, while 53% were female, indicating a slightly higher representation of females in the sample. The respondents were unevenly distributed across various demographic categories, including age, marital status, education level, income, and academic position, reflecting an asymmetry in their representation among these groups. This variation provides a diverse range of perspectives for the study, allowing for a more comprehensive analysis of the findings.

**Table 3 – Final factor loadings matrix for transformational leadership**



Factor code	Item	Factor loadings
II1	Considers others needs before others.	0.703
II2	Maintains sense of respect.	0.603
II3	Sets standards of high levels.	0.853
II4	Exhibit a high level of self-confidence.	0.761
II5	Maintains moral values.	0.701
II6	Acts as a role model.	0.882
II7	Increases positive attitude and view point.	0.869
II8	Introduces perspective.	0.842
IM1	Takes the initiative to explain vision.	0.921
IM2	Initiate and set high standards.	0.917
IM3	Able to stimulate interest.	0.880
IM4	Motivates and inspires others.	0.949
IC1	Pays attention to others needs on an individua basis.	0.716
IC2	Assign individual task.	0.677
IC3	Gives personal feedback on given task.	0.610
IC4	Takes effort to develop others potential.	0.558
IS1	Encourages lecturers to think creatively when implementing the tasks.	0.699
IS2	Encourages use of innovative methods when implementing the tasks.	0.541
IS3	Encourages the lecturer to think out of the box.	0.600
IS4	Creates a flexible working environment.	0.816
IS5	Encourages a self-reflection among lecturers.	0.637

Extraction method: Principal Component Analysis

a. Four factors extracted.

Rotation: Kaiser Normalisation

Table 3 presents the final factor loadings for the 21 items measuring transformational leadership among teachers of self-financing colleges. The factor loadings for these items ranged between 0.541 and 0.949, signifying strong correlations with their respective factors. Five items were discarded from the analysis due to factor loadings below the acceptable threshold of 0.5. The remaining 21 items were grouped under four key dimensions of transformational leadership: Idealized Influence, Intellectual Stimulation, Individual Consideration, and Inspirational Motivation. These findings underscore the significance of developing transformational leadership (TL) practices to enhance leadership effectiveness among teachers in self-financing colleges. The categorization and retention of the 21 items provide a robust framework for assessing the application of TL in educational settings.

**t-test – Gender \*TL**

**Mean value of transformational leadership according to gender**



The following table indicates the transformational leadership according to the gender of the respondents.

**Table 4 - Transformational leadership according to gender**

Group Statistics					
Variables	Gender	N	Mean	Std. Deviation	Std. Error Mean
Transformational leadership	Male	37	4.6959	0.10434	0.01715
	Female	41	4.3598	0.35816	0.05593

**Table 5 - Independent sample t-test**

Independent Samples t Test						
				t-test for Equality of Means		
				95% Confidence Interval Value		
	F	Sig.	df	T	Lower	Upper
Transformational leadership	247.669	<b>0.000**</b>	76	5.500	0.21444	0.45794

**Source: Survey data**

**\*\* Significant at 5 per cent level of significance**

Tables 4 and 5 clearly highlight the differences in how male and female respondents perceive transformational leadership. An independent sample t-test was conducted to examine the mean variations between the two groups. The results show a significant difference in the mean scores, with male respondents consistently reporting higher scores for transformational leadership compared to their female counterparts. This variation suggests that male respondents may have a more favorable or stronger perception of transformational leadership practices in their institutions, as reflected in the higher mean scores across the four dimensions of the 4I model: Idealized Influence, Intellectual Stimulation, Individual Consideration, and Inspirational Motivation. These findings may indicate differing leadership expectations or experiences between male and female respondents, warranting further investigation into gender dynamics in leadership perceptions.

The F value is 247.669 with degree of freedom 76. The lower confidence interval level is 0.21444 and the upper level is 0.45794. The mean variations are statistically significant at 5 per cent level of significance (**p value = 0.000 which is less than 0.05**). So, it can be inferred that there is significant difference between gender and transformational leadership. Hence, the null hypothesis is rejected.

### **One-way ANOVA - Demographic Profile and TL**

Transformational leadership (TL) appears to have a positive impact on teachers in self-financing colleges, and the demographic profile of the respondents plays a significant role in

shaping this influence. To better understand the relationship between demographic characteristics and transformational leadership, a one-way ANOVA was conducted. This statistical test helps assess whether there are any significant differences in the levels of transformational leadership based on the demographic variables of the respondents, such as age, gender, marital status, education level, income, and designation. The results of this analysis are presented in Table 6, which highlights the variations in the influence of these demographic factors on transformational leadership.

The one-way ANOVA results provide insights into how different demographic groups experience transformational leadership and whether these differences are statistically significant. By analyzing these results, institutions can further tailor their leadership development programs to address the unique needs of diverse demographic groups, ensuring a more inclusive approach to leadership in self-financing colleges.

**Table 6 – Demographic Profile and estimated Marginal Means of Transformational Leadership**

<b>Demographic Profile * Transformational Leadership</b>						
<b>Dependent Variable: Transformational Leadership</b>						
<b>Characteristic</b>	<b>Category</b>	<b>No: of respondents</b>	<b>Mean</b>	<b>SD</b>	<b>F</b>	<b>Sig.</b>
<b>Gender</b>	Male	37	<b>4.6959</b>	0.10434	32.432	<b>.000*</b>
	Female	41	4.3598	0.35816		
<b>Age</b>	< 25	14	4.0536	0.20045	25.662	<b>.000*</b>
	26-40	39	<b>4.7679</b>	0.24437		
	41-60	17	4.6618	0.24908		
	>60	8	4.7500	0.0000		
<b>Marital status</b>	Unmarried	20	4.4600	0.00000	12.167	<b>.000*</b>
	Married	53	<b>4.7670</b>	0.32165		
	Divorced	5	4.1500	0.33541		
<b>Education level</b>	PG	33	4.2652	0.33622	22.741	<b>.000*</b>
	Ph.D	40	<b>4.3200</b>	0.10127		
	Postdoc	3	4.1100	0.00000		
	Others	2	4.1000	0.00000		
<b>Income</b>	< 2000	5	4.7500	0.0000	44.560	<b>.000*</b>
	20001-30000	13	4.0577	0.20801		
	30001-40000	14	4.2679	0.31720		
	40001-50000	18	<b>4.7661</b>	0.05893		
	>50000	28	4.6786	0.11501		
<b>Designation</b>	Assistant Professor	37	<b>4.6959</b>	0.10434	98.634	<b>.000*</b>
	Associate Professor	25	4.5900	0.26887		
	Professor	16	4.0000	0.00000		

**Source: Survey data****\*Significant at 5 per cent level of significance**

- **Age** - Out of 78 respondents, 14 are below 25 years of age, 39 were between 26-40 years of age, 17 of them between 41-60 years age and 8 of them aged above 60 years. The mean score of the response of the selected respondents to transformational leadership vary considerably, as the mean score variations is statistically significant at 5 per cent level of significance (**Value of F = 25.662 with p = 0.000 < 0.05**). By observing the highest mean score in the mean table, it is clear that the respondents of 41-60 years of age is more transformed than the respondents from other age groups (**Mean score = 4.7679**). It may be concluded that TL is an important factor for these respondents and is found to be statistically significant at 5 per cent level of significance (**p value = 0.000 which is less than 0.05**).
- **Marital Status** - It is found that the mean score of TL is high (**mean value 4.7670**) in case of married respondents. The variation of TL among respondents of different marital status is statistically significant (**Value of F = 12.167 with p = 0.000 < 0.05**).
- **Education -wise distribution** - The estimated marginal mean scores of the influence of TL over the respondents with different education background. From the tables, it may be observed that respondents who has Ph.D show a more positive TL than the other respondents, as the mean score is high for them (**mean value = 4.3200**) and the variation is statistically not significant at 5 per cent level of significance (**Value of F = 22.741 with p = 0.000 < 0.05**).
- **Income** - It may be observed that respondents with Rs. 40001-50000 income group show a more positive TL than the respondents of other income groups (**mean value = 4.7661**). The mean score is varying significantly over the five income groups and the variation is statistically significant at 5 per cent level of significance (**Value of F = 44.560 with p = 0.000 < 0.05**). The marginal means of the respondents towards designation vary and the mean score is high for the respondents designated as Assistant Professor (**mean value = 4.6959**). However, the mean variation is statistically significant at 5 per cent level of significance as **value of F 98.634 with p = 0.000 < 0.05**).

**Step-wise Regression model - Impact of 4I's on Transformational Leadership**

Transformational Leadership (TL) among teachers in self-financing colleges is influenced by several key factors, including Idealised Influence (II), Intellectual Stimulation (IS), Individual Consideration (IC), and Inspirational Motivation (IM). To assess the impact of these 4I's on TL, a Step-wise Regression model is employed. This model helps to identify the most significant predictors of transformational leadership by systematically adding or removing variables based on their statistical relevance. The results of this analysis are presented in the following tables, highlighting how each of the 4I's contributes to TL.

**Table 7 - Regression Co-efficient**

Model Summary <sup>a</sup>				
Model	R	R Square	Adjusted R Square	Standard Error of the Estimate
1	.868 <sup>a</sup>	.753	.353	0.255
a. Predictors: (Constant), Intellectual Stimulation, Inspirational Motivation, Individualised Consideration, Idealised Influence				
b. Dependent Variable: Transformational Leadership				

Table 8 - ANOVA

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	2.983	4	0.746	11.487	.000*
Residual	4.739	73	0.065		
Total	7.721	77			

Source: Survey data

\*Significant at 5 per cent level of significance

Table 9 - Co-efficient Result and Regression equation Co-efficient

Coefficients <sup>a</sup>					
Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	1.783	1.309		1.362	0.002*
Idealised influence	0.090	0.025	0.266	3.267	0.000*
Inspirational motivation	0.514	0.115	0.457	4.471	0.000*
Individualised consideration	0.503	0.095	0.282	5.279	0.004*
Intellectual stimulation	0.696	0.167	0.409	4.157	0.000*

Source: Survey data

\*Significant at 5 per cent level of significance

In tables 7, 8 and 9, the Regression Co-efficient indicates that the work place transformation of the teachers of the self-financing colleges is explained ( $R^2 = 0.753$ ) by four factors such as Idealised Influence (II), Intellectual Stimulation (IS), Individual Concern (IC) and Inspirational Motivation (IM). This explanation is statistically valid as the associated **F value 11.487** is significant at 5 per cent level of significance ( $p = 0.000 < 0.05$ ). Based on the beta co-efficient and its associated t values, it can be observed that all the four factors significantly affect the TL of the respondents. The t values in all these cases are statistically significant and valid (**p in all cases are less than 0.05**).

The regression equation may be:

$TL = 1.783 + 0.090 \text{ (Idealised Influence)} + 0.514 \text{ (Inspirational motivation)} + 0.777 \text{ (Green Place/Distribution)} + 0.503 \text{ (Individualised consideration)} + 0.696 \text{ (Intellectual stimulation)}$ .

### New normal of transformation for workplace

In the rapidly evolving learning environment, educational institutions must embrace innovative approaches to sustain workplace learning and navigate the ongoing changes. While these shifts present challenges, they also offer exciting opportunities for growth and transformation. To remain relevant, institutions must adopt strategies that make Learning and Development (L&D) both engaging and impactful. Key dimensions of this "new normal" include autonomous learning, where individuals take greater responsibility for their own development, and collaborative learning, which fosters teamwork and collective problem-solving. Innovation and continual learning have become essential, encouraging a mindset of lifelong learning to keep up with emerging trends. Digital transformation is also crucial, with technology-enhanced learning platforms expanding accessibility and personalization. Additionally, the rise of hybrid work and learning models provides flexibility by balancing physical and virtual environments. Together, these dimensions ensure that institutions remain agile, future-focused, and capable of addressing the evolving needs of learners in this dynamic landscape.

**Table 10 – New normal of transformation for workplace**

Sl. No.	Options	No. of respondents	Percentage of respondents
1	Autonomous	8	10.26
2	Hybrid working	20	25.64
3	Digital transformation	41	52.56
4	Collaborative	5	6.41
5	Others (Please Specify)	4	5.13
	Total	78	100

Majority of the respondents opined that digital transformation will be the new normal of transformation (52.56 per cent) followed by hybrid working (25.64 per cent).

### FINDINGS AND DISCUSSIONS

Transformational leadership enables individuals to maintain leadership activities within educational institutions. Leaders with this style have a clear vision of how to improve organizational practices. By cultivating a culture of accountability, ownership, and autonomy, transformational leadership inspires employees to embrace and adapt to change. It is inferred that there is significant difference between gender and transformational leadership. Hence, the null hypothesis is rejected. The mean score of the demographic profile of the selected respondents to transformational leadership vary considerably, as the mean score variations is statistically significant at 5 per cent level of significance (**Value of p is less than 0.05 in all cases**).

A step-wise regression model has been utilized to analyze the variations in workplace transformational leadership among teachers in self-financing colleges. The findings indicate that the leadership practices are significantly influenced by four key dimensions: Idealized Influence, Intellectual Stimulation, Individual Concern, and Inspirational Motivation. Based on the beta co-efficient and its associated t values, it is found that all the four factors are statistically significant and valid with **p in all cases are less than 0.05**.

## **SUGGESTIONS**

To foster a culture of collaboration and growth within educational institutions, several strategies can be implemented, as suggested by recent research. One effective approach is to make classroom visits a daily practice, assisting teachers and encouraging peer observations (Tommandru, Agarwal, & Verma, 2024). At the start of the academic year, leaders can engage the entire teaching staff in discussions about the institution's goals, values, and vision, which helps align individual efforts with the institution's objectives (Devika, 2024). Supporting teachers in productivity improvements by challenging assumptions, contextualizing issues within the broader organization, and facilitating focused discussions during meetings—without imposing personal views—can enhance their engagement and sense of purpose (Tommandru et al., 2024). To promote shared governance, establish action research or school improvement teams where all members are assigned roles, encouraging participation even from those initially reluctant to engage (Amubi & Kipkirui, 2023). Recognizing positive contributions to the institution's progress by publicly acknowledging staff and students and sending personal notes of appreciation for their efforts can also boost morale and motivation (Devika, 2024). Regularly checking in with employees about their goals and needs, and showing genuine care through active listening, can create a supportive atmosphere (Tommandru et al., 2024).

Institutions can also create a safe space for educators to experiment with new ideas, encouraging them to share and reflect on their findings, thus promoting continuous learning. Hosting workshops that encourage collaboration and skill exchange among teachers and sharing one's own experiences at conferences can inspire others to adopt a similar approach (Devika, 2024). When hiring, emphasizing the importance of involvement in decision-making processes and appointing committed educators can further foster a collaborative environment (Amubi & Kipkirui, 2023). Setting high standards for both teachers and students while modeling these expectations helps establish a positive culture. Additionally, using administrative support to alleviate teachers' burdens, such as by securing project funding or providing dedicated planning time, can enhance overall productivity and job satisfaction (Tommandru et al., 2024). Lastly, emphasizing that teachers share responsibility for all students reinforces a collective commitment to student success (Amubi & Kipkirui, 2023).

## **CONCLUSION**

Developing transformational leaders is a time-intensive process that intertwines past experiences with present opportunities at each stage of growth. Typically, transformational leaders actively create opportunities to gain leadership experience that enriches their current roles. Rather than being innate, the qualities and skills associated with transformational

leadership are cultivated through life experiences, highlighting the importance of development and training programs that nurture these leaders.

While the application of transformational leadership in education has occurred, it has not always been fully realized. Many educational leaders strive to inspire and motivate their subordinates, recognizing their knowledge and skills. However, it is crucial for these leaders to integrate all aspects of transformational leadership, employing each dimension effectively. Educational leaders are expected to use this research as a guide to enhance their leadership practices. The contemporary work environment has fundamentally shifted our perspectives on remaining relevant in today's landscape. This current climate has sparked a drive to reimagine possibilities through innovative initiatives that leverage creativity and foresight. It presents a compelling challenge, urging us to redefine, repurpose, reposition, and adapt to a new normal that embraces change and fosters growth.

### **LIMITATIONS AND FUTURE OF THE STUDY**

Educational institutions can be categorized as public, non-profit, or for-profit entities, encompassing a diverse array of establishments, including primary and secondary schools, colleges, and universities. The contemporary educational landscape also includes online academies, career centers, and corporate educational assistance services. This ecosystem comprises various stakeholders, such as teachers, academic staff, and a range of administrative and support personnel. However, this study specifically targets teachers in self-financing colleges within the Alleppey district.

The research focuses on four dimensions of transformational leadership (TL) style, acknowledging that other variables may also influence TL. Future studies are encouraged to expand their scope by incorporating a larger sample size and exploring the perspectives of directors, administrators, and support staff.

Data for this study were collected from the population in the Alleppey district, revealing potential differences in preferences and workplace transformation among the respondents within this specific context.

### **REFERENCES**

1. Al-husseini, S., Beltagi, I. El, & Moizer, J. (2019). Transformational leadership and innovation: the mediating role of knowledge sharing amongst higher education faculty. *International Journal of Leadership in Education*, 24(4), 1–24. <https://doi.org/10.1080/13603124.2019.1588381>
2. Al-husseini, S., & Elbeltagi, I. (2016). Studies in Higher Education Transformational leadership and innovation: a comparison study between Iraq ' s public and private higher education. *Studies in Higher Education*, 41(1), 159–181. <https://doi.org/10.1080/03075079.2014.927848>
3. Al-husseini, S., & Elbeltagi, I. (2018). Evaluating the effect of transformational leadership on knowledge sharing using structural equation modelling: The case of Iraqi higher education. *International Journal of Leadership in Education*, 21(4), 506–517. <https://doi.org/10.1080/13603124.2016.1142119>
4. Amubi, K. A., & Kipkirui, W. (2023). Unleashing Economic Transformation: Empowering TVET Institutions in Kenya through Strategic Funding-A Systematic Literature Review.
5. Avey, J. B., Hughes, L. W., Norman, S. M., & Luthans, K. W. (2008). Using positivity, transformational leadership and empowerment to combat employee negativity. *Leadership & Organization Development Journal*, 29(2), 110–126. <https://doi.org/10.1108/01437730810852470>



6. Avolio, B. J., & Bass, B. M. (1995). Individual Consideration Viewed at Multiple Levels of Analysis: A Multi-Level Framework for Examining The Diffusion Of Leadership. *Leadership Quarterly*, 6(2), 199–218.
7. Balwant, P. T., Birdi, K., Stephan, U., Topakas, A., Balwant, P. T., Birdi, K., Stephan, U., & Topakas, (2018). Transformational instructor-leadership and academic performance: A moderated mediation model of student engagement and structural distance. *Journal of Further and Higher Education*, 9486, 1–17. <https://doi.org/10.1080/0309877X.2017.1420149>
8. Bass, B. M. (1999). Two Decades of Research and Development in Transformational Leadership. *European Journal of Work and Organizational Psychology*, 8(1), 9–32. <https://doi.org/10.1080/135943299398410>
9. Bass, B. M. (2000). Organizational Studies the Future of Leadership in Learning Organizations. *Journal of Leadership & Organizational Studies*, 7(3), 18–40. <https://doi.org/10.1177/107179190000700302>
10. Bass, B., & Avolio, B. (2000). The multifactor leadership questionnaire sampler set: Technical report, leader form, rater form, and scoring key for MLQ form 5x-short (2nd ed.). California, US: Mind Garden.
11. Bass, B. M., & Avolio, B. J. (2007). Transformational Leadership and Organizational Culture. *International Journal of Public Administration*, 17(3 & 4), 37–41. <https://doi.org/10.1080/01900699408524907>
12. Bass, B. M., Avolio, B. J., & Jung, D. I. (2003). Predicting Unit Performance by Assessing Transformational and Transactional Leadership. *Journal of Applied Psychology*, 88(2), 207–218. <https://doi.org/10.1037/0021-9010.88.2.207>
13. Bass, B. M., & Steidlmeier, P. (1999). Ethics, Character, And Authentic Transformational Leadership Behaviour. *Leadership Quarterly*, 10(2), 181–217.
14. Berlian, Z. (2012). Penerapan Model Kepemimpinan Transformational Dalam Dunia Pendidikan. [The application of transformational leadership models in the educational world]. *TA'DIB*, XVII(02), 195–209.
15. Creswell. (2009). *Research Design: Qualitative, Quantitative and Mixed Methods Approaches* (V. Knight (ed.); 3rd ed.). Sage Publication Ltd. <http://library.lol/main/956E1A125D008DFBB7FBB0EAAE0C0ADE>
16. De Jong, S. B., & Bruch, H. (2013). the Importance of a Homogeneous Transformational Leadership Climate for Organizational Performance. *International Journal of Leadership Studies*, 8(1), 1–18. <http://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=92582222&site=bsi-live &scope=site>
17. Devika, S. S. (2024). *Technology Leadership for innovation in Higher Education*. Academic Guru Publishing House.
18. Dunn, M. W., Dastoor, B., & Sims, R. L. (2012). Transformational Leadership and Organizational Commitment: A Cross-Cultural Perspective. *Journal of Multidisciplinary Research*, 4(1), 45–60.
19. Gill, A., Flaschner, A. B., & Bhutani, S. (2010). The Impact of Transformational Leadership and Empowerment on Employee Job. *Business and Economics Journal*, 2010(3), 1–10.
20. Keskes, I. (2013). Relationship between leadership styles and dimensions of employee organizational commitment: A critical review and discussion of future directions. *Intangible Capital*, 10(1), 26–51. <https://doi.org/org/10.3926/ic.476>
21. Kwek, L. C., Lau, T. C., & Tan, H. P. (2010). Education Quality Process Model and Its Influence on Students ' Perceived Service Quality. *International Journal of Business and Management*, 5(8), 154–165.

22. Length, F. (2009). Transformational leadership and organizational innovation: Moderated by organizational size. *African Journal of Business Management*, 3(11), 678–684.
23. Lodders, N., & Meijers, F. (2017). Collective learning, transformational leadership and new forms of careers guidance in universities. *British Journal of Guidance & Counselling*, Vol.45, Iss.5, 1–15. <https://doi.org/10.1080/03069885.2016.1271864>
24. Okanga, B., & Drotskie, A. (2016). A transformational leadership model for managing change and transformation linked to diversification investments. *Southern African Business Review*, 20(2016), 414–445.
25. Owusu-Agyeman, Y. (2019). Transformational leadership and innovation in higher education: A participative process approach. *International Journal of Leadership in Education*, 1–23. <https://doi.org/10.1080/13603124.2019.1623919>.
26. Ruben, B. D., & Melan, E. H. (2019). Quality Improvement in Higher Education. *Quality in Higher Education*, January, 173–188. <https://doi.org/10.4324/9781351293563-13>.
27. Sandiasa, G. (2017). Kepemimpinan Transformasional Dan Strategi Pengembangan Institusi Dalam Meningkatkan Kualitas Perguruan Tinggi (Transformational leadership and institutional development strategies in improving the quality of higher education). *Prosiding Seminar: Revitalisasi Tata Kelola Perguruan Tinggi (Seminar Proceeding: Revitalizing Higher Education Governance)*, 13–26.
28. Sivanathan, N., Fekken, G. C., & Sharp, T. (2002). Emotional intelligence, moral reasoning and transformational leadership. *Leadership & Organization Development Journal*, 23(4), 198–204. <https://doi.org/10.1108/0143773021042906>
29. Stewart, J. (2006). Instructional and transformational leadership: Burns, Bass and Leithwood. *Canadian Journal of Educational Administration and Policy*, 54, 1–29.
30. Sunaengsih, C., Saud, U. S., & Komariah, A. (2017). Pengaruh Kepemimpinan Transformasional Kepala Sekolah dan Budaya Sekolah Terhadap Mutu Sekolah (The principal's transformational leadership influence and school culture toward school quality). *Administrasi Pendidikan (Educational Administration)*, 14(2), 1–10. <http://repository.iainpurwokerto.ac.id/id/eprint/3238>
31. Tommandru, J., Agarwal, B. K., & Verma, A. (2024). Impact of Institutional Environment on Teacher Job Satisfaction in Northern Kerala's Self-Financing Colleges. *Mediterranean Journal of Basic and Applied Sciences (MJBAS)*, 8(3), 42-57.
32. Zhang, X., Zhang, Y., Sun, Y., Lytras, M., & De, P. O. (2017). Studies in Higher Education Exploring the effect of transformational leadership on individual creativity in e-learning : a perspective of social exchange theory. *Studies in Higher Education*, 5079 (March). <https://doi.org/10.1080/03075079.2017.1296824>.