

# Transformational Approach to Higher Educational Leadership

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## Abstract

Leadership is an interactive conversation that pulls people towards becoming comfortable with the language of personal responsibility and commitment. Leadership and the styles of leadership is one of the frequently discussed subjects within management discipline. Transformational Leadership (TL) style is being considered as the most effective leadership style among all the styles. The purpose of this paper is to examine the perception of faculty members towards transformational leadership of their academic leaders in the sample select universities. The data collected were analysed using descriptive and inferential statistics. The data for the study were collected both through the primary and secondary sources. The measuring items used for the study were sourced from existing validated scales and literature. Descriptive statistics was employed to know the descriptive information across various demographic variables on a total sample of 719. The various demographic variables, which were considered for the study, were gender, age, designation and experience. The results revealed that the faculty members of the sample select universities perceived the transformational leadership of their academic leaders at an above average level; presently, they are fairly satisfied with their academic leader's transformational leadership. The results also revealed that the perception of the respondent faculty members towards their HOD's transformational leadership from different universities and states is more or less the same.

**Keywords:** Transformational Leadership, Academic Leaders, Faculty, Higher Education

## Introduction

Leadership is a process whereby an individual influences a group of individuals to achieve a common goal. Any organisation consists of a set of people involved with different positions, roles and responsibilities working for the attainment of the pre-defined goals. There is a need for an individual who can monitor the system, guide personnel, plan, organise and lead the organisational activities towards a sustainable development by achieving goals. Such an individual can be called a leader and the quality he/she possesses to lead people is leadership. Leadership is an interactive conversation that pulls people towards becoming comfortable with the language of personal responsibility and commitment. Leadership occurs when one individual influences others to perform voluntarily above the minimum requirements of their own roles. Everyone can learn to lead by discovering the power that lies within each one of us to make a difference and being prepared when the call to lead comes (Bennis, 2004). Leadership is the ability to influence the activities of an individual or group towards the achievement of a goal (Addison, 1985). Leadership and the styles of leadership is one of the frequently discussed subjects within management discipline. The attitude and technique used by the leaders to give mental picture and complete direction to reach the vision, formulations and implementations of right strategies and plan is labelled as leadership style (House & Aditya, 1997). Leadership styles can differ from individual to individual and it depends upon the situational need (Bass, 1990). There are several theories of leadership; all these theories explain

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the leadership process in some different way (Bass, 1990). From these several leadership theories, behavioural theory, contingency theory and trait theory are called traditional theories of leadership, while transformational as well as transactional theories are known as latest leadership theories. Transformational Leadership (TL) style is being considered as the most effective leadership style among all the styles. Transformational leadership has been the focus of much research since the early 1980s. Transformational leadership changes and transforms people in various ways. This leadership is concerned with ethics, values, emotions, standards, and long term goals. It is a process that often incorporates charismatic and visionary leadership. The term transformational leadership was first coined by Downtown (1973). Its emergence as an important approach to leadership began with a classic work by political sociologist James MacGregor Burns titled *Leadership* (1978). In his work, Burns attempted to link the roles of leadership and followership.

Transformational leaders are able to empower followers and foster them in change. They always attempt to raise the consciousness in individuals. To create change, transformational leaders become strong role models for their followers. They have a highly developed set of moral values and a self-determined sense of identity (Avolio & Gibbons, 1988). The vision is a focal point for transformational leadership that gives the leader and the organisation a conceptual map for where the organisation is headed; it gives meaning and clarifies the organisation's identity. Furthermore, the vision gives followers a sense of identity within the organisation and also a sense of self-efficacy (Shamir, House, & Arthur, 1993). Transformational leadership with its focus on change and developing new leaders is needed in higher educational institutions. In this light, the present study investigates the perception of academic staff about the use of transformational leadership by the academic leaders in higher educational institutions.

This study attempts to answer the following research questions:

**RQ1:** What is the level of transformational leadership reflected by academic leaders?

**RQ2:** What is the level of transformational leadership of academic leaders in different universities and states in relationship to referred variables?

## Review of Literature

### Transformational Leadership

Burns (1978) was the first to introduce the concept of transformational leadership in which the distinction was made between transactional and transformational leaders. Transformational leadership refers to a process involving the leader engaging his/her followers by raising their motivation and promoting their attachment to the organisation. Transactional leadership focuses on the exchange that occurs between leaders and followers in which the leader rewards the follower for specific behaviours. Bass (1998) defined the transformational leader as one who arouses awareness and interest in the group or organisation, increases the confidence of individuals or groups, and attempts to move the concerns of subordinates to achievement and growth rather than existence. These leaders seek new ways of working, new opportunities and prefer effectiveness to efficiency (Lowe, Kroeck, & Sivasubramaniam, 1996). Transformational leaders orient their subordinates towards performance beyond established standards and goals-emphasizing employee empowerment rather than dependence (Yammarino & Dubinsky, 1994).

As its name implies, transformational leadership is a process that changes and transforms people. It is concerned with emotions, values, ethics, standards, and long term goals. It includes assessing followers' motives, satisfying their needs, and treating them as full human beings. Transformational leadership involves an exceptional form of influence that moves followers to accomplish more than what is usually expected of them. It is a process that often incorporates charismatic and visionary leadership. Transformational leaders emphasise followers' intrinsic motivation and personal development. They seek to combine followers' aspirations and needs with desired organisational outcomes. By and large, transformational leaders are able to foster followers' commitment to the organisations and inspire them to exceed their expected performance (Bass & Riggio, 2006; Bass, 1998). In complex organisations and dynamic business environment, transformational leaders are often seen as ideal persons of change who could lead followers in times of uncertainties and high risk-taking (Voon, Lo, Ngui, & Ayob, 2011).

Bass and Avolio (1994), postulate that these leaders behave in ways to achieve superior results by employing one or more of the following “Four I’s”:

***Idealized Influence.*** It is the emotional component of leadership (Antonakis, 2012). These leaders act as strong role models for followers; followers identify with these leaders and want very much to emulate them. These leaders have very high standards of moral and ethical conduct and can be counted on to do the right thing. They are deeply respected by followers, who usually place a great deal of trust in them. They provide followers with a vision and a sense of mission.

The idealized influence factor is measured on two components: an attributional component that refers to the attributions of leaders made by followers based on perceptions they have of their leaders, and a behavioural component that refers to followers observations of leader behaviour.

***Inspirational Motivation.*** These leaders inspire their followers through motivation to become committed to and a part of the shared vision in the organisation. In practice, leaders use symbols and emotional appeals to focus group members efforts to achieve more than they would in their own self-interest. Team spirit is enhanced by this type of leadership.

***Intellectual Stimulation.*** It includes leadership that stimulates followers to be creative and innovative and to challenge their own beliefs and values as well as those of the leader and the organisation. This type of leadership supports followers as they try new approaches and develop innovative ways of dealing with organisational issues. It encourages followers to think things out on their own and engage in careful problem solving.

***Individualised Consideration.*** This factor is representative of leaders who provide a supportive climate in which they listen carefully to the individual needs of followers. Leaders act as coaches and advisers while trying to assist followers in becoming fully actualized. These leaders may use delegation to help followers grow through personal challenges.

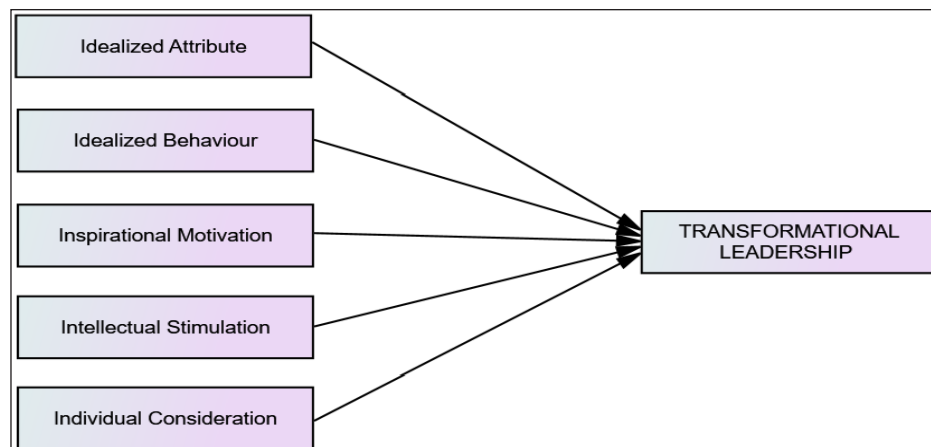
Transformational leaders are consistently rated by subordinates as being more effective leaders and have

been consistently linked with greater organisational performance and success (Bass & Avolio, 1994). In essence, transformational leadership produces greater effects than transactional leadership. Transformational leadership results in performance that goes well beyond what is expected. In a meta-analysis of 39 studies in the transformational literature, for example, Lowe et al. (1996) found that people who exhibited transformational leadership were perceived to be more effective leaders with better work outcomes than those who exhibited only transactional leadership. These findings were true for higher and lower level leaders, and for leaders in both public and private settings. Transformational leadership moves followers to accomplish more than what is usually expected of them. They become motivated to transcend their own self-interests for the good of the group or organisation (Bass & Avolio, 1990).

### **Transformational Leadership in Higher Education**

The leadership style that has been most commonly viewed as appropriate for leadership in higher education is transformational leadership. Delegation of responsibilities, regularly monitoring and communicating with their supporters in regard to the tasks for which they have responsibility is the focus of transformational leaders (Bass & Avolio, 1994; Hinkin & Tracey, 1999; Barling, Slater, & Kelloway, 2000; Barnett, McCormick, & Connors, 2001; Brown & Moshavi, 2002; Sivanathan & Fekken, 2002; Mandell & Pherwani, 2003).

Middlehurst, Goreham, and Woodfield (2009) recognised the importance of transformational leadership in higher education but maintain that it is most applicable at the institution level. Martin, Trigwell, Prosser, and Ramsden (2003) found that transformational leadership in an advanced education setting is connected to top notch under study learning procedures and results. Transformational leadership has been conceptualised in higher education by Pounder (2001). There are six dimensions as given by Pounder (2001) which he refers to as the 6 “I”s: Inspirational motivation dimension, Integrity dimension, Innovation dimension, Impression management dimension, Individual consideration dimension, Intellectual stimulation dimension.



**Fig. 1: Elements of Transformational Leadership (Bass & Avolio, 1995)**

## Significance of the Study

The study is significant in the field of leadership and is expected to add new knowledge to the transformational leadership concept. The study will assist in design and development of leadership programmes particularly in the higher educational institutions of India.

## Objectives

The present study is conducted in higher education sector with the following objectives:

- To examine the level of transformational leadership amongst academic leaders in higher education sector as perceived by the faculty members in the sample select organisations.
- To make a comparison of universities under study in relationship to referred variables.
- To make state-wise comparison in relationship to referred variables.

## Hypotheses

**H<sub>1</sub>:** The perception of the respondent faculty members towards their HOD's from different Universities is more or less the same.

**H<sub>2</sub>:** The perception of the respondent faculty members towards their HOD's from different states is more or less the same.

## Research Methodology

The present study was exploratory-cum-descriptive in nature and the sample comprised of Professors, Associate Professors and Assistant Professors from the selected universities. The study has been conducted in north Indian states, that is, Uttar Pradesh, Haryana, Jammu & Kashmir and the Union Territory of Delhi. Out of the seven states in north India, these four states were chosen based on the maximum number of universities (both central universities and those state universities offering multidisciplinary courses). The higher educational institutions of north Indian states under study were included that comprised of central and state universities. The sample size was calculated according to the number of items in the study. Every item requires minimum five respondents and maximum 10 respondents for the determination of representative sample size (Hair, Anderson, Tatham, & Black, 1998). Keeping in view the sampling error, it was proposed to take the sample of 850. In return, 719 questionnaires were found to be fit for analysis. The data for the study were collected both through the primary and secondary sources. The measuring items used for the study were sourced from existing validated scales and literature. The questionnaire consisted of two sections. Section 'A' included demographic information of respondents, whilst Section 'B' included statements of transformational leadership. The demographic characteristics were gender, age, experience and designation.

The transformational leadership scale has been adapted from Bass and Avolio (1995). The scale about

transformational leadership that has been adapted in this study has both rated as well as self-rating provision; still modifications had to be incorporated according to the context of the study (Table 1).

**Table 1: Modifications in Transformational Leadership Scale**

Original item	Revised item
Articulates a compelling vision of the future.	My HOD articulates a compelling vision of the future for the development of the department.

To capture the responses of the sample elements, a five point Likert scale (ranging from 1: strongly disagree; 2: disagree; 3: Undecided; 4: agree; 5: strongly agree) was used throughout the study. The questionnaire comprised of 20 items. All the items were framed keeping in view the context of the study. HOD's leadership was judged by the Professors, Associate Professors, and Assistant Professors working under them. For the purpose of conducting the present study, the north Indian states under study were first divided into two strata. The stratification variable used for this purpose was type of university, that is, central and state universities. There are total 14 central universities and 19 state universities (offering multidisciplinary courses) in the selected states. In this way, two strata were framed; first one was central universities and the second one of state universities. Out of each stratum, five universities were taken randomly. The selection of the universities was based on stratified random sampling. The employees included from each university were governed by the principles of proportionate sampling.

Reliability of the questionnaire during pilot study was assessed through Overall Cronbach's Alpha. The overall 'Cronbach Alpha' calculated through SPSS is 0.871, which is much higher than the acceptable level in social science research (Hair *et al.*, 1998). In order to compact the instrument, only those items and factors were considered, which had well discrimination and high consistency. This was checked by (a) Exploratory Factor Analysis (EFA) followed by (b) Confirmatory Factor Analysis (CFA). The EFA for this study was performed by SPSS using the principle component method of extraction with varimax rotation, as it enhances the interpretability of factors by maximising the number of items with high loadings (Malhotra, 2003). The suitability of the data was assessed through two tests; Kaiser-Meyer-Olkin

measure of sampling adequacy (KMO) and Bartlett's Test of Sphericity. KMO was higher than 0.50. KMO shows sampling adequacy and appropriateness of factor analysis. On the other side, Bartlett's test of sphericity is 0.00, that is, significant. The items explained 76.969 percent of the total variance. The items whose loadings were greater than >0.50 were retained. Application of CFA resulted in the acceptance of all the items due to high standardised regression weight (SRWs). The transformational leadership construct comprised of five sub scales, namely, idealized attribute, idealized behaviour, inspirational motivation, intellectual stimulation, and individual consideration. The result of CFA on all sub scales showed that all the manifest (observe) variables are highly loaded on their latent construct; hence, no item was eliminated from the sub-scale of transformational leadership. The fit indices of the specified model have also yielded good results (CMIN/DF= 1.496, GFI= 0.839, CFI=0.945, RMSEA=0.064, RMR=0.063).

## Analysis and Interpretation

### Sample Characteristics of the Respondents

Descriptive statistics was employed to know the descriptive information across various demographic variables on a total sample of 719. The various demographic variables which were considered for the study were gender, age, designation and experience. The analysis of the sample revealed the characteristics as indicated in the Table 2.

**Table 2: Sample Characteristics**

Demographic Variable	Overall		
	Particulars	Frequency	%age
Gender	Male	420	58.4
	Female	299	41.6
Age	25-35 years	305	42.4
	35-45 years	248	34.5
	45 & above	166	23.1
Designation	Professor	140	19.5
	Associate professor	231	32.1
	Assistant professor	348	48.4
Experience	Less than 10 years	348	48.4
	10-20 years	232	32.3
	20 years and above	139	19.3

Source: Data compilation by the scholar for the present study

## Transformational Leadership

The perception of faculty members about their HOD's transformational leadership and its dimensions in the ten sample universities is provided in Table 3. A mean score of 3.87 or percentage score of 77.4 % indicates that an above average level of transformational leadership is perceived by faculty members about their HOD's in the ten universities under study.

**Table 3: Transformational Leadership of HOD's as Perceived by Faculty Members**

S. No.	Dimension	Mean score	Percentage of Mean score	Standard Deviation	Ranking
1.	IA	3.87	77.4	.720	4 <sup>th</sup>
2.	IB	3.92	78.4	.658	1 <sup>st</sup>
3.	IM	3.88	77.6	.690	3 <sup>rd</sup>
4.	IS	3.78	75.6	.675	5 <sup>th</sup>
5.	IC	3.89	77.8	.623	2 <sup>nd</sup>
<b>Overall TL</b>		3.87	77.4	.461	

Source: Data compilation by the scholar for the present study

Note: IA = Idealized Attribute; IB = Idealized Behaviour; IM = Inspirational Motivation; IS = Intellectual Stimulation; IC = Individual Consideration; and TL = Transformational Leadership

The standard deviation of 0.461 also supports that the results are reasonably trustworthy. The perception of faculty members of the sample universities regarding the dimensions of transformational leadership also appears to be at an above average level with mean scores of 3.87, 3.92, 3.88, 3.78, and 3.89 reported for idealized attribute, idealized behaviour, inspirational motivation, intellectual stimulation, and individual consideration respectively. Among the five dimensions of transformational leadership, the respondents have reported highest for idealized behaviour followed by individual consideration,

inspirational motivation, idealized attribute, and intellectual stimulation respectively.

The overall mean scores depict a favourable and positive perception of faculty members with regard to their HOD's transformational leadership style and its five dimensions. This observation is also vindicated by the fact that all of the 20 statements measuring transformational leadership have reported a mean score higher than 3.50 or percentage score above 70 percent. The statement wise analysis of transformational leadership provided in table 4 shows that the mean scores for all the 20 statements measuring transformational leadership range between 3.64 and 4.10 with a standard deviation ranging from .801 to .987 where the highest mean score relates to individual consideration in statement 17, followed by statements 5 and 7 both related to idealized behaviour and the lowest mean score relates to intellectual stimulation in statement 13 followed by statements 8 and 20 (related to idealized behaviour and individual consideration with the same mean score of 3.72) and statement 10 related to inspirational motivation. The highest mean score attained by the statement 17 about individual consideration indicates that the faculty members of the sample institutions perceive that their HOD's are attentive to the needs of others to aid followers in reaching a higher level of performance. Further a positive perception exists among the faculty members regarding the idealized behaviour of HOD's towards employees as well as for the overall institution in various situations regarding issues related to conduct, ethics, standards, and values indicated by favourable mean scores reported by statement 5 and 7 respectively.

As can be observed from Table 4, the lowest mean scores marked for statement 13 relating to intellectual stimulation indicates that faculty members are not much satisfied as compared to other dimensions of transformational leadership with the approach of HOD's vis-a-vis this dimension. Therefore, HOD's should focus on this component in order to improve the perception of faculty members about intellectual stimulation.

**Table 4: Item Wise Analysis of Faculty Perception about HOD's Transformational Leadership**

S.No.	Statement	Mean score	S.D.	Percentage Score*
1	My HOD instils pride in me for being associated with him/her	3.95	.906	79.0
2	My HOD goes beyond self-interest for the good of the department	3.80	.957	76.0
3	My HOD acts in ways that builds my respect	3.91	.927	78.2
4	Displays a sense of power and confidence	3.84	.936	76.8
5	My HOD talks about his/her most important values and beliefs	4.06	.828	81.2

S.No.	Statement	Mean score	S.D.	Percentage Score*
6.	My HOD specifies the importance of having a strong sense of purpose	3.90	.902	78.0
7	My HOD considers the moral and ethical consequences of decisions	4.04	.886	80.8
8	Emphasises the importance of having a collective sense of mission	3.72	.801	74.4
9	My HOD talks optimistically about the future	3.93	.847	78.6
10	My HOD talks enthusiastically about what needs to be accomplished	3.79	.913	75.8
11	My HOD articulates a compelling vision of the future for the development of the department	4.00	.909	80.0
12	My HOD expresses confidence that goals will be achieved	3.82	.915	76.4
13	Re-examines critical assumptions to question whether they are appropriate	3.64	.973	72.8
14	Seeks differing perspectives when solving problems	3.84	.887	76.8
15	My HOD gets me to look at problems from many different angles	3.84	.885	76.8
16	My HOD suggests new ways of looking at how to complete assignments	3.82	.926	76.4
17	My HOD spends time in teaching and counselling	4.10	.807	82.0
18	My HOD treats me as an individual rather than just as a member of the department	3.86	.987	77.2
19	Considers me as having different needs, abilities, and aspirations from others	3.89	.869	77.8
20	My HOD helps me to develop my strengths	3.72	.966	74.4
<b>Overall TL</b>		<b>3.87</b>	<b>.461</b>	<b>77.4</b>

Source: Data compilation by the scholar for the present study

Note: \*Percentage score= Mean score × 20

### Transformational Leadership across States: A Comparison on the Basis of Faculty Perception

A comparison between faculty members of the four states under study, with respect to the transformational leadership of their HOD's in their respective institutions is given in table 5. From a comparative view point, the faculty members of Delhi state have reported the most favourable perception regarding the transformational

leadership of their HOD's, with a mean score of 4.09 or percentage score of 81.8 percent. Among the four states, faculty members of Jammu & Kashmir have reported the lowest mean score (3.67) or percentage score of 73.4 with respect to the transformational leadership of their HOD's. Haryana stands at second with the mean score of 4.01 or percentage score of 80.2 and Uttar Pradesh figures at rank third with the mean score of 3.71 or the percentage score of 74.2.

**Table 5: Transformational Leadership across States: A Comparison on the Basis of Faculty Perception**

S.No.	State	Mean score	Percentage of Mean score	Ranking	F-value	Sig. *
1.	Jammu & Kashmir	3.67	73.4	4th	1.223	.300ns
2.	Delhi	4.09	81.8	1st		
3.	Haryana	4.01	80.2	2nd		
4.	Uttar Pradesh	3.71	74.2	3rd		

Source: Data compilation by the scholar for the present study

Note: \*p<.05; ns = not significant

A one-way ANOVA test was employed to examine whether the differences in the mean scores of the respondents from four states are statistically significant or not. The results revealed that the difference is merely an outcome of chance factor and not statistically significant

(F-value=1.223; sig.=.300), indicating that the perception of the respondent faculty members regarding the transformational leadership of their HOD's in different states is more or less the same.

### Transformational Leadership across Universities and Its Comparison

In the present study, an attempt is also made to analyse and compare the perception of faculty members regarding transformational leadership of their HOD’s across the ten sample universities. Overall, the faculty members of all the ten sample universities report a fairly positive and satisfied perception with respect to the transformational leadership of their HOD’s in their respective institutions.

From a comparative view point (Table 6), the faculty members of Delhi University have reported the most favourable perception regarding the transformational leadership of their HOD’s, with a mean score of 4.03 or percentage score of 80.6 percent. Among the ten sample universities, faculty members of Guru Gobind Singh Indraprastha University have reported the lowest mean score (3.76) with respect to the transformational leadership level of their HOD’s. Additionally, Delhi University is followed by Aligarh Muslim University and University of Jammu with the mean score of 3.89 or with the percentage score of 77.8, Central University of Kashmir with the mean score of 3.88 or the percentage score of 77.6, Maharishi Dayanand University with the mean score of 3.87 or the percentage score of 77.4, Jamia Millia Islamia with the mean score of 3.86 or the percentage score of 77.2, University of Lucknow and Central University of Haryana with the mean score of 3.85 or percentage score of 77.0, University of Kashmir with the mean score of 3.81 or the percentage score of 76.2, and Guru Gobind Singh Indraprastha University with the least mean score of 3.76 or the percentage score of 75.2.

**Table 6: Transformational Leadership Across Universities and Its Comparison**

S.No.	University Code**	Mean Score	Percentage Score	F-value	Sig.*
1.	UOK	3.81	76.2	1.038	.408ns
2.	GGSIU	3.76	75.2		
3.	UOJ	3.89	77.8		
4.	UOL	3.85	77.0		
5.	MDU	3.87	77.4		
6.	CUK	3.88	77.6		
7.	DU	4.03	80.6		
8.	JMI	3.86	77.2		
9.	AMU	3.89	77.8		
10.	CUH	3.85	77.0		
<b>Total</b>		<b>3.87</b>	<b>77.4</b>		

Source: Data compilation by the scholar for the present study

Note: \*\*UOK: University of Kashmir; GGSIU: Guru Gobind Singh Indraprastha University, UOJ: University of Jammu; UOL: University of Lucknow; MDU: Maharishi Dayanand University; CUK: Central University of Kashmir, DU: Delhi University; JMI: Jamia Millia Islamia; AMU: Aligarh Muslim University; CUH: Central University of Haryana; \*p<.05; ns = not significant

The results revealed that the perception of the respondent faculty members towards their HOD’s from different Universities is more or less the same (F-value =1.038; sig.=.408) as confirmed by ANOVA test.

### Transformational Leadership: A Comparison of State and Central Universities

From a comparative stand point, transformational leadership in central universities appears to be better (mean score = 3.98; percentage of mean score = 79.6) than the state universities (mean score = 3.76; % age of mean score = 75.2) (table 7).

**Table 7: Transformational Leadership: A Comparison of State and Central Universities**

	Mean Score	Percentage of Mean Score	Z-Value	Sig.*
State Universities	3.76	75.2	-1.907	0.057ns
Central Universities	3.98	79.6		
<b>Overall</b>	<b>3.87</b>	<b>77.4</b>		

Source: Data compilation by the scholar for the present study

Note: \*p<.05; ns = not significant

However, z test was employed to examine whether the differences between the state and central universities are statistically significant or not. The results revealed that the difference is merely an outcome of chance factor and not statistically significant (z-value = -1.907; p value = 0.057).

### Transformational Leadership across Universities: A Dimension Wise Comparison

The Universities were also compared on the basis of different dimensions of transformational leadership so as to know the perception of faculty members about their HOD’s (table 8). The dimensions which were studied are Idealized Attribute, Idealized Behaviour, Inspirational Motivation, Intellectual Stimulation, and Individual Consideration.

**Table 8: Dimension Wise Comparison of Universities on the basis of Transformational Leadership**

	UOK	GGSIU	UOJ	UOL	MDU	CUK	DU	JMI	AMU	CUH	Total Mean	F-value	Sig.*
<b>IA</b>	3.76	3.71	3.93	3.89	3.86	3.84	4.06	3.88	3.93	3.83	<b>3.87</b>	1.297	.234 <sup>ns</sup>
<b>IB</b>	3.91	3.78	3.98	3.88	4.03	3.96	4.04	4.00	3.81	3.83	<b>3.92</b>	1.512	.140 <sup>ns</sup>
<b>IM</b>	3.87	3.82	3.89	3.80	3.77	3.95	3.97	3.92	3.89	3.94	<b>3.88</b>	.661	.745 <sup>ns</sup>
<b>IS</b>	3.78	3.73	3.78	3.76	3.83	3.78	3.86	3.64	3.83	3.80	<b>3.78</b>	.564	.827 <sup>ns</sup>
<b>IC</b>	3.73	3.80	3.88	3.93	3.90	3.89	3.96	3.90	4.01	3.85	<b>3.89</b>	1.137	.334 <sup>ns</sup>
<b>Total</b>	<b>3.81</b>	<b>3.76</b>	<b>3.89</b>	<b>3.85</b>	<b>3.87</b>	<b>3.88</b>	<b>3.97</b>	<b>3.86</b>	<b>3.89</b>	<b>3.85</b>		1.038	.408 <sup>ns</sup>

Source: Data compilation by the scholar for the present study

Note: UOK: University of Kashmir; GGSIU: Guru Gobind Singh Indraprastha University, UOJ: University of Jammu; UOL: University of Lucknow; MDU: Maharishi Dayanand University; CUK: Central University of Kashmir, DU: Delhi University; JMI: Jamia Millia Islamia; AMU: Aligarh Muslim University; and CUH: Central University of Haryana

IA = Idealized Attribute; IB = Idealized Behaviour; IM = Inspirational Motivation; IS = Intellectual Stimulation; IC = Individual Consideration; \*p<.05; ns = not significant

## Dimensions of Transformational Leadership

### Idealized Attribute

The overall perception of the faculty members of the sample universities with respect to the idealized attribute dimension of their HOD's is recorded in the present study at a mean score of 3.87, which signifies presence of an above average level of idealized attribute among HOD's as perceived by the faculty members.

Among the ten universities under study, the faculty members of Delhi University have reported the highest mean score (4.06) for idealized attribute, whereas the faculty members of Guru Gobind Singh Indraprastha University reported the lowest mean score (3.71) for idealized attribute component of their HOD's. Additionally, Delhi University is followed by Aligarh Muslim University and University of Jammu with the mean score of 3.93, University of Lucknow with the mean score of 3.89, Jamia Millia Islamia with mean score of 3.88, Maharishi Dayanand University with the mean score of 3.86, Central University of Kashmir with the mean score of 3.84, Central University of Haryana with the mean score of 3.83, University of Kashmir with the mean score of 3.76, and Guru Gobind Singh Indraprastha University with the least mean score of 3.71.

A one-way ANOVA test was employed to examine whether the differences in the mean scores reported for the idealized attribute by the faculty members of the ten respondent universities are statistically significant or not.

The results revealed that the perception of the respondent faculty members regarding the idealized attribute component of their HOD's from different universities is more or less same (F-value = 1.297, sig.=.234).

### Idealized Behaviour

The overall perception of the faculty members of the sample universities with respect to the idealized behaviour dimension of their HOD's is recorded in the present study at a mean score of 3.92, which signifies presence of an above average level of idealized behaviour among HOD's as perceived by the faculty members.

Among the ten universities under study, the faculty members of Delhi University have reported the highest mean score (4.04) for idealized behaviour of their HOD's, whereas the faculty members of Guru Gobind Singh Indraprastha University reported the lowest mean score (3.78) for idealized behaviour component of their HOD's. Additionally, Delhi University is followed by Maharishi Dayanand University with the mean score of 4.03, Jamia Millia Islamia with the mean score of 4.0, University of Jammu with the mean score of 3.98, Central University of Kashmir with the mean score of 3.96, University of Kashmir with the mean score of 3.91, University of Lucknow with the mean score of 3.88, Central University of Haryana with the mean score of 3.83, Aligarh Muslim University with the mean score of 3.81 and Guru Gobind Singh Indraprastha University with the least mean score of 3.78.

The results of ANOVA test revealed that the difference in the mean scores reported for the idealized behaviour component by the faculty members regarding their HOD's is merely an outcome of chance factor and not statistically significant ( $F$ -value = 1.512,  $sig.$  = .140), indicating that the perception of the respondent faculty members regarding the idealized behaviour component of their HOD's from different universities is more or less same.

### Inspirational Motivation

The overall perception of the faculty members of the sample universities with respect to the inspirational motivation dimension of their HOD's is recorded in the present study at a mean score of 3.88, which signifies presence of an above average level of inspirational motivation among HOD's as perceived by the faculty members.

Among the ten universities under study, the faculty members of Delhi University have reported the highest mean score (3.97) for inspirational motivation of their HOD's, whereas the faculty members of Maharishi Dayanand University reported the lowest mean score (3.77) for inspirational motivation component of their HOD's. Additionally, Delhi University is followed by Central University of Kashmir with the mean score of 3.95, Central University of Haryana with the mean score of 3.94, Jamia Millia Islamia with the mean score of 3.92, Aligarh Muslim University and University of Jammu with the mean score of 3.89, University of Kashmir with the mean score of 3.87, Guru Gobind Singh Indraprastha University with the mean score of 3.82, University of Lucknow with the mean score of 3.80 and Maharishi Dayanand University with the least mean of 3.77.

A one-way ANOVA test was employed to examine whether the differences in the mean scores reported for the inspirational motivation component by the faculty members regarding their HOD's are statistically significant or not. The results revealed that the perception of the respondent faculty members regarding the inspirational motivation component of their HOD's from different universities is more or less same ( $F$ -value = .661,  $sig.$  = .745).

### Intellectual Stimulation

The overall perception of the faculty members of the sample universities with respect to intellectual stimulation dimension of their HOD's is recorded in the present study at a mean score of 3.78, which signifies presence of an above average level of intellectual stimulation among HOD's as perceived by the faculty members.

Among the ten universities under study, the faculty members of Delhi University have reported the highest mean score (3.86) for intellectual stimulation of their HOD's, whereas the faculty members of Jamia Millia Islamia reported the lowest mean score (3.64) for intellectual stimulation component of their HOD's. Additionally, Delhi University is followed by Aligarh Muslim University and Maharishi Dayanand University with the mean score of 3.83, Central University of Haryana with the mean score of 3.80, University of Kashmir, University of Jammu, and Central University of Kashmir with the mean score of 3.78, University of Lucknow with the mean score of 3.76, Guru Gobind Singh Indraprastha University with the mean score of 3.73, and Jamia Millia Islamia with the least mean score of 3.64.

The results revealed that the difference in the mean scores reported for the intellectual stimulation component by the faculty members regarding their HOD's is merely an outcome of chance factor and not statistically significant ( $F$ -value = .564,  $sig.$  = .827). This indicates that the perception of the respondent faculty members regarding the intellectual stimulation component of their HOD's from different universities is more or less same as confirmed by ANOVA test.

### Individual Consideration

The overall perception of the faculty members of the sample universities with respect to the individual consideration dimension of their HOD's is recorded in the present study at a mean score of 3.89, which signifies presence of an above average level of individual consideration among HOD's as perceived by the faculty members.

Among the ten universities under study, the faculty members of Aligarh Muslim University have reported the

highest mean score (4.01) for individual consideration of their HOD's, whereas the faculty members of University of Kashmir reported the lowest mean score (3.73) for individual consideration component of their HOD's. Additionally, Aligarh Muslim University is followed by Delhi University with the same mean score of 3.96, University of Lucknow with the mean score of 3.93, Jamia Millia Islamia and Maharishi Dayanand University with the mean score of 3.90, Central University of Kashmir with the mean score of 3.89, University of Jammu with the mean score of 3.88, Central University of Haryana with the mean score of 3.85, Guru Gobind Singh Indraprastha University with the mean score of 3.80, and University of Kashmir with the least mean score of 3.73.

The results also revealed that the difference in the mean scores reported for the individual consideration component by the faculty members regarding their HOD's is merely an outcome of chance factor and not statistically significant ( $F$ -value = 1.137,  $\text{sig}=0.334$ ). This indicates that the perception of the respondent faculty members regarding the individual consideration component of their HOD's from different universities is more or less same.

### **Discussion, Conclusion and Implications for Practitioners**

The results revealed that the faculty members of the sample universities perceived the transformational leadership about their academic leaders at an above average level and are fairly satisfied with their academic leaders level of transformational leadership. The perception of faculty members in the Indian universities regarding the dimensions of transformational leadership among their leaders also appears to be at an above average level. Among the five dimensions of transformational leadership, the respondents have reported highest for idealized behaviour followed by individual consideration, inspirational motivation, idealized attribute, and intellectual stimulation elements about their academic leaders. Further, state-wise descriptive statistics and comparison thereof was studied which showed that transformational leadership level of academic leaders is of higher order in Delhi state followed by Haryana, Uttar Pradesh, and Jammu & Kashmir respectively. However, among the four states under study, it was also found that there is statistical insignificant difference in the level

of transformational leadership among the academic leaders as perceived by the faculty members in different states. The faculty members of Delhi University have reported the most favourable perception regarding the transformational leadership about their academic leaders while as the faculty members of Guru Gobind Singh Indraprastha University have reported the lowest mean score with respect to the transformational leadership level of their academic leaders.

Among the universities under study, it was also found that there is statistically insignificant difference in the level of transformational leadership among the academic leaders indicating that the perception of the respondent faculty members about their academic leaders from different universities is by and large the same. The transformational leadership of academic leaders in central universities appears to be better than that of in the state universities. However, there is not any significant difference between central and state universities regarding transformational leadership of academic leaders. The faculty members of Delhi University have reported the highest mean score for idealized attribute, whereas the faculty members of Guru Gobind Singh Indraprastha University reported the lowest mean score for this dimension. The faculty members of Delhi University have also reported the highest mean score for idealized behaviour of their academic leaders, whereas the faculty members of Guru Gobind Singh Indraprastha University reported the lowest mean score for idealized behaviour component of their academic leaders.

The faculty members of Delhi University have reported the highest mean score for inspirational motivation of their academic leaders, whereas the faculty members of Maharishi Dayanand University reported the lowest mean score for inspirational motivation component of their academic leaders. Among the ten universities under study, the faculty members of Delhi University have reported the highest mean score for intellectual stimulation of their academic leaders, whereas the faculty members of Jamia Millia Islamia reported the lowest mean score. The faculty members of Aligarh Muslim University has reported the highest mean score for individual consideration of their academic leaders, whereas the faculty members of University of Kashmir reported the lowest mean score.

The faculty members of sample universities also perceive the transformational leadership of their academic leaders

at an above average level indicating the faculty members are satisfied with the way their leaders are leading them. The leaders are providing every chance to the faculty members by giving interesting work assignments and do not take any decision that is ethically wrong. The leaders continuously motivate their faculty members and have also created a team atmosphere with a shared vision for the future of their departments. It is also because due attention is paid to every staff member by the academic leader if in need of something whether it is support in the form of providing assistance in attending seminars/conferences, or allowing them for attending refresher courses, conferences, workshops, lectures etc. The faculty members of the universities under study perceive that their academic leaders focus more on always sharing risks and handling issues related to conduct, ethics, standards and values of the department. Transformational leadership of leaders from Delhi state is higher than the leaders from other three states. It is because they are able to lead in a very effective manner which is reflected in the results associated with Delhi state. It is ultimately an academic leader who builds an institution. Same is the case here for leaders who always contribute in one way or other for the development of the department and institution as a whole. The transformational leadership of academic leaders in Jammu and Kashmir State is least as compared to other states. Overall the results show that faculty members of Delhi University have the most favourable perception regarding the transformational leadership of their leaders while faculty members of Guru Gobind Singh Indraprastha University has the least. The academic leaders of Guru Gobind Singh Indraprastha University are not able to influence, motivate, stimulate, pay individual attention to the faculty members working under them as much as compared to other universities under study. The leaders of central universities are having high level of transformational leadership compared to state universities as perceived by the faculty members perhaps which is why three of the sample selected central universities are figuring among the top universities of India (NIRF rankings of MHRD). Further, the academic leaders of Delhi University are admired, share risks, motivate and inspire their faculty members and stimulate their staff to use innovation as compared to other universities. This has resulted in development of an individual and department as a whole. Focus is given on research, placements,

patents by the academic leaders. In Aligarh Muslim University, it was also found that every faculty member is being paid more attention as compared to the staff from other Universities.

The results obtained from the present study have certain significant implications. *First*, it contributes to the body of existing literature as the variable transformational leadership has not been studied too much in education setting. *Second*, if the higher learning institutions want to excel, attention must be given to developing programmes for the improving the transformational leadership attributes.

### Limitations and Scope for Future Research

In the present study, the universities of north India were included to investigate the influence between the variables under study, including greater number of institutes from other regions as well in the future research could reveal more generalisable results. The study was confined to central and state universities. Private universities, deemed to be universities, colleges, universities with the potential of excellence should be included in the future research. The study focused on higher education sector only. The scope of the research could be widened by including more levels like primary, middle, undergraduate levels in the future research. Perception of faculty members towards their HOD's was the focus of the present study. In the future studies, non-academic staff should also be included in order to generalise the results. HOD's were treated as immediate academic leaders in the present study. Other academic leaders, such as Vice-Chancellors/Registrars/Deans, should be included in the future research.

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