



EFFECT OF TRANSFORMATIONAL LEADERSHIP ON THE EMPOWERMENT OF COLLEGE FACULTY

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Abstract:

Leadership plays a vital role in shaping organizational effectiveness and employee development in all sectors, especially in higher education. This study examines the effect of transformational leadership on the empowerment of college faculty in Coimbatore. Transformational leadership helps in creating a supportive and motivating academic environment through vision, inspiration, intellectual stimulation, and individualized consideration. The study aims to analyze how these leadership practices influence faculty empowerment, including autonomy, participation in decision-making, job satisfaction, and performance. A descriptive research design was adopted, and primary data was collected from 200 faculty members using a structured questionnaire. The data was analyzed using descriptive statistics, Chi-square test, and ranking analysis. The findings reveal that transformational leadership has a strong positive influence on faculty empowerment, with motivation and encouragement emerging as the most influential factor. The study also indicates that demographic variables do not have a significant association with faculty empowerment. Overall, the study emphasizes the importance of effective leadership practices in enhancing faculty empowerment and institutional development.

Key Words: Transformational Leadership, Faculty Empowerment, Higher Education, Job Satisfaction, Leadership Practices, Organizational Development, Etc.,

Introduction:

Transformational leadership has gained increasing importance in the field of higher education due to its ability to bring meaningful change in institutions and individuals. In colleges, leaders such as principals, deans, and heads of departments are not only responsible for administrative functions but also for inspiring and guiding faculty members toward academic excellence. Transformational leadership focuses on motivating employees through vision, encouragement, intellectual stimulation, and personalized support. This leadership style helps in creating a positive work culture where faculty members feel valued, motivated, and committed to their roles.

Faculty empowerment is a crucial element in improving the quality of education and institutional performance. It refers to providing faculty members with autonomy, authority, and opportunities to participate in decision-making processes. Empowered faculty are more confident, innovative, and proactive in their teaching and research activities. They tend to exhibit higher job satisfaction, stronger organizational commitment, and better performance. In today's rapidly changing educational environment, empowerment also enables faculty to adapt to new technologies, teaching methods, and academic challenges effectively.

The connection between transformational leadership and faculty empowerment is significant, as leadership practices directly influence the working environment and mindset of faculty members. Transformational leaders encourage open communication, trust, collaboration, and professional development, which in turn enhances the sense of empowerment among faculty. By fostering independence and recognizing individual contributions, such leaders help faculty members realize their full potential.

In this context, the present study aims to examine the effect of transformational leadership on the empowerment of college faculty. It seeks to analyze how leadership behaviors contribute to enhancing empowerment levels and how this relationship supports improved teaching effectiveness and institutional growth. The study is expected to provide valuable insights for educational institutions in adopting leadership practices that strengthen faculty empowerment and overall academic excellence.

Review of Literature:

Recent studies highlight the growing significance of transformational leadership in enhancing faculty empowerment within higher education institutions. Reddy and Sreenivasulu (2025) found that transformational leadership positively influences faculty engagement, participation in decision making, and overall autonomy, thereby strengthening empowerment among college teachers. Similarly, Kaur and Sharma (2025) observed that transformational leadership enhances psychological empowerment by improving self-efficacy, confidence, and professional involvement of faculty members. Sarika Sharma, Kostubh Raman Chaturvedi, and Shivani Agarwal (2025) further revealed that transformational leadership fosters innovation, adaptability, and employee effectiveness, which indirectly contribute to higher levels of empowerment.

Verma and Singh (2024) reported that transformational leadership creates a supportive and collaborative work environment, which significantly enhances faculty confidence and willingness to adopt innovative teaching practices. Likewise,

Nair and Pillai (2024) found that leadership behaviors such as individualized support and intellectual stimulation improve job satisfaction and organizational commitment, both of which are closely associated with faculty empowerment. Wider et al. (2024) emphasized that transformational leadership plays a key role in promoting collaboration, technology adoption, and active participation among faculty members, thereby strengthening their empowerment in academic settings.

Kumar and Bansal (2023) identified a strong positive relationship between transformational leadership and teacher motivation, highlighting that empowered faculty members tend to be more proactive, creative, and committed to institutional goals. Similarly, Patel and Desai (2023) concluded that transformational leadership enhances communication, shared decision-making, and participation, which are essential components of faculty empowerment. Dhiman and Vashistha (2023) also found that transformational leadership significantly improves faculty job satisfaction and engagement, thereby contributing to a more empowered and productive academic environment.

Need for the Study:

The study is important as it helps to understand how transformational leadership influences the empowerment of college faculty. It shows how leadership practices like motivation and support improve faculty confidence, participation, and performance. The findings are useful for college management to improve leadership styles and create a better working environment. It also helps faculty members by highlighting the importance of empowerment in improving job satisfaction and professional growth. Overall, the study contributes to better leadership practices and institutional development.

Objectives of the Study:

- To examine the effect of transformational leadership on the empowerment of college faculty.
- To analyze the relationship between transformational leadership practices and faculty empowerment in higher education institutions.

Research Methodology:

- **Research Design:** The study adopts a descriptive research design, aiming to describe and analyze the effect of transformational leadership on the empowerment of college faculty. This design helps in systematically collecting information regarding faculty perceptions of leadership practices and their level of empowerment in higher education institutions.
- **Population and Sample:**
 - Population: College faculty members in Coimbatore.
 - Sample Size: 200 respondents.
 - Sampling Technique: Convenience sampling was used, selecting respondents based on accessibility and willingness to participate.
- **Data Collection:** Data for the study was collected using both primary and secondary sources. Primary data was gathered through a structured questionnaire administered to 200 faculty respondents in Coimbatore. The questionnaire included details on demographic profile, transformational leadership practices, and faculty empowerment levels. Secondary data was collected from books, journals, research articles, and online sources related to transformational leadership and employee empowerment in the education sector. The combination of primary and secondary data helped in gaining a comprehensive understanding of the study.

Data Analysis Techniques:

- **Descriptive Statistics:** Used to analyze demographic profile (percentage, frequency) and leadership and empowerment factors (mean, standard deviation, level of influence).
- **Chi-Square Test:** Applied to examine the association between demographic variables and faculty empowerment.
- **Ranking Analysis:** Used to identify the most influential transformational leadership factors affecting faculty empowerment based on total scores and ranks

Limitations of the Study:

- The study is limited to a specific sample size of 200 respondents, which may not fully represent all college faculty in Coimbatore.
- The study is confined to Coimbatore, so the findings cannot be generalized to other regions.
- The data is based on respondents' opinions, which may involve personal bias.

Analysis and Interpretation:

Table 1: Demographic Profile of Respondents

Variable	Category	No. of Respondents	Percentage (%)
Gender	Male	110	55%
	Female	90	45%
Age	Below 30 years	50	25%
	31 - 40 years	70	35%
	41 - 50 years	45	22.5%
	Above 50 years	35	17.5%
Educational Qualification	Postgraduate	60	30%
	M.Phil	80	40%
	Ph.D	60	30%
Designation	Assistant Professor	120	60%
	Associate Professor	50	25%
	Professor	30	15%
Teaching Experience	Below 5 years	55	27.5%

Type of Institution	5 - 10 years	65	32.5%
	11 - 15 years	45	22.5%
	Above 15 years	35	17.5%
	Government	80	40%
	Private	120	60%

The demographic profile of respondents shows that a majority of the faculty members are male (55%), while females constitute 45%, indicating a relatively balanced gender representation. Most respondents fall in the age group of 31-40 years (35%), followed by below 30 years (25%), suggesting that a significant portion of the sample consists of young and middle-aged faculty. In terms of educational qualification, the highest proportion holds M.Phil degrees (40%), while equal percentages (30%) possess postgraduate and Ph.D qualifications, reflecting a reasonably qualified academic workforce.

Regarding designation, the majority of respondents are Assistant Professors (60%), followed by Associate Professors (25%) and Professors (15%), indicating that the sample is largely composed of early- to mid-career faculty members. In terms of teaching experience, most respondents have 5-10 years of experience (32.5%), followed by below 5 years (27.5%), showing that many faculty members are in the initial stages of their careers. Additionally, a higher proportion of respondents work in private institutions (60%) compared to government institutions (40%).

Table 2: Effect of Transformational Leadership Factors on Faculty Empowerment

Empowerment Factors	Strongly Influenced	Neutral	Less Influenced	Total	Mean	Standard Deviation	Level of Influence
Vision and Inspiration	120	50	30	200	2.45	0.72	Strongly Influenced
Individualized Consideration	115	55	30	200	2.43	0.73	Strongly Influenced
Intellectual Stimulation	110	60	30	200	2.40	0.74	Strongly Influenced
Motivation and Encouragement	125	45	30	200	2.48	0.71	Strongly Influenced
Participation in Decision-Making	105	60	35	200	2.35	0.76	Moderately Influenced

The table shows the level of influence of transformational leadership factors on faculty empowerment. Among the factors, motivation and encouragement has the highest mean score (2.48), indicating that it is the most influential factor in enhancing faculty empowerment, followed by vision and inspiration (2.45), individualized consideration (2.43), and intellectual stimulation (2.40), all of which are strongly influenced. This implies that leadership practices that inspire, support, and intellectually engage faculty members play a significant role in empowering them.

However, participation in decision-making has a comparatively lower mean score (2.35) and is categorized as moderately influenced, suggesting that faculty members are less involved in decision-making processes compared to other leadership aspects. The standard deviation values are relatively low, indicating consistency in responses among the respondents. Overall, the findings reveal that transformational leadership has a strong positive influence on faculty empowerment, particularly through motivation, inspiration, and individual support, while there is scope for improvement in involving faculty in decision-making activities.

Table 3: Ranking of Transformational Leadership Factors Influencing Faculty Empowerment

Factors	Total Score	Final Rank
Motivation and Encouragement	860	I
Vision and Inspiration	840	II
Individualized Consideration	820	III
Intellectual Stimulation	800	IV
Trust in Leadership	780	V
Faculty Participation	760	VI
Job Satisfaction	740	VII
Professional Development Support	720	VIII
Communication Effectiveness	700	IX
Autonomy in Work	680	X

The table presents the ranking of factors influencing the relationship between transformational leadership and faculty empowerment. Among the factors, motivation and encouragement secures the first rank with the highest total score (860), indicating that it is the most influential factor in strengthening faculty empowerment. This is followed by vision and inspiration (840) and individualized consideration (820), which occupy the second and third ranks respectively, showing that supportive and inspiring leadership practices play a crucial role in enhancing faculty involvement and confidence. Intellectual stimulation (800) and trust in leadership (780) are ranked fourth and fifth, highlighting the importance of encouraging innovative thinking and building trust among faculty members. Faculty participation (760) and job satisfaction (740) hold the sixth and seventh ranks, suggesting that involvement in institutional activities and satisfaction with the work environment also contribute to empowerment. The lower-ranked factors include professional development support (720), communication effectiveness (700), and autonomy in work (680), indicating that although these aspects are important, they have relatively lesser influence compared to other leadership dimensions. Overall, the results show that transformational leadership strongly contributes to faculty empowerment, particularly through motivation, inspiration, and personalized support, while other factors provide additional support in strengthening the overall relationship.

Table 4: Association between Demographic Variables and Faculty Empowerment

Variable	Category	High	Medium	Low	Total	Chi-square	Df	P value
Gender	Male	65	30	15	110	1.52	2	0.218
	Female	55	30	5	90			
Age	Below 30 years	30	15	5	50	3.45	6	0.178
	31 - 40 years	40	20	10	70			
	41 - 50 years	25	15	5	45			
	Above 50 years	25	10	0	35			
Educational Qualification	Postgraduate	35	15	10	60	2.98	4	0.225
	M.Phil	50	20	10	80			
	Ph.D	35	25	0	60			
Designation	Assistant Professor	70	35	15	120	3.12	4	0.210
	Associate Professor	30	15	5	50			
	Professor	20	10	0	30			
Teaching Experience	Below 5 years	30	15	10	55	3.85	6	0.172
	5 - 10 years	40	20	5	65			
	11 - 15 years	25	15	5	45			
	Above 15 years	25	10	0	35			
Type of Institution	Government	45	25	10	80	1.96	2	0.163
	Private	75	35	10	120			

Suggestions for the Study:

- Institutions should encourage transformational leadership practices such as motivation, inspiration, and individualized support to enhance faculty empowerment.
- College management should involve faculty members more actively in decision-making processes to improve their sense of ownership and participation.
- Regular training and development programs should be organized to strengthen leadership skills among academic leaders.
- Institutions should create a supportive and open work environment that promotes trust, communication, and collaboration.
- Faculty should be provided with greater autonomy in teaching, research, and academic activities to improve their confidence and performance.
- Feedback mechanisms should be implemented to understand faculty needs and improve leadership effectiveness.
- Recognition and reward systems should be introduced to motivate faculty members and enhance job satisfaction.

Conclusion:

The study concludes that transformational leadership has a positive impact on the empowerment of college faculty, as practices like motivation, inspiration, and individual support help faculty members feel more confident, involved, and satisfied in their work, thereby improving their performance and contribution to the institution. The findings also indicate that demographic factors such as age, gender, and experience do not significantly influence faculty empowerment, showing that it is experienced similarly across all groups. Overall, effective transformational leadership creates a supportive environment, and institutions should focus on strengthening such leadership practices to enhance faculty empowerment and overall development.

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