The Impact of Transformational Leadership on Individual LearningModerated by Learning Behavior

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ABSTRACT

This paper studies the impact of transformational leadership on individual learning in the learning institutions by observing moderating role of learning behaviors. Literature reviewindicates that in many developing countries like India, increasing the learning capacity of the individuals is omitted and is not considered as priority though increase in qualityandvalue-based learning is termed as one of the key factors for securing the future of individuals. Previous research show that individual learning may beinclined by many behaviors and leadership can be one of the most important factors. Leadership behaviors for increasing learning activities is one of the most significantfactor of the learning institutions ability to generate quality learningatmosphere and transformational leadership style is more suitable to foster and explore on individual learning activities. This study is built on review of leadership behavior activities, concentrating on transformational leadership theory along with social learning theory on the importance of individual learningand therefore introduces a conceptual framework, to find out the effect of leadership on individual learning. This study eventually proposes methods for collection of data, analysis of dataand testing of significance of constructs.

Keywords: Transformational leadership, Individual learning, Behaviors that encourage learning

1.INTRODUCTION

In the present world, almost all learning institutions are facing a tough challenge to provide quality learning environment to the learners. There is a requirement to provide value based education with good leadership practices in educational institutions to raise the standard of education and to take it to new heights of morality, motivation and performance. Good leadership practices are essential for the universities and schools to impart value-based education to the citizens of the country, without which it is difficult to prepare students for their career.

Any learning institutions such as universities, colleges and schools or any learning programs organized by business or organization need good leadership practices to produce good learner's outcome Therefore, there is a need in educational institutions to become more innovative by following good leadership practices to clear vacuum that is felt in most of the learning institutions.

Further challenges in education institutions such as increasing demand for accountability, rising need for strong measures of student learning outcome and the necessity to assess growing numbers of students in all types of learning environments requires better innovation in learning outcome by providing good leadership practices. Innovation in learner's outcome with good leadership practices like transformational leadership enables the education institutions to meet the challenges that educational institutions are facing. Moreover, it is critical forinstitutions todemonstrate that their students are developing the essential skills needed for success. Therefore, leadership practices like transformational and transactional are an innovative way of learning for students. It also provides proof of learning, supports accreditation and more.

Due to numerous challenges in the educational world traditional leadership style does not play any role, therefore there was a need for more robust leadership style which can provide significant changes. [1] feels that there is a significant moderating effects of cohesion climate dimension on the relationship between transformational leadership and followers' creativity. Also,otherresearchers such as [2-7] have identified some factors that tranformational leadership have positive impact on individual learning. Of all the above leadership styles, transformational leadership style was stated to be the most effective one to increase the performance of learners.

This paper reviews the impact of transformational leadership and its behaviors on individual learning in educational institutionsThrough leadership, educational institutions and educators try to make an outline or framework that helps the educational institutions, students and educators to increase learning activities through leadership skills and learning behaviors. Therefore, the impact of moderation of learning behaviors on learning will be an added factor and will be an

objective of the study. Research design and presentation of the findings will be discussed at a later stage. As per the findings, suggestions and score for future research will be discussed.

2. REVIEW OF LITERATURE

Initially created by [8], transformational leadership happens when one or more persons captivate with others in such a way that leaders and followers raise each other to a larger amount of inspiration, execution and ethical quality. Transformational leaders are exceptionally intelligent, enthusiastic, enabling, visionary and imaginative [9].[10] further stretched Burn's hypothesis by conceptualizing transformational authority practices into following five classifications like **idealized influence** - Leaders representing idealized influence act as role models; they are respected by the followers and trusted to make good decisions for the organization. **Attributed Charisma** - Leaders with attributed charisma create trust, respect and admiration and followers wish to stimulate them. They instill pride in followers associated with them, go beyond self-interest for the good of the group, act in a way that build respect and displays a sense of power and confidence. **Inspirational motivation-** With inspirational motivation, leaders provide meaning and challenges to the work of followers and attempt to present innovative ideas [11]. Transformational leaders with a great deal of inspirational motivation talks optimistically and enthusiastically about the future and what needs to be accomplished. **Intellectual stimulation**- Leaders with intellectual stimulation simplify innovative and unconventional way of thinking and working processes that lead to new technology and knowledge. **Invidualized Consideration** - Individualized consideration is about paying attention to student's individual needs by creating learning opportunities, acting as a mentor or coach and creating a supportive climate for goal achievement and growth.

As indicated by [12], transformational leadership is decidedly connected with school's creative atmosphere and it inspires adherents to accomplish more than they are normal.It includes additional exertion and more noteworthy benefit [13-17], changed educator hones [18-20](Stewart, 2006), hierarchical learning[21], leadership duty, additional exertion for change [22-24] and aggregate instructor viability [25] is concerned as a mixed bag of universal settings [26-31]. Therefore, transformational leadership creates motivation to learn in students or followers.

Transformational leadership has three essential capacities. To begin with, transformational pioneers earnestly serve the needs of others, engage them and motivate adherents to accomplish remarkable achievement. Also, they appealingly lead, set a dream, impart trust, certainty and pride in living up to expectations with them. Finally, with the intelligent incitement they offer supporters of the same bore as the leaders [32]. In this model, the school gets to be less bureaucratic and it works as its own changing operators. As opposed to enabling those people, the school gets to be enabled as an aggregate unit. Therefore, this research tests the concept of transformational leadership and its impact on individual learning outcomes like cognitive learning, Emotional learning, institutional learning, Sense of education believability and communication fulfillment in education with transformational leadership behavior's such as idealized influence, attributed charisma, inspirational motivation intellectual stimulation and individualized consideration. And also check moderating effect of learning behaviors.

3. THEORETICAL FRAMEWORK
The review of the literature on the relationship between leadership and knowledge management found that a research gap exists in any learning environment especially in individual learning weather in organization or educational institutions with respect to leadership [33-35]. Learningculture is supportive of leaders, leadership based on common values is impossible. Learning Culture determines a large part of what leaders do and how they do it [36].

The connection between learning culture and leadership has been made by many researchers [37-40]. Thus, the leaders influence the learning and the effectiveness of the leader's relay on the ability of them to create the learning environment or atmosphere that supports the adaptive, stabilizing and strategic activities. Hence, teacher in an educational institution has to effectively evade these issues addressed in educational institutions and this is possible if transformational leadership strategy is inculcated with learner's motivation.

The Individual learning and leadership practice pertained to the organization go in tandemwith the educational sector as well. The problems addressed by the educators and the learners are similar to that of the leader and the employee. [41] reported that the classroom is the organization in which they examined on the relationship between the educator management and the leadership style and the learner's outcomes accredit to the organizational theories within the educational sectors [42-44]. Therefore, organizations can be compared to the educational institutions and employees can also be termed as learners. Imparting of knowledge or challenges faced in organizations and educational intuitions can be dealt with on similar lines.

One of the challenges faced by Higher education in Indiais a "deficit of learning" in a survey done it is found that students who entered college in 1989 aspiring for a four-year degree, only 46 percent had received a bachelor's degree five years later. That's less than half. Five percent had received an associate degree five years later, 3 percent had received a certificate, and 18 percent were still enrolled. Almost one third (28%) - had not earned a degree and were no longer enrolled. According to the Forbes 2014 review, two of the top issues facing higher education in Indiaare the need for Quality assurance in learning and a leadership crisis. Therefore, deficit of learning environment exists everywhere around the world either in the 1989 or in the year 2017 there is always a need for quality assurance and betterment in learning environment.

According to the University Grant Commission of India(UGC) report published in 2012, there is sharp focus on promotion of quality and excellence in higher education, which can only be achieved by better results from learner's outcome. Therefore, Research contemplating transformational leadership in school and university settings is negligible and an examination of these builds inside any learning courses is totally lost, which can be overcome by individualized consideration that comprises of educator's actions that guide learners towards reaching their respective potential levels. In this role the leader acts as a mentor or coach, offering learners work opportunities that challenge their growth and development [45].

Results from research looking at transformational leadership in learning environment make it clear that transformational leadership has its preferences in associations that inspire learners resulting in both educator and learner raising each other to higher levels of morality, motivation and performance based on Transformational leadership practices like idealized influence, attributed charisma, inspirational motivation intellectual stimulation and individualized consideration [46-50]. Therefore, it is important to study and explore the effect of transformational leadership practices on both educator and learner to find learning outcome variables like higher levels of morality, motivation and performance.

Recently, a group of researchers have started to examine the relationship between transformational leadership practices and learner learning results which include cognitive learning, emotional learning, learner perceptions of educator credibility and communication fulfilment [51-52] and found that research is negligible. Therefore, this research will investigate the link between educator transformational leadership practices and individual learner results in terms of cognitive learning, emotional learning and sensing of educator believability and communication fulfilment.Therefore, as mentioned in figure1, this study proposes a conceptual framework that will test the direct impact of transformational leadership and individual learning.
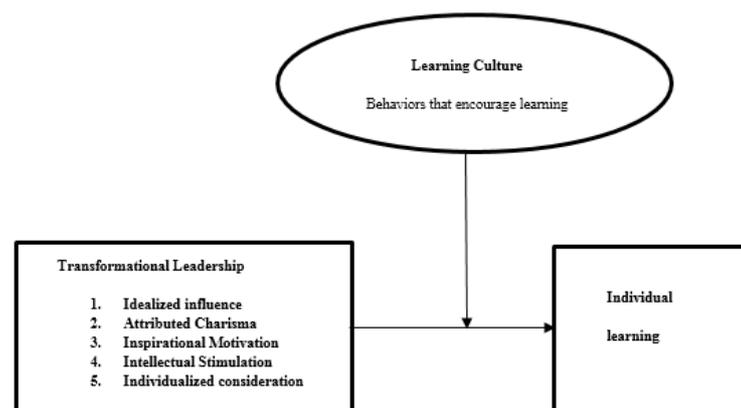

Figure 1 -: Conceptual framework of the study.

4. Research Design and Methodology
Previous research indicates that there are a vast number of researches done on transformational leadership and on individual learning. However, there is a limited research done in the area associating leadership with learning. Especially associating transformational leadership with individual learning and there is limited evidence of quantitative research and empirical studies to support the finding based on theoretical approach. Further, because of difficulty in reaching out to educational institutions, educators and students in real time environment researchers have focused on

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the level of individual learning and they believe that the educational level merits with investigation. In this research, students of universities in India will be treated as respondents. constructs will be tested using three different survey, Transformational leadership and its behaviors will be measured using a widely used Multifactor Leadership Questionnaire (MLQ-5X) developed by Bass and Avolio [53]. Individual learning will be measured using 5X learning questionnaire developed by [54]. And, behaviors that moderate learning can be borrowed and measured from "A manual for the use of the Motivated Strategies for Learning Questionnaire (MSLQ-5x)." developed by [55].

5. Conclusion

This research examines the connection between transformational leadership, its behaviours and Individual learning followed by moderating effect of behaviors that encourage learning in Indian context and to our knowledge this type of study have not been conducted before. Therefore, it can spread our understanding of individual learning and transformational leadership behaviours impact in countries that share similar conditions, structures, and institutions with India. Furthermore, recognizing and developing appropriate leadership type and environment for learning in a learning institution can be a potential implication of this research.

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