Transformational Leadership Qualities of Institutional Heads and Fostering of Transformative Education in State Universities in Cameroon

Nyenty Stephen Atem (PhD)

Lecturer in Educational Administration, University of Ngaoundere, Cameroon

Abstract: The study aimed to investigate the extent transformational leadership qualities of institutional heads foster transformative education in state universities in Cameroon. Four objectives were used; to find out the extent intellectual stimulation, providing opportunities for continuous improvement, inspirational motivation, and individualised consideration can foster transformative education in state Universities in Cameroon. These four specific objectives were transformed into four hypotheses. The survey research design was adopted for the study. The study population consists of teachers with 2 years and above teaching experience. Data were collected from 613 teachers using a questionnaire via purposive and the snow ball sampling techniques. The reliability coefficient value of the questionnaire was acceptable 0.832. Data collected were analysed using SPSS 25.0 adopting descriptive and inferential statistical tools (Pearson test). Findings showed, more of the teachers 69.9% (Mean 2.23 on scale of 1-4) see their institutional head lacking in intellectual stimulation. Also, 65.8% (Mean 2.32 on scale of 1-4) of the teachers indicated that their institutional heads do not provide opportunities for teachers' continuous improvement. 66.3% (Mean 2.33 on scale of 1-4) also said institutional heads are not inspirational motivators to their teachers. 62.0% (Mean 2.39 on scale of 1-4) equally indicate that the institutional heads do not practice adequately individualized consideration. Similarly, more of the teachers 65.8% (Mean 2.29 on scale of 1-4) reported transformative education in their institution is low. Inferentially, the findings further revealed that intellectual stimulation (R-value = .564**, p-value .000), providing opportunities for continuous improvement (R-value= .576**, p-value .000), inspirational motivation (R-value= .601**, p-value .000), and individualized consideration (R-value = .581**, p-value .000) strongly correlate with transformative education. Thus, it was recommended that our institutional heads need to practice adequate transformational leadership on their teachers.

Keywords: Transformational Leadership, Transformative Education, Universities, Institutional heads.

INTRODUCTION

With the complexity face with educational institutions, good leadership abilities of every administrator are of paramount importance. By this, irrespective of the leadership position in the educational institution, all those assigned with managerial function either at the level of the department, faculty or entire institution must demonstrate outstanding leadership for the growth of the institution. This is so because, in the call for sustainable development, higher education is expected to take the leading role. The 2030 Agenda for Sustainable Development and all 17 Sustainable Development Goals (SDGs) reiterate education as that tool to ensure sustainable development (Bridge, 2020). Thus, the attainment of sustainable development requires transformative education that reflects the 21st century skills and demands of the job market. However, the attainment of every goal by the education institutions requires good leadership practices from all those occupying positions that demand them to manage the teachers. One of the characteristics of quality education is having visionary leaders. This simply implies that education cannot lead to sustainable development which constitutes one of the principles of transformative

education when the institutions and establishments are managed by leaders who lack vision. The success of every education systems requires good leadership from top to lower levels to effectively manage the limited resources for the attainment of education goals and objectives.

Transformational leadership has been seen as that form of leadership that foster growth and promote changes in every organisation (Leithwood et al., 2008). Therefore, in the quest to promote transformative education, the transformational leadership qualities of institutional heads have to be good. Transformational leaders have been argued to strengthen staff understanding, improve on work life in the organization, create valuable and positive changes in staff (Leithwood & Sun, 2018). Transformational leaders are those who push their subordinates to think critically about their work, foster idea creation, initiate new perspectives, and constantly coming up with good ideas while listening attentively to the subordinates to ensure prosperity and growth in the organisation. Sustaining a high-quality education for transformation requires the continuous development of people and leadership that encourage, stimulate, inspire teachers for extraordinary outcomes, motivate and bring about productive changes in the organization. The impact of transformational leadership on transformative education is multifold. It empowers individuals, nurtures personal growth, and promotes social change, creating an environment where students can flourish and become active contributors to society (Bass & Riggio, 2006). Transformational leadership and transformative education are two powerful concepts that intertwine to create a positive impact on individuals and organizations.

Transformational education cannot occur by luck but, it requires good leadership that will promote change and professional growth of teachers. Teachers facilitate the acquisition of skills and competences to the learners and transformational leadership from every institutional head is needed to push teachers to higher level of reflection. Good leadership where responsibilities are appropriately shared and distributed, teachers well managed, and resources are effectively maximize for the support of learning is more likely to bring about the type of transformation in people and learning. Educational leaders that pay close attention to the quality of teaching and students' learning and use the limited resources well would encourage teachers to commit themselves to professional practices that are, by their nature, educative. Head of institutions and establishment in state universities in Cameroon need to often create conditions within which teachers and students take responsibility for the quality of their own teaching and learning (Okinyi et al., 2015).

Filho et al. (2018) addressed the added value of transforming leaders in fostering innovation in learning and education for sustainability, a principle of transformative education. Through a qualitative study conducted in six different countries, they stated that there is a strong relationship between transformational leadership and innovation in the academic sector. Transformational leadership is needed to develop innovative skills in students to be agents of change for a sustainable future which one of the characteristic of good quality education. According to Burns, a transformational leader changes the lives of subordinates in an organization by changing perception, values, and aspiration for the greater good of the organization. Such a leader gives the people a higher purpose to work. Past research has consistently revealed affirmative association between transformational leadership and organizational effectiveness. Transformational leadership practices have been consistently promote positive changes in organisation (Waldman, Javidan, & Varella, 2004), increase staff satisfaction, reduce stress and burnout and reduce turnover intentions (Martin & Epitropaki, 2001).

Statement of Problem

With the complexity face with educational institutions, good leadership abilities of every administrator are of paramount importance. By this, irrespective of the leadership position in the educational institution, all those assigned with managerial function either at the level of the

department, faculty or entire institution must demonstrate outstanding leadership for the growth of the institution. Over the years, several reforms have been made with the objective to improve on the productivity, management, effectiveness and efficiency of higher education institutions in Cameroon. Currently, with the fast changing trend the world is experiencing, several international organizations and conferences have looked on higher education for sustainable development, a principle for transformative education. For example, 2030 Agenda for Sustainable Development shoulder Higher education to plays a key role in achieving that. Also, the IAU have confirms its continuous commitment to encouraging universities to incorporate the concept of Sustainable Development (SD) in all its academic and operational activities. The attainable of sustainable development require an education that is transformational to impact the learners will the skills, knowledge, values, attitude and competences that will improve on their reflection, empowers their economic productivity and contribution to the society. However, despite these international calls, transformational education practices are still far fetching in our higher education institutions.

In as much as adequate resources are needed the leadership qualities of the institutional head and establishment also matters a lot in promoting sustainable change in our education practices. Good leadership is an important characteristic in the realization of educational goals and objectives. Bad leadership or unqualified leaders in educational establishments kills the aspirations, motivation and zeal for teachers, lowers teachers' morale, engagement, decreased productivity, decreased teachers' creativity and innovation, and decreased work quality. Bad leadership also negatively affects students' quality of learning. The call for transformation education that fosters students' acquisition of 21st century skills definitely needs good leadership qualities from the institutional heads. Good leaders have been argued to strengthen staff understanding, improve on work life in the organization, create valuable and positive changes in staff for sustainable development of institutional practices and enhancing productivity. It is against this backdrop that the study aim to investigate transformational leadership qualities of institutional heads and fostering of transformative education in state universities in Cameroon. Institutional heads in the study comprised of rectors, deans and head of departments.

Objectives of the Study

Generally, the study aim to investigate the extent to which transformational leadership qualities of institutional head foster transformative education in state Universities in Cameroon.

Specific Objectives

Specifically, the study aim to investigate the extent to which;

1. To find out the extent intellectual stimulation can foster transformative education in state Universities in Cameroon.

2. To examine the extent providing opportunities for continuous improvement foster transformative education in state Universities in Cameroon.

3. To find out the extent inspirational motivation can foster transformative education in state Universities in Cameroon.

4. To assess the extent individualised consideration can foster transformative education in state Universities in Cameroon.

Research Questions

Generally, to what extent does transformational leadership qualities of institutional head foster transformative education in state Universities in Cameroon?

Specific Research Questions

Specifically, the study is guided by the following;

1. To what extent intellectual stimulation can foster transformative education in state Universities in Cameroon?

2. To what extent does providing opportunities for continuous improvement foster transformative education in state Universities in Cameroon?

3. To what extent inspirational motivation can foster transformative education in state Universities in Cameroon?

4. To what extent individualised consideration can foster transformative education in state Universities in Cameroon?

Hypotheses

General Hypothesis

Ha: There is a significant relationship between transformational leadership qualities of institutional head and transformative education in state Universities in Cameroon.

Specific Hypotheses

Ha_1: There is a significant relationship between intellectual stimulation and fostering of transformative education in state Universities in Cameroon.

Ha_2: There is a significant relationship between providing opportunities for continuous improvement and fostering of transformative education in state Universities in Cameroon.

Ha_3: There is a significant relationship between inspirational motivation and fostering of transformative education in state Universities in Cameroon.

Ha_2: There is a significant relationship between individualized consideration and fostering of transformative education in state Universities in Cameroon.

LITERATURE REVIEW

Transformative Education

Education is needed for every societal transition for the citizens to live a sustainable lifestyle. For many years now, sustainability issues are seen in every major international policy on education (Barth et al., 2015). Education for sustainable development is well link to the 2030 Sustainable Development Goals (SDGs) adopted in 2019, UNESCO (ESD for 2030) (UNESCO, 2019). Education for sustainable development is defined as a holistic and transformational education that addresses learning content and outcomes, pedagogy and the learning environment enabling a shift from teaching to learning. This definitely requires an action-oriented and transformative pedagogy which supports self-directed learning, participation and collaboration, problem solving and other 21st century skills. Transformative education aims to foster critical thinking, self-reflection, and social transformation. It goes beyond the acquisition of knowledge and focuses on personal growth, social justice, and the creation of a more equitable society for a sustainable life for all. Transformative Learning (TL) (Mezirow, 2009) was first introduced in the late 1970s and has evolved since then.

Some researchers have stated that from a learning perspective, the university could be a place to put into practice transformative pedagogies (Boni & Walker; 2016). Although is it difficult, it is not impossible, to change structures within the university, the curriculum and the teaching practices, that is more oriented to develop the critical reflection of students if properly implemented (Belda et al, 2012). Quality education is fundamental to the implementation of Agenda 2030, and calls have been made recently to recognized the power of transformative

education. With this, it is important that learners are well equipped to be adequately aware of the global problems and have adequate capacity in solving them (Goris, 2021). With the constant problems that majority of the countries in the world are facing such as poverty, inequalities, racism, and climate change, implies that universal access to education is not enough to address these challenges. What we desire now is that kind of education that is capable of empowering learners to develop to their fullest potentials long reiterated by great philosophers like Aristotle. Such education implies that students have to go beyond cognitive knowledge to meta-cognition, develop adequate skills, core values, attitude that push for the respect of human rights, justice, respect for diversity, equality and a sustainable future (Yoneura, 2015). Sustainable future here call for that kind of education that will enable learners become economically productive in their society, life a better life and adequately contribute to societal development and democratic values.

Majority of students demands that university education should impact them with skills for employability (Atem & Besong, 2020). By employability, we do not only talk of employment but, self-employment as well. The government alone cannot employ all it citizens and therefore, education in university should be of high quality. This is one other reason why transformative education is adequately needed. UNESCO (2012) opined that for education to be really transformative, a system of education must be put in place that will permit learners develop sufficient skills, competences and attitude which are important in the promotion of sustainability. Transformative education ensure that students have deep understanding of the need to promote change, think critically, appreciate diversity and empathetic. The teaching of Civics and Ethics in our state universities is not only to make sure the students acquired knowledge in their different disciplines but, to ensure that they learn some morals that will promote justice, empathy and fight for inequality.

Calls have long been intensified for education to empower citizens with sufficient 21st century skills as well as knowledge, to better respond adequately to problems mankind is faced with in this 21st century (UN Secretary-General, 2012). By this, it is no longer enough for education to provide literacy and numeracy skills, but to empower learners with 21st century skills to become agents for sustainable development. Transformative education equally required changes in teaching strategies, curricular modification (pedagogical content knowledge), and infrastructural development to better enable learners acquire the skills needed. Some studies into future needs suggested that a gap exists between the current outputs of the education system and society's education needs, but that this could be bridged by a multipronged approach that involves making changes to curricula, teacher supply and training, infrastructure and technology (Lee et al., 2009; Yun et al., 2007). From these studies, it is clear that transformative education need quality teaching from teachers, sufficient and well equipped infrastructures, relevant curricula, and digitalisation. Transformative education has been heavily link to promote sustainable development which is a call recently made demanding every nation to tailor it education system to promote such a development. Therefore, students depends more on their teachers to foster transformative learning via their pedagogic methods.

Transformative Leadership

Schools are organisations that constantly affected by changes and to meet up with the constant changes, educational institutions do not need to modify their pedagogic practices but, they need leadership dynamic enough to keep the institution up to date. Transformational leadership has been describe as that type of leadership that every institutional head need to adequately practice to adapt the school to new changes (Alessa, 2021). Several research have revealed that leaders who practice transformational leadership impact the performance of their subordinates positively, push them to showcase other hidden talents and makes them to become competitive at work. (Carton, Murphy, & Clark, 2014; Jia, Liu, Chin, & Hu, 2018; Naderi, Vosta, Ebrahimi, & Jalilvand, 2019;

Singh, Giudice, Chierici, & Graziano, 2020). With recent studies like this, it is important that our leaders in higher education institutions should try and practice transformational leadership that will bring out growth in the institution. Many of our high educational institutions today in Cameroon and African in general are not experiencing significant growth because of bad leadership couple with selfish politics in the educational milieu. This studies showed that transformational leadership does not only affect performance of the organisation like universities but, it also influence subordinates (teachers) to showcase other abilities they have to make the work environment competitive and the university to achieve higher. Bass and Riggio (2012) had long opined that transformational leaders transform their subordinates. By this, transformational leaders initiate changes that would bring about improve the effectiveness of the organisation and the follower's performance. That is, there are leaders that are working for the interest of the public by ensuring that quality education is offered to learners via good ethical administration.

In the the theory of transformational leadership, it reiterated that for leaders to make their subordinates to identify themselves with them (leaders), the leaders must show loyalty, respect, trust and frequently appreciate them (Northouse, 2012). By this, it important that institutional heads our universities in Cameroon need to stop making promises that they would never respect them. Such attitude has caused many teachers to see their head of establishments as people who lack respect for them and playing dirty politics on them. Other scholars stated that transformational leadership increase commitment in subordinates while enhancing creativity in them in problem solving for improve organizational performance (Mittal & Dhar, 2015; Yukl, 2013). Furthermore, many other research have revealed that leaders who practice transformational leadership help improved efficiency and effectiveness within organisational compared to other types of leadership styles. Leaders with high standards push their subordinates more to tolerate obstacles and think creatively which are essential for the growth of the organisation and service offer (Buon, 2014). Transformational leadership is that leadership style that inspires and motivates followers to create meaningful change and achieve their full potential. It emphasizes individual development, empowerment, and the promotion of collective goals. Transformational leaders do not only foster idea creation, but they equally create new pathway for sustainable growth of an organisation, developing commitment, passion and loyalty in their subordinates which is important for pushing the institution for higher growth (Mirkamali et al., 2014).

Putting in place a high-quality education demands the need for continuous development of people and organizational culture, improving on leadership, governance, and management systems. This is so because the lack of sufficient leadership and governance in universities will not only affect human capital (students and faculty) and financial resources (funding and endowments), but also will influence the society confidence in the education offer by universities (Val, & Fuentes, 2003). The effective and efficient management of every university does not only need adequate resources by the leadership qualities of those who manage the institution count a lot. The quality of leadership has been describe as one of the characteristics of quality education. Transformational leadership motivate people to realized greater results. It gives workers autonomy over specific jobs, as well as the authority to make decisions aimed to bring about improve quality of service delivery. Some of the basic characteristics of transformational leadership are inspirational, and ability to influence their subordinates to have a sense of significance, job engagement, and meaning, which makes them feel supported by the organization, and eventually improves their competence (Boamah, et al., 2018). Educational leaders (institutional heads) has been seen to have important role to play in the strives for quality education that meet societal needs (Ernest & Young, 2018).

Dimensions of Transformational Leadership in the Study

This study was centered on four dimensions of transformational leadership as review below.

Intellectual Stimulation

Intellectual stimulation of teachers is a crucial aspect of effective leadership that involves promoting creative thinking, encouraging learning, and challenging individuals to expand their capabilities and viewpoints within the workplace. Intellectual stimulation is describe as that leadership behaviour that encourages employees to think critically, question assumptions, generate new ideas, and engages in continuous learning and growth. It involves challenging the intellect of employees, encouraging them to seek innovative solutions to the problems of the organisation, and promoting an environment where open dialogue and diverse perspectives are valued (Bass & Riggio, 2006). With this, it is vital that head of establishments/ faculties, programmes and the institution in general to involve teachers in activities that will stimulate them to think critically, encourage and empower them with the aim to improve on the quality of education being offer to learners. However, in doing all this, there is equally the need to make the working environment comfortable. Intellectual stimulation has been found to have several positive impacts on individuals and organizations in that it enhanced creativity and innovation. By encouraging employees to explore new ideas, challenge conventional thinking, and experiment with novel approaches, intellectual stimulation fosters creativity and innovation within teams and organizations (Eisenbeiss, Knippenberg & Boerner, 2008).

Furthermore, Zhang, and Bartol (2010) stated that intellectual stimulation increased employee engagement and motivation. That is, by providing intellectual stimulation, it permit teachers to feel intellectually challenged and valued, leading to higher levels of engagement, motivation, and job satisfaction. It has equally been argued that intellectual stimulation of teachers has the potentials to improve problem-solving and decision-making in that it promoting critical thinking and independent thought, subordinates develop problem-solving and decision-making skills, leading to more effective and efficient outcomes. It should be noted that when the organisation (school) is characterized by much individual differences among teachers, not everyone may respond well to intellectual stimulation and, in this case, institutional head may need to provide more support or use different approach to leadership. Furthermore, it is also important for head of institutions to adequately promote openness in the school that prioritize learning so as to influence adequately teachers for intellectual challenge. In addition, institutional heads need to promote change in their organisations by carrying creative decision making to discard old practices supported by programme decisions that are obsolete to the learning of students. Leaders in the educational institutions need to encourage new ideas from teachers and other subordinates

Promoting Continuous Improvement

Promoting continuous improvement of subordinates is a vital aspect of leadership, and it can have significant implications for transformative education. Dweck (2006) opined that promoting continuous improvement involves creating a learning environment that encourages individuals to develop their skills, knowledge, and capabilities over time. It involves providing support, resources, feedback, and opportunities for growth and development. By fostering a culture of continuous improvement, leaders enable their subordinates to enhance their performance and reach their full potential. Despite this, it is common to witness in some universities that teachers will teach for years without the institutional heads making substantial efforts to provide opportunities for teachers to enjoy continuous growth. At times, some teachers do have problems with some institutional heads after participating in continuous development opportunities by their own personal efforts. Dweck (2006) further opined that the promotion of continuous improvement helps cultivate a growth mindset, a belief that abilities and intelligence can be developed through effort and persistence. It should be note that this mindset is essential for transformative education as it encourages individuals to embrace challenges, view setbacks as opportunities for growth, and have a positive attitude towards lifelong learning.

Continuous improvement among subordinates can have several positive impacts on transformative education. By supporting the continuous learning and improvement of subordinates, leaders contribute to the development of critical skills and competencies necessary for transformative education. This includes skills such as critical thinking, problem-solving, creativity, adaptability, and collaboration. Continuous improvement empowers individuals to take ownership of their own learning and development. It encourages them to become active participants in shaping their educational experiences and fosters a sense of agency and autonomy (Fullan, 2014). Promoting continuous improvement among subordinates can also have positive consequences for organizational performance. It increased Innovation and Adaptation when teachers are encourage to contribute ideas, suggestions, and innovations that can enhance the organization' s readiness to adapt to changing circumstances and stay competitive (Deming, 2000). Furthermore, Goleman (2013), stated that continuous development enhanced productivity and efficiency by fostering an environment where individuals seek ways to streamline processes, eliminate waste, and optimize performance. Again, it has been argued that teachers who experience continuous improvement opportunities are more likely to be engaged, committed, and satisfied with their work. This, in turn, can contribute to higher employee retention rates and a positive work culture.

Inspirational Motivation

Inspirational motivation of teachers plays a crucial role in the realization of transformative education, as it can inspire and motivate students to reach their full potential, develop a love for learning, and create positive change. Noble and Byrne (2019) opined that inspirational motivation of teachers refers to a leadership behaviour where teachers or educators inspire and motivate their subordinates by providing a compelling vision, setting high expectations, and showing enthusiasm, passion, and belief in their teachers abilities. Inspirational leaders create a positive learning environment that encourages teachers to push beyond their perceived limits, embrace challenges, and explore new ideas and perspectives. Inspirational motivation of teachers can have several positive impacts on the realization of transformative education. Transformational leaders inspire and motivate their followers through their own enthusiasm, passion, and optimism. They inspire others to exceed their own expectations, to believe in their capabilities, and to embrace challenges and change with a positive mindset.

Zyngier and Negara (2019) hold that inspirational motivation of teachers fostering growth mindset, a belief that abilities can be further developed through effort and practice. This mindset promotes a love for work, resilience, and a willingness to embrace challenges, all of which are essential for transformative education. It equally encourage critical thinking by engaging not only teacher, but students in meaningful discussions and encouraging them to question assumptions, analyze information, and develop independent thought. This cultivates a deeper understanding and facilitates transformative learning experiences. Thus, it is important for institutional heads to inspirationally motivate their teachers so that they can take ownership of their education practices and play an active role in their learning journey of the students, setting high expectations, instilling confidence, and providing support. Li, et al. (2019) opined that the foundation of transformational leadership is the promotion of consistent vision, mission, and a set of values which is capable of bring growth in institutions. Leaders with inspirational motivation have the ability to inspire, motivate, and communicate high expectations from followers and give them a sense of confidence that they can meet these expectations.

Individualized Consideration

With reference to individualized consideration, transformational leaders offer mentorship to their subordinates and reward them for showing creativity and innovation. By this, for example, teachers are supposed to be treated differently according to their respective talents and knowledge. That is, teachers should be given courses not based on ties but, based on their competences

derived from their field of studies. While ensuring teachers are given course strictly by their abilities, the qualified teachers should equally be empowered to make decisions and given the support for implementation. As cited in Susanne (2013), an individually considerate leader also recognizes individual differences in terms of a follower's particular needs and expectations and provides individualized support for the development of the follower. This type of leader who provide mentoring to their teachers equally provide them with the resources needed for effective discharge of their duties. Individualized consideration of teachers involves recognizing and attending to the unique needs, strengths, and aspirations of each teacher which fosters a supportive environment that encourages personalized learning and growth (Voulgaridou, 2019). By this form of transformational leadership quality, head of institutions and establishments need to adopt strategies that will enable them to carefully follow up their teachers to recognize and value the individuality.

Most often, teachers outside their teaching discipline may have other valuable competences, skills and knowledge that if well recognized and utilize, it can foster the growth of the school in certain domain than expected. Furthermore, Freitas et al. (2020) opined that by addressing the unique needs and interests of each teachers, individualized consideration creates a learning environment that strengthens teachers engagement and motivation, fosters self-directed learning, critical thinking, and autonomy, thus, promoting transformative experiences. It should be noted that transformational leadership qualities of a leader affect both the teachers and students. For instance, to the teachers, the practice of individualized consideration can ensure that every teacher has equitable access to opportunities for growth and development. Again, Jennings and Greenberg (2009) opined that individualized consideration creates opportunities for mentorship and guidance, further enhancing transformative education.

Theoretical Review

Transformational Leadership Theory of Bass (1985)

The transformational leadership theory of Bass was developed in 1985. This theory outlined how leaders persuade their subordinates. Historically, the theory of transformational leadership was first introduced by James V. Downton in 1973. Thereafter, the theory was modify by Burns in 1978 and Bass went ahead to make additions to the theory in 1985. This theory works as a change factor for both leaders and subordinates and the entire social system. It main purpose is to bring affirmative changes in subordinates, increases level of motivation, morale, and performance of subordinates. The term transformational leadership is now used different domain including organizational psychology. The theory holds that transforming leadership is that process of both the leader and followers mold or aid each other to move to a higher level of morale and motivation. Burns (1978) further states that the transforming approach creates significant change in the life of people and organizations. It reshapes insights and values, and changes outlooks and ambitions of followers. Unlike in the transactional approach, it is not based on a "give and take" relationship, but on the leader's personality, traits and ability to make a change through example, articulation of an energizing vision and challenging goals.

Transforming leaders are idealized in the sense that they are a moral exemplar of working towards the benefit of the team, organization and/or community. Burns theorized that transforming and transactional leadership were mutually exclusive styles. Transactional leaders usually do not strive for cultural change in the organization but they work in the existing culture while transformational leaders can try to change organizational culture. In the opinion of Bass, leaders need to influence their subordinates by increasing their comprehension of tasks, making their stay realistic to the goals of the organisation above individual interest and adding their developmental needs. To Bass, a leader is supposed to transform his/her subordinates by ensuing that they are fully cognizance of the tasks of the organisation. Furthermore, the leaders need to ensure that the interest of the team

and organization is always looked at and not their own personal interest. Finally, a transformational leader promotes needs of the subordinates that are valuable to the organization. Bass transformational leadership is centered on changing the perception of individuals and that of the entire social system to better version.

The most vital aspect of Bass theory is to find out ways that leaders can influence their followers positively for the growth of the organisation. The theory reiterate the importance of innovation and creativity in the organisation, clear and defined vision to effectively implement changes in the organisation, encouraging and supportive leadership, self-motivation and self-realisation to help subordinates to become potential transformational leaders, shared vision and supportive work environment for the attainment of goals. The theory is relevant to the study in that although is difficult and complex to effectively implement, the societal demands for quality education and the call for higher education to promote sustainable development definitely implies that leaders of educational institutions, establishment and faculties need to critically examine their institutions, department and faculties and initiate changes that will improve on the value of education. The head of establishments and institution need to initiate changes that will contribute to the growth of the education sector. Head of institutions need to go beyond the role of administrators and come out with clear visions of how they and the society expect their institution to be. Furthermore, head of institutions and different establishment need to effectively use their teachers to contribute to the growth of the institution so as to offer quality education to the students.

Transformative Learning Theory of Mezirow (1991)

Transformative learning is one of the theories of learning that focus on both adult education and learning for young adults. The theory holds that learners can adjust their thinking based on new information. Jack Mezirow is the father of the transformative learning theory who developed it after working with adult women who returned to formal education. Transformative learning as a theory says that the process of perspective transformation has three dimensions; psychological (changes in understanding of the self), convictional (revision of belief systems), and behavioural (changes in lifestyle). This theory has been argued to provide a solid pedagogical framework for students to help shaped significantly their learning experience. The theory is also seen to promote constructivism in learning.

Mezirow opined that for transformative learning to take place, content, processes, and experience must align strongly. Taylor (2011) identified six main elements to encourage transformative learning: which are individual experience, critical reflection, dialogue, holistic orientation, awareness of context, and authentic relationships. By authentic relationships, it implies that students are allowed to have questioning discussions, openly share information openly, to have adequate mutual and consensual understanding. With holistic orientation, students are expected to experience learning and growth that is beyond focusing only on intellectual development. Furthermore, the theory also indicated that with transformative learning, students are tailored to have deeper appreciation and understanding of socio-cultural factors influencing learning in the context. By making use of transformative learning theory, student can significantly encourage in social perspective-taking (SPT) to reflect on their experiences.

The theory of transformative learning is relevant to the study in that at the level of holistic orientation which is one vital element of the theory, it made us to understand that education offer to students must go beyond knowledge acquisition. This implies that education has to provide the learners other vital skills they will need to succeed in rapidly changing)world. Transformative education has been seen as a strong factor to promote sustainable development which is articulated in almost every major education reform. Sustainability is one of the principles of transformative education. Therefore, it is important that our universities provide programmes, curricular content, implement teaching methods, and other resources that will enable the students experience

transformative education. Transformative education aims on inspiring a fundamental reassessment of worldviews on the part of students. Such learning outcomes resonate with practitioners concerned with education for sustainable development.

METHODOLOGY

The casual survey research design using the cross sectional approach was adopted for the study because data were collected from the participants in one shot. The population of the study comprised of teachers in the state universities in Cameroon. The target population was delimited to seven state universities namely, university of Bamenda, Buea, Ngaoundere, Maroua, Douala, Yaoundé I, and Dschang. The accessible population consists of teachers who have been teaching in the six universities for at most 2 years and above. Data were collected from 613 teachers. The purposive and the snow ball sampling techniques were used for the study. Questionnaire was the only instrument used for data collection. The validity of the questionnaire was ascertained as test items were designed with reference to literature review. The questionnaire consisted of 30 close ended items measured using the Four point Likert Scale (Strongly Agree, Agree, Disagree and Strongly Disagree). The reliability analysis of the questionnaire was tested using the Cronbach Alpha test with the results presented on the table below.

Table 1: *Reliability Analysis Report of the Questionnaire*

Variables	Cronbach Alpha Coefficients	Variance	No of items
Intellectual stimulation	.887	.065	6
Providing opportunities for continuous improvement	.843	.097	6
Inspirational motivation	.842	.043	6
Individualized consideration	.809	.028	6
Transformative education	.874	.091	6
Overall reliability analysis value	**.832**	**.054**	**30**

The reliability analysis of all variables was satisfactory with the Cronbach Alpha Coefficient value ranged from 0.809 to 0.887. The overall reliability coefficient value is 0.832 above the threshold of 0.7. Data were collected using both face-to-face and Kobo method (online). With the online method, the link of the questionnaire was send to teachers of the targeted universities. Data collected were analysed using SPSS 25.0. Descriptive statistical tools (frequency, percentage, mean and standard deviation) and inferential statistical tools (Pearson test) was used to test the hypotheses of the study because the data were approximately normally distributed as seen on table 2 below. In addition to the Pearson test, a Multiple Regression Analysis was also computed. Finally, findings were presented using tables with all statistics presented at 95 confidence interval (CI).

Table 2: *Test of Normality*

Variables	Kolmogorov-Smirnov[a]		
	Statistic	df	*p*-value
Intellectual stimulation	.209	612	.065
Providing opportunities for continuous improvement	.254	612	.200[**]
Inspirational motivation	.232	612	.095
Individualized consideration	.245	612	.087
Transformative education	.223	612	.079

Statistics from the test of normality on table 2 showed that data for all variables are approximately normally distributed (*p*-value > 0.05). Therefore, the application of a parametric test in computing the inferential statistics for the study was accepted over a non-parametric test.

FINDINGS

Table 3: *Demographic Information of Teachers*

Demographic data		Frequency	Percentage
Gender	Male	398	64.9
	Female	215	35.1
Longevity in service	Above 2 years to 5 years	98	15.9
	6-10 years	187	30.5
	11-15 years	261	42.6
	Above 15 years	67	10.9
Professional rank	Assistant lecturer	74	12.1
	Lecturer	243	39.6
	Senior lecturer	208	33.9
	Associate professor	56	9.1
	Professor	32	5.2

Among the 613 teachers sampled for the study, 64.9% (398) are male and 35.1% (215) are female. Furthermore, 42.6% (261) of the teachers have 11-15 years of work experience, 30.5% (187) have 6-10 years of work experience, 15.9% (98) have above 2 years to 5 years of work experience and 10.9% (67) have been teaching for above 15 years. Finally, 39.6% (243) are lecturers, 33.9% (208) are senior lecturers, 12.1% (74) are assistant lecturers, 9.1% (56) are associate professors and 5.2% (32) are professors.

Research Question One: To what extent intellectual stimulation can foster transformative education in state Universities in Cameroon?

Table 4: *Teachers Opinion on Intellectual Stimulation by Institutional Heads*

Items	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean	Std. Deviation
Your head of establishment challenge teachers to improve on their capabilities.	65 (10.6%)	176 (28.7%)	282 (46.0%)	90 (14.7%)	2.35	.857
The head of the establishment encourage learning among teachers.	39 (6.4%)	63 (10.3%)	448 (73.1%)	63 (10.3%)	2.13	.667
The head of the establishment often involve teachers in activities to that promote critical thinking.	43 (7.0%)	161 (26.3%)	327 (53.3%)	82 (13.4%)	2.27	.778
The head of the establishment often accept new ideas from the teachers for organizational growth.	64 (10.4%)	118 (19.2%)	352 (57.4%)	79 (12.9%)	2.27	.816
Teachers are often challenged intellectually to make recommendations to improve on the department	38 (6.2%)	159 (25.9%)	331 (54.0%)	85 (13.9%)	2.24	.766

Teachers are supported adequately with opportunities for self-development in the faculty.	33 (5.4%)	146 (23.8%)	303 (49.4%)	131 (21.4%)	2.13	.807
Total response	**282 (7.7%)**	**823 (22.4%)**	**2043 (55.5%)**	**530 (14.4%)**	**2.23**	**.782**

Based on the teachers sampled opinion on intellectual stimulation by institutional heads, in aggregate, 30.1% described their institutional heads to have intellectual stimulation while 69.9% see their institutional head lacking in intellectual stimulation. The overall mean value of 2.23 below the cut-off point of 2.5 on a scale of 1-4 implies that many of the institutional heads do not promote intellectual stimulation in the teachers. Specifically, 39.3% (241) of teachers indicate that their head of establishment challenge teachers to improve on their capabilities while 60.7% (372) disagreed. Similarly, 33.3% (205) of the teachers agreed that head of the establishment often involve teachers in activities to that promote critical thinking while 66.7% (408) disagreed. Similarly, 32.1% (197) of teachers agreed that they are often challenged intellectually to make recommendations to improve on the department while 67.9% (416) disagreed. Again, 29.6% (182) of teachers accepted that their head of the establishment often accept new ideas from the teachers for organizational growth while 70.4% (431) disagreed. Finally, 29.2% (179) of the teachers accepted that teachers are supported adequately with opportunities for self-development in the faculty while 70.8% (434) disagreed.

Research Question Two: To what extent does providing opportunities for continuous improvement foster transformative education in state Universities in Cameroon?

Table 5: *Teachers Opinion on Provision of Opportunities for Continuous Improvement by Institutional Heads*

Items	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean	Std. Deviation
Teachers in the faculty are often provided with opportunities for skill development.	53 (8.6%)	162 (26.4%)	361 (58.9%)	37 (6.0%)	2.38	.728
The faculty often provided with opportunities for knowledge advancement.	38 (6.2%)	134 (21.9%)	366 (59.7%)	75 (12.2%)	2.22	.736
The faculty in many times, support teachers to attend international conferences.	43 (7.0%)	200 (32.6%)	330 (53.8%)	40 (6.5%)	2.40	.715
Seminars are often organised for the teachers.	12 (2.0%)	136 (22.2%)	400 (65.3%)	65 (10.6%)	2.15	.619
The capabilities of teachers are constantly developed over time.	27 (4.4%)	185 (30.2%)	348 (56.8%)	53 (8.6%)	2.30	.688
Teachers are motivated to often attend capacity building programmes	49 (8.0%)	221 (36.1%)	309 (50.4%)	34 (5.5%)	2.46	.721
Total response	**222 (6.0%)**	**1038 (28.2%)**	**2114 (57.5%)**	**304 (8.3%)**	**2.32**	**.701**

Furthermore, with reference to the teachers sampled opinion on opportunities for continuous improvement by institutional heads, in overall, 34.2% described their institutional heads to often provide opportunities for teachers' continuous improvement while 65.8% disagreed. The overall mean value of 2.32 below the cut-off point of 2.5 on a scale of 1-4 implies that many of the institutional heads do not provide opportunities for teachers' continuous improvement. Specifically, 44.1% (270) of the teachers agreed that teachers are motivated to often attend capacity building programmes while 55.9% (343) disagreed. Similarly, 39.6% (243) of teachers agreed that faculty in many times, support teachers to attend international conferences while 60.6% (370) disagreed. Furthermore, 35.0% (215) of teachers agreed that teachers in the faculty are often provided with opportunities for skill development while 65.0% (398) disagreed. Also, 34.6% (212) of the teachers indicated that capabilities of teachers are constantly developed over time by institutional heads while 65.4% (401) disagreed. Finally, 28.1% (172) of the teachers accepted that the faculty often provided with opportunities for knowledge advancement while 71.9% (441) disagreed.

Research Question Three: To what extent inspirational motivation can foster transformative education in state Universities in Cameroon?

Table 6: *Teachers Opinion on Inspirational Motivation by Institutional Heads*

Items	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean	Std. Deviation
Teachers are well motivated by school head to engage in my work.	49 (8.0%)	145 (23.7%)	380 (62.0%)	39 (6.4%)	2.33	.714
I am well inspired in the faculty.	52 (8.5%)	216 (35.2%)	297 (48.5%)	48 (7.8%)	2.44	.758
High expectation and support is often provided for the teachers.	16 (2.6%)	120 (19.6%)	443 (72.3%)	34 (5.5%)	2.19	.565
The working environment is very encouraging for work.	44 (7.2%)	180 (29.4%)	362 (59.1%)	27 (4.4%)	2.39	.686
Teachers are well motivated to explore new ideas.	54 (8.8%)	188 (30.7%)	333 (54.3%)	38 (6.2%)	2.42	.738
Teachers are adequately motivated to embrace challenges.	27 (4.4%)	143 (23.3%)	366 (59.7%)	77 (12.6%)	2.20	.705
Total response	**242 (6.6%)**	**992 (27.0%)**	**2181 (59.3%)**	**263 (7.2%)**	**2.33**	**.694**

In overall, 33.6% of teachers indicate that their institutional heads are inspirational motivators while 66.3% disagreed. The overall mean value of 2.33 below the cut-off point of 2.5 on a scale of 1-4 implies that many of the institutional heads are not inspirational motivators to their teachers. Specifically, 43.7% (268) of teachers are well inspired in the faculty while 56.3% (345) are not. 39.5% (242) of teachers agreed that teachers are well motivated to explore new ideas while 60.5% (371) disagreed. Similarly, 36.6% (224) of teachers also agreed that working environment is very encouraging for work while 63.4% (389) disagreed. Again, 31.7% (194) of teachers are well motivated by school head to engage in their work while 68.3% (419) are not. Furthermore, 27.7% (170) of teachers are adequately motivated to embrace challenges while more 72.3% (443) are not. Finally, only a few of the teachers 22.2% (136) agreed that high expectation and support is often provided for the teachers while many 77.8% (477) disagreed.

Research Question Four: To what extent individualised consideration can foster transformative education in state Universities in Cameroon?

Table 7: *Teachers Opinion on Individualised Consideration by Institutional Heads*

Items	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean	Std. Deviation
Teachers are often assigned to courses by their ability.	41 (6.7%)	144 (23.5%)	348 (56.8%)	80 (13.1%)	2.24	.760
Differences in teachers are well recognized during course sharing.	57 (9.3%)	196 (32.0%)	331 (54.0%)	29 (4.7%)	2.46	.728
The individual needs of teachers are often addressed.	42 (6.9%)	201 (32.8%)	337 (55.0%)	33 (5.4%)	2.41	.698
Individual aspirations of teachers in line with organizational goals are well foster.	48 (7.8%)	177 (28.9%)	334 (54.5%)	54 (8.8%)	2.36	.751
I have other strengths but, I often do not feel happy exposing it.	75 (12.2%)	268 (43.7%)	247 (40.3%)	23 (3.8%)	2.64	.741
Teachers often have equal access to opportunities for growth and development	47 (7.7%)	103 (16.8%)	404 (65.9%)	59 (9.6%)	2.23	.722
Total response	**310 (8.4%)**	**1089 (29.6%)**	**2001 (54.4%)**	**278 (7.6%)**	**2.39**	**.733**

In aggregate, 38.0% of the teachers opined that their institutional heads gives individualised consideration to teachers while 62.0% disagreed. The overall mean value of 2.39 below the cut-off point of 2.5 on a scale of 1-4 implies that many of the institutional heads do not practice adequately individualized consideration. Specifically, 55.9% (343) of teachers indicated that they have other strengths but, I often do not feel happy exposing it. Also, 41.3% (253) of differences in teachers are well recognized during course sharing while 58.7% (360) disagreed. Similarly, 39.7% (243) of teachers agreed that the individual needs of teachers are often addressed while 60.3% (370) disagreed. Also, 36.7% (255) of the teachers indicated that individual aspirations of teachers in line with organizational goals are well foster while 63.3% (388) disagreed. Finally, 30.2% (185) of teachers agreed that teachers are often assigned to courses by their ability while 69.8% (428) disagreed.

Table 8: *Teachers' Opinion on Transformative Education*

Items	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean	Std. Deviation
Teachers like to explore and try new things in your department.	45 (7.3%)	198 (32.3%)	295 (48.1%)	75 (12.2%)	2.35	.787
I often critically examine myself as a teacher.	32 (5.2%)	163 (26.6%)	344 (56.1%)	74 (12.1%)	2.25	.731
When assigned to a new role, more teachers engage in building new self-efficacy.	33 (5.4%)	196 (32.0%)	293 (47.8%)	91 (14.8%)	2.28	.779
Students display adequate	26	185	325	77	2.26	.728

21st century skills such as creativity, problem solving, critical thinking, innovation, and digital skills.	(4.2%)	(30.2%)	(53.0%)	(12.6%)	
The current education offered to students is enough to address sustainable development.	48 (7.8%)	148 (24.1%)	369 (60.2%)	48 (7.8%)	2.32	.729
Curricular are relevant to societal needs	43 (7.0%)	139 (22.7%)	363 (59.2%)	68 (11.1%)	2.26	.744
Total response	**227 (6.2%)**	**1029 (28.0%)**	**1989 (54.1%)**	**433 (11.8%)**	**2.29**	**.749**

In overall, 34.2% of the teachers reported transformative education in their institution while more of them 65.8% disagreed. The overall mean value of 2.29 below the cut-off point of 2.5 on a scale of 1-4 implies that transformative education is low. Specifically, 39.6% (243) of teachers agreed that teachers like to explore and try new things in their department while 60.4% (370) disagreed. Also, 37.4% (229) of teachers agreed that more teachers engage in building new self-efficacy when assigned to a new role while 62.6% (384) disagreed. Similarly, 34.4% (211) of teachers agreed that students display adequate 21st century skills such as creativity, problem solving, critical thinking, innovation, and digital skills while 65.4% (402) disagreed. Furthermore, 31.9% (196) of teachers opined that the current education offered to students is enough to address sustainable development while 68.1% (417) disagreed. Finally, 29.7% (182) of teachers agreed that curricular are relevant to societal needs while 70.9% (431) disagreed.

Verification of Hypotheses

Table 9: *Correlation between Indicators of Transformational Leadership and Transformative Education*

	Transformational leadership		Transformative education
Pearson test	Intellectual stimulation	R-value	.564[**]
		p-value	.000
		n	613
	Providing opportunities for continuous improvement	R-value	.576[**]
		p-value	.000
		n	613
	Inspirational motivation	R-value	.601[**]
		p-value	.000
		n	613
	Individualized consideration	R-value	.581[**]
		p-value	.000
		n	613

**. Correlation is significant at the 0.01 level (2-tailed).

The findings revealed that all four indicators of transformational leaders Intellectual stimulation (R-value =0.564[**], *p*-value 0.000), providing opportunities for continuous improvement (R-value =0. 576[**], *p*-value 0.000), inspirational motivation (R-value =0.601[**], *p*-value 0.000), and individualized consideration (R-value =0.581[**], *p*-value 0.000) strongly correlate with transformative education. Therefore, the hypotheses that states there is a significant relationship

between intellectual stimulation, providing opportunities for continuous improvement, inspirational motivation, individualized consideration and fostering of transformative education in state Universities in Cameroon was accepted.

Table 10: *Regression Estimating the Impact of Unit of Change of Transformational Leadership on Transformative Education*

Variables	Std. Error	Standardized beta Coefficients	95.0% Confidence Interval for B	
			Lower Bound	Upper Bound
(Constant)	.132	.367(2.564)	.187	.643
Intellectual stimulation	.043	.353***(7.395)	.279	.443
Providing opportunities for continuous improvement	.039	.412***(8.231)	.381	.465
Inspirational motivation	.112	.398***(6.432)	.592	.186
Individualized consideration	.052	.312***(5.437)	.254	.345
Model summary				
R	.719			
R Square	.544			
Adjusted R Square	.534			
Std. Error of the Estimate	.4532			
ANOVA[a]				
F>value	32.564			
p-value	.000[b]			
df	612			
n	613			

*Note ***, ** and * indicates statistical significance at the 1, 5 and 10 percent critical levels respectively.*

a. Dependent Variable: *Transformative education*

Predictors: (Constant), *Intellectual stimulation, providing opportunities for continuous improvement, Inspirational motivation, Individualized consideration*

In overall, statistics from the regression analysis showed that the coefficient for intellectual stimulation is 0.353 statistically significant at 1% level of significance. This implies that a unit of improvement in intellectual stimulation with all other factors held constant results in 0.353 increase in transformative education. Furthermore, coefficient for providing opportunities for continuous improvement is 0.412 statistically significant at 1% level of significance. This implies that a unit of improvement in providing opportunities for continuous improvement with all other factors held constant results in 0.423 increase in transformative education. Similarly, the coefficient for inspirational motivation is 0.398 statistically significant at 1% level of significance. This implies that a unit of improvement in inspirational motivation with all other factors held constant results in 0.398 increase in transformative education. Finally, the coefficient for individualized consideration is 0.312 statistically significant at 1% level of significance. This implies that a unit of improvement in individualized consideration with all other factors held constant results in 0.312 increase in transformative education. The overall variability explain by the model was significant (F- test value = 32.564, *p*-value 0.000) and the above indicators were found to significantly affect transformative education by 54.4% (R-square = 0.544). The total variability explain by the model is 71.9% (R= 0.719) while 28.1% was not explain.

DISCUSSION OF FINDINGS

The findings showed that majority of the teachers described their institutional heads to lack transformational leadership qualities. That is many of the teachers indicated their institutional heads do not promote adequately intellectual stimulation among teachers, provide opportunities for opportunities for continuous improvement, do not motivate them inspirationally and do not give adequate room for Individualized consideration. Equally, the level of transformative education taking place in the institution as reported by many of the teachers was low. Despite this, further analysis revealed that adequate transformative leadership qualities from institutional heads significantly and strongly promote or foster transformative education. Overall, the impact of transformational leadership on transformative education is multifold. It empowers individuals, nurtures personal growth, and promotes social change, creating an environment where students can flourish and become active contributors to society.

According to the Transformative Learning Theory of Mezirow (1991), education offer to students must go beyond knowledge acquisition. This implies that education has to provide the learners other vital skills they will need to succeed in rapidly changing world and the manner in which teachers are managed is vital to this process. Transformative education has been seen as a strong factor to promote sustainable development which is articulated in almost every major education reform. Thus, we expect our institutional heads to adequately execute transformational leadership qualities that will transform pedagogy approaches through the teachers. Teachers are one of the best factor when it comes to curriculum implementation and the leadership of institutional heads has a lot of role to play. For instance, Transformational Leadership Theory of Bass (1985), made us to understand that the societal demands for quality education and the call for higher education to promote sustainable development definitely implies that leaders of educational institutions, establishment and faculties need to critically examine their institutions, department and faculties and initiate changes that will improve on the value of education.

Head of institutions need to go beyond the role of administrators and come out with clear visions of how they and the society expect their institution to be. Furthermore, head of institutions and different establishment need to effectively use their teachers to contribute to the growth of the institution so as to offer quality education to the students. Transformational leadership as revealed from the findings our study contributes more to transformative education if the institutional heads could adequately possess the qualities of a transformational leader. The curriculum and the teaching practices foster development of critical reflection of students if well implemented (Belda et al, 2012) and, this is where leader qualities masters most. Quality education is the corner stone to the realization of agenda 2030, and the power of transformative education have been well recognized to foster such agenda. Students need not only to be well-equipped to be adequately aware of the global problems but they need to have adequate capacity to respond to them actively (Goris, 2021).

Transformational leadership has been describe as that type of leadership that every institutional head need to adequately practice to adapt the school to new changes (Alessa, 2021). This is so because several research have revealed that transformational leadership has a positive impact on performance, talent management and bringing positive competition at workplace (Carton, Murphy, & Clark, 2014; Jia, Liu, Chin, & Hu, 2018; Naderi, Vosta, Ebrahimi, & Jalilvand, 2019; Singh, Giudice, Chierici, & Graziano, 2020). This studies showed that transformational leadership does not only affect performance of the organisation like universities but, it also influence subordinates (teachers) to showcase other abilities they have to make the work environment competitive and the university to achieve higher. Transformational leadership has been described as that leadership that transformed people (Bass & Riggio, 2012) who we refer to them as teachers in the study context.

RECOMMENDATIONS

The recommendation from the study is that our institutional heads once appointed into such positions should work more as leaders to initiate sustainable changes in their universities that aim to promote development or transformation of the educational institutions to offer quality learning to the students. They should have a clear vision of their university and work closely with the teachers towards the realization. They need to distant themselves from egoistic interest and work for public interest to leave a positive legacy in the institution that they would ever be remembered for their outstanding leadership qualities.

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