

**INTERNATIONAL JOURNAL OF
EDUCATION, PSYCHOLOGY
AND COUNSELLING
(IJEPC)**www.ijepec.com**EXAMINING THE IMPACT OF TRANSFORMATIONAL
LEADERSHIP AND READINESS FOR CHANGE ON
EDUCATORS' WORKPLACE COMMITMENT IN MTUN:
A QUALITATIVE APPROACH**Afifah Hanani Yusuf^{1*}, Aziah Ismail²¹ School of Educational Studies, Universiti Sains Malaysia

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Article Info:**Article history:**

Received date: 27.03.2025

Revised date: 14.04.2025

Accepted date: 15.05.2025

Published date: 05.06.2025

To cite this document:

Yusuf, A. H. & Ismail, A. (2025). The influence of Transformational Leadership And Readiness For Change On Educators' Workplace Commitment In Malaysian Technical University Network (MTUN). *International Journal of Education, Psychology and Counseling*, 10 (58), 384-400.

DOI: 10.35631/IJEPC.1058027**This work is licensed under [CC BY 4.0](https://creativecommons.org/licenses/by/4.0/)****Abstract:**

Academic leaders, educators, and students all benefit from the continuous efforts of higher education institutions to uphold academic viability and continuity. These academic institutions contribute to long-term academic goals by fostering transformational leadership and cultivating readiness for change to enhance educators' workplace commitment. In line with the Malaysian government's educational objectives, academic leaders are expected to value educators' capabilities and enhance the educational environment. This study focuses on Malaysian Technical Universities (MTUN) and aims to determine the level of workplace commitment among educators under transformational leadership. Specifically, it examines the influence of transformational leadership among MTUN academic leaders on the workplace commitment of MTUN educators and investigates the mediating role of readiness for change in this relationship. Semi-structured interviews served as the primary data collection method, involving ten educators from various faculties and departments within MTUN. The findings reveal that transformational leadership significantly influences workplace commitment by fostering an environment of inclusivity, transparency, and professional development. Readiness for change emerges as a crucial mediator, enhancing the effectiveness of leadership behaviours and strengthening educators' loyalty and workplace commitment. This study provides valuable insights into how leadership styles and readiness for change can drive educator engagement, informing leadership development and change management strategies in Malaysian higher education institutions.

Keywords:

Transformational, Leadership, Readiness, Change, Commitment

Introduction

Academic leaders, educators, and learners benefit from the critical role that higher education institutions play in ensuring the sustainability and viability of the intellectual sphere. To enhance the quality of education, it is imperative that top-level management prioritise educators' workplace commitments in accordance with Malaysia's educational objectives (Mishra & Aithal, 2023). However, persistent issues, such as inconsistent leadership practices, weak organisational structures, and insufficient professional development opportunities, continue to hinder progress within Malaysian higher education institutions (Raime et al., 2024).

Academic leaders bear the responsibility of ensuring that higher education institutions provide educators with an optimal academic culture, organisation, and environment (Jagnandan et al., 2024). Academic institutions rely on them as the primary agents responsible for implementing educational objectives, thereby assisting the Ministry of Education in its endeavour to transform Malaysian education into an exemplary system (Tham & Chong, 2023). Nonetheless, challenges such as unclear leadership expectations and a lack of strategic alignment between institutional goals and individual roles remain prevalent. To facilitate the implementation of meaningful change and achieve optimal teaching performances, it is essential to establish a work environment that prioritises the emotional well-being and welfare of educators. Such an environment benefits both students and the broader academic community (Hascher & Waber, 2021).

This research aims to assess how committed educators at Malaysian Technical Universities (MTUN) are to their jobs based on how well their leaders practice transformational leadership. Transformational academic leaders possess the capacity to inspire educators to prioritise the institution's well-being over their own. Educators' notable attributes, such as adaptability, foresight, and enthusiasm, significantly influence their commitment to their workplace (Soelistya, 2024).

This study also examines the influence of readiness for change on the relationship between the workplace commitment of language educators at MTUN and the transformational leadership exhibited by academic leaders. Waisy and Wei's (2020) study suggests that readiness for change, as a mediating factor, influences the relationship between educators' commitment to change and transformational leadership. Similarly, Yeap et al. (2021) and Chavaha et al. (2021) found that readiness for change mediates the relationship between transformational leadership and commitment to teaching entrepreneurship.

The study pertains to educators' inadequate levels of commitment to their respective teaching and work responsibilities. Karuppannan and Jalani (2021) argue that educators' inadequate commitment to their respective workplace obligations precipitated students' inadequate academic performance. Therefore, this study focusses on the challenges faced by educators at the workplace, as they must uphold their commitment to their profession while managing a multitude of responsibilities. A fragmented organisational culture, a lack of institutional

support, and leadership disengagement further exacerbate these challenges (Ramachandaran et al., 2024). To resolve this issue, it is imperative that we gain a more comprehensive understanding of the demands placed on educators and offer them the necessary support. The establishment of supportive environments for effective education is essential for higher education institutions (Azizan et al., 2024).

Institutions facilitate educators' ability to fulfil their obligations more efficiently while simultaneously upholding their commitment by cultivating such environments. Furthermore, the study highlights the importance of transformational leadership in motivating educators to prioritise the institution's objectives. The role of a transformational leader is to inspire, motivate, and empower individuals to achieve their potential while driving organisational change and fostering a shared vision, thereby improving the quality of education (Amurao, 2024).

Literature Review

Waisy and Wei (2020) examined the relationship between affective commitment and readiness for change at institutions in Kurdistan. They found a significant correlation between transformational leadership and emotional commitment to change, with readiness for change playing a key role in shaping these correlations. Kurdistan's researchers discovered that strong leadership and a well-organised company culture significantly enhanced the success of university-wide reform initiatives. One way to do this is by learning about the connection between transformational leadership, emotional investment, and readiness for change. This aligns with Lewin's Change Management Theory, which emphasises the importance of preparing and unfreezing old behaviours as a precursor to successful transformation. The study supports Lewin's theoretical assertion that behaviour change requires a process of "unfreezing, changing, and refreezing," where emotional commitment acts as a catalyst for enduring organisational reform (Lewin, 1947).

Yeap et al. (2021) investigated how transformational leadership affects educators' commitment to entrepreneurship courses at Malaysian polytechnics, with readiness for change serving as a mediator. The findings indicated that transformational leadership influences the educators' commitment to entrepreneurship education, potentially due to the unique nature of the workplace in polytechnics compared to other educational institutions. The connection between academic leaders' management techniques and faculty members' commitments to teaching may vary across nations due to differences in organisational and professional cultures. Yeap et al.'s (2021) study indicates that an organization's readiness for change influences the relationship between transformational leadership and commitment to entrepreneurship education. Commitment, competence, and the will to create new approaches to education are all outcomes that flourish under transformational leadership. Bass and Avolio's transformational leadership theory supports this, with evidence suggesting that leaders who inspire and intellectually stimulate their followers can increase their motivation and commitment, particularly during times of change. This conclusion is consistent with findings from previous studies applying Bass and Avolio's framework, which have shown that transformational leaders enhance employees' intrinsic motivation, creativity, and alignment with organisational goals (Bass & Avolio, 1994).

In light of the increasing variety of organisational policies, practices, and cultures, Chavaha et al. (2021) concluded that it was crucial to adapt leadership approaches to align with diverse organisational contexts and foster inclusivity and effectiveness. A willingness to be open to change connects transformative leadership and a commitment to teaching entrepreneurship courses. Institutional leaders' actions have a major effect on faculty members' readiness for change, which boosts their commitment to the classroom. Both the faculty's openness to new ideas and their dedication to the educational institutions flourish under transformational leadership. This echoes findings from contingency-based leadership theories, which argue that leadership effectiveness is heavily influenced by situational factors such as organisational culture, employee readiness, and the nature of the change being implemented (Fiedler, 1967). Here are the results of studies related to transformational leadership, readiness for change and educators' workplace commitment.

Author	Year	Title	Result
Owusu-Agyeman	2021	Transformational leadership and innovation in higher education: A participative process approach.	Theorising transformational leadership lays the groundwork for creating a culture at universities and colleges where faculty members are encouraged to freely experiment with new approaches to their jobs by drawing on their own unique sets of experiences, perspectives, and insights.
Norshidah	2012	The influence of leadership behaviour and organisational commitment on organisational readiness for change in a higher learning institution.	Conclusions drawn from the data show that transformational leadership styles significantly influence the extent to which faculty members are open to organisational change. Such methods of leadership have the potential to affect how followers perceive the significance of change and how much faith they have in the organization's ability to carry it out effectively.
Khan et al.	2021	Organisational Citizenship Behaviour and the Mediating Role of Organisational Commitment: A Study of Private Universities.	Organisational commitment is a key driver of organisational citizenship behaviours, and the results show that transformational leadership, organisational justice, and culture are the most important factors in this process.
Arokiasamy & Tat	2020	Exploring the influence of transformational leadership on work engagement and workplace	The results demonstrate a significant correlation between transformational leadership, workplace spirituality, and employee engagement. They also underscore the crucial role transformational leaders play in fostering workplace spirituality and enhancing employee participation, particularly in

		spirituality of academic employees in the private higher education institutions in Malaysia.	developing countries.
Rchitara	2019	The study examines the impact of transformational leadership and change readiness on the performance of followers in public higher education institutions in Malaysia.	The study's findings underscored the substantial positive impact of transformational leadership and change readiness on follower performance. Furthermore, the results accentuated the crucial function of change readiness as a mediator in the relationship between transformational leadership and follower performance.
Huang et al.	2021	How transformational and contingent reward leadership influences university faculty's organisational commitments: The mediating effect of psychological empowerment.	Research indicates that self-motivated academic professionals are attracted to transformational leadership due to its ability to foster intrinsic values, promote critical thinking, engage individuals in decision-making, and provide customised support. This study enhances the current literature on faculty organisational commitment by emphasising responsive administrators and a collaborative decision-making framework.

Table 1: Results of Studies Related to Transformational Leadership, Readiness for Change and Educators' Workplace Commitment

Research Questions

- 1) How does transformational leadership among MTUN academic leaders influence the workplace commitment of MTUN educators?
- 2) To what extent does readiness for change mediate the relationship between transformational leadership and workplace commitment among MTUN educators?

Methodology

This section will discuss research design, research questions, participants, data collection, the interview protocol, and ethical considerations. Here is the proposed research framework for this study.

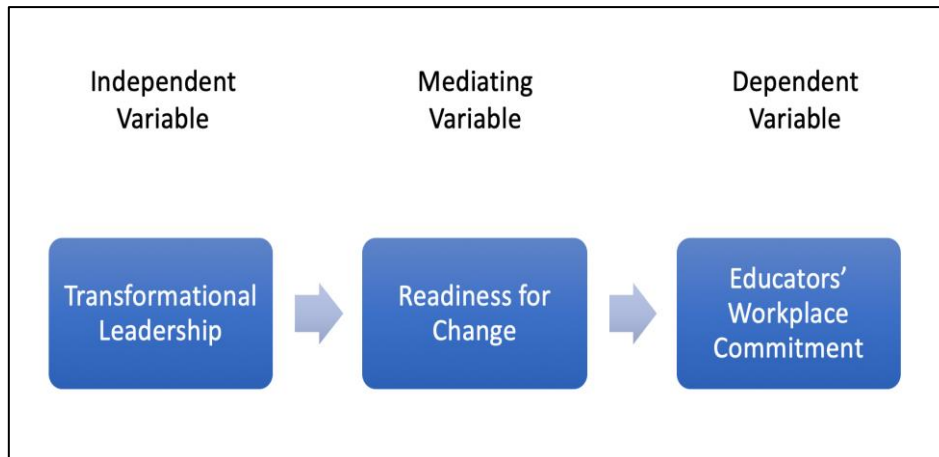


Figure 1: Proposed Research Framework

Research Design

This study employs a qualitative approach to assess the impact of transformational leadership among academic leaders and the readiness for change on the workplace commitment of educators within the Malaysian Technical University Network (MTUN). A qualitative research methodology was chosen to explore the complex dynamics and personal experiences involved in leadership, change initiatives, and workplace commitment. This approach is suitable for capturing in-depth insights, subjective perceptions, and contextual factors that quantitative methods may overlook (Creswell & Poth, 2018). The source of data for this study is non-numerical and focuses on capturing participants' experiences, perceptions, and context.

The data is managed through systematic processes, including audio-recording of interviews, transcription of recordings into textual form, coding of key themes using qualitative thematic analysis and secure storage of digital files to ensure confidentiality and integrity. Here is a flowchart that represents the data collection and the interview management process.

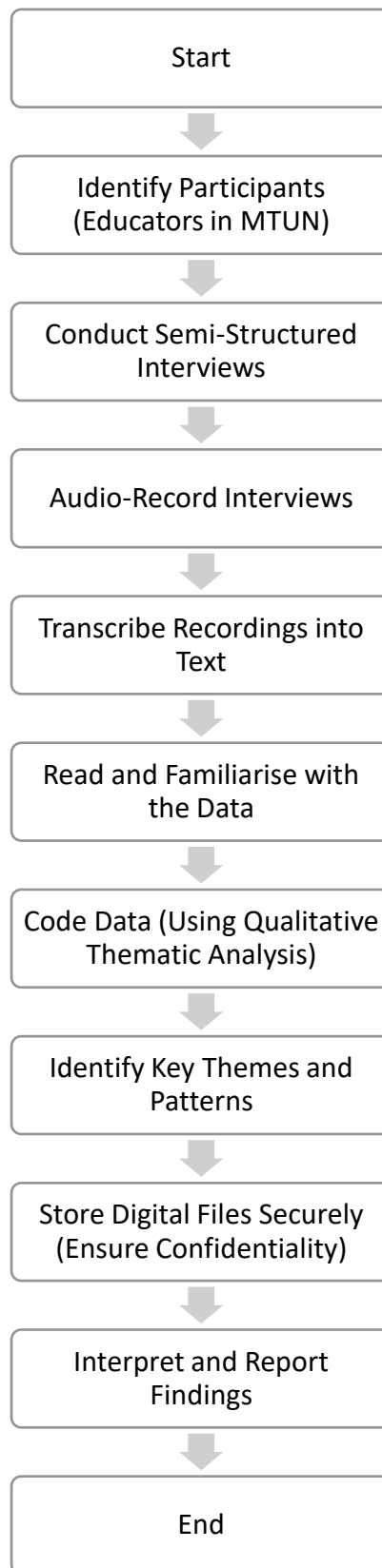


Figure 2: Flow Chart of the Data Collection and the Interview Management Process

Participants

Guest et al. (2006) assert that conducting six to twelve interviews is adequate for a singular qualitative research study. Morse (1995) suggested that a minimum of six participants is necessary for conducting phenomenological research. Ten participants were selected for the interview. This research included educators from multiple faculties and departments within MTUN. We selected participants with direct experience in transformational leadership, change readiness, and workplace commitment using a purposeful sampling method. The duration of an educator's teaching tenure significantly influences their educational experience. Consequently, an increase in teaching duration correlates with enhanced knowledge and experience (Ulfa et al., 2022). Experienced educators, defined as those with over ten years in the field, demonstrate greater proficiency compared to their less experienced counterparts (Darling-Hammond, 2009). Therefore, educators with ten or more years of teaching experience were chosen to participate in this interview.

Data Collection

Semi-structured interviews served as the principal method for data collection. The interview questions were based on a study by Yeap et al. (2021) that looked at how transformational leadership affects teachers' commitment to teaching entrepreneurship in Malaysian polytechnics, while also considering how readiness for change plays a role.

To validate the instrument's content, expert judgement was employed alongside an initial scientific assessment of the subject matter (Paredes et al., 2021). To validate the interview questions, five field experts were consulted. The findings indicate that the content validity achieved in the measured dimensions and areas is generally satisfactory.

Participants in these interviews articulate their perspectives, experiences, and concepts regarding transformational leadership, readiness for change, and workplace commitment. We selected the interview format, either face-to-face or virtual, based on the participants' preferences and logistical considerations. Audio recordings of the interviews were produced with the participants' consent to ensure precise data collection. The semi-structured interview provides flexibility by allowing the incorporation of new questions during the interview, contingent upon the responses of the interviewees (Ruslin et al., 2022). Semi-structured questions facilitated the provision of detailed information and insights regarding participants' experiences and perspectives, while probing questions allowed for deeper exploration of specific elements. Data were collected from 2023 to 2024 to obtain recent experiences from participants.

Various challenges emerge during the execution of semi-structured interviews. Some participants may decline or hesitate to disclose information, complicating the assessment of issues in depth. Moreover, the scheduling of virtual interviews and the occurrence of technological glitches may hinder the process. Additionally, establishing rapport quickly, ensuring neutrality, and mitigating prejudice are challenging but were considered essential responsibilities for the interviewer. Data quality and consistency are essential; however, the flexibility of the method may lead to variability in responses.

Ethical considerations include the maintenance of confidentiality and the documentation of consent. Data analysis necessitates accurate transcription and thematic classification, both of which are labour-intensive processes. Despite expert validation, achieving consistent

interpretation of questions and preserving content validity across different contexts continue to pose challenges. Addressing these concerns requires careful planning, precise interviewing techniques, strict adherence to ethical standards, and comprehensive data analysis.

Results

This section presents the findings from the semi-structured interviews about transformational leadership, change readiness, and educators' workplace commitment.

Interview Questions

- 1) Please describe your experiences with the leadership styles of your academic leaders. What's the effect of their actions and behaviours on commitment in the workplace?
- 2) What factors affect your commitment to your workplace? How does the leadership style of academic leaders influence your loyalty and commitment to the organisation?
- 3) How would you describe your willingness to embrace changes within your organisation? Could you provide instances of how leadership has impacted your capacity to accept change?
- 4) How does readiness for change influence the relationship between leaders' transformational behaviours and employees' commitment to the workplace? Could you present particular examples that demonstrate this dynamic?

The following are excerpts from interviews conducted with the research participants.

Participant	Question 1	Question 2	Question 3	Question 4
Participant 1	"My leaders use a collaborative approach, encouraging innovation and inclusivity. Their support has strengthened my commitment significantly."	"Recognition and growth opportunities are vital. Leaders who involve me in decision-making enhance my loyalty."	"I am open to change, especially when leaders explain the rationale. During a system upgrade, their guidance helped me adapt quickly."	"Change readiness fosters trust. When a leader advocated for new teaching methods, it inspired confidence and strengthened my commitment."
Participant 2	"Some leaders are inspiring, while others lack involvement. The inspiring ones make me feel valued and motivated."	"Fair policies and mentorship drive my commitment. A leader who mentored me influenced my loyalty greatly."	"I adapt to change when leaders provide clarity. For example, during curriculum restructuring, their openness was reassuring."	"Leaders who champion change enhance my commitment. A leader who encouraged us during a transition made the process smoother."
Participant 3	"Transformational leaders encourage personal development."	"A sense of belonging and respect keeps me committed."	"I'm generally positive about change. A leader's	"Readiness for change bridges trust and leadership. A

	Their actions motivate me to contribute more actively."	Leaders who appreciate my efforts strengthen this bond."	enthusiasm during a departmental reorganisation helped me stay engaged."	leader's optimistic outlook on a challenging project inspired my commitment."
Participant 4	"My leaders focus on ethical practices and fairness, which inspires my trust and commitment."	"Supportive colleagues and leaders who recognise achievements are key. Leaders who prioritise team cohesion enhance loyalty."	"I embrace change when supported. When adopting new software, my leader's training sessions were invaluable."	"Readiness for change amplifies commitment. A leader's transparency during a major policy shift kept me aligned with their vision."
Participant 5	"Leaders who inspire and mentor me positively impact my workplace commitment."	"Opportunities for advancement and ethical leadership drive my loyalty. A leader who encouraged me during challenges strengthened this."	"I adapt easily when leaders communicate effectively. Their support during a new initiative made all the difference."	"When leaders guide us through change, it boosts my confidence. Their encouragement during a digital transition was pivotal."
Participant 6	"I've experienced leaders who empower teams, making me feel more engaged and dedicated."	"Recognition and fair treatment affect my loyalty. Leaders who value my input keep me committed."	"I'm open to change when leaders provide support. During policy updates, their reassurance eased the process."	"Change readiness strengthens the leader-employee bond. A leader's proactive approach during restructuring enhanced my commitment."
Participant 7	"Transformational leaders who challenge me intellectually have deepened my commitment to the workplace."	"Respect and professional growth opportunities are crucial. Leaders who invest in my	"Change excites me when leaders are proactive. Their workshops during a transition	"A leader's support during change fosters loyalty. Their vision during a recent reform initiative inspired our entire team."

		skills make me more loyal."	helped me adjust confidently."	
Participant 8	"Leaders who lead by example have a significant positive impact on my workplace commitment."	"Inclusivity and shared goals matter to me. Leaders who align with these values strengthen my dedication."	"Change feels easier when leaders are communicative. Their engagement during a new project rollout was inspiring."	"A leader's readiness for change motivates me. During organisational restructuring, their steady guidance was crucial."
Participant 9	"Supportive leaders who encourage creativity greatly influence my commitment and satisfaction."	"Work-life balance and ethical leadership are key. Leaders who respect these boundaries enhance my loyalty."	"I'm willing to embrace change when leaders are transparent. Their updates during a departmental overhaul kept me on board."	"Transformational leadership during change strengthens relationships. One leader's vision during a policy reform motivated us all."
Participant 10	"Leaders who mentor and challenge us help me stay committed and driven in the workplace."	"Collaboration and a positive environment drive my loyalty. Leaders who prioritise team success make me feel valued."	"I'm adaptable to change, especially when leaders offer support. Their involvement in adopting new methods made a big impact."	"Change readiness enhances trust in leaders. One leader's clear strategy during a significant change improved my dedication."

Table 2: Interview Excerpts**Data Analysis and Discussion**

The data presented is derived from the interview sessions held with the ten educators from MTUN. The data from the interviews were analysed through a thematic analysis method. Thematic analysis is a flexible and widely used method for identifying, analysing, and reporting patterns (themes) within qualitative data (Braun & Clarke, 2006). This approach involves identifying trends, themes, and classifications within the data related to transformational leadership, readiness for change, and workplace commitment. The analysis followed Braun and Clarke's six-phase framework: (1) familiarisation with the data, (2) generating initial codes, (3) searching for themes, (4) reviewing themes, (5) defining and naming themes, and (6) producing the report. Data were entered, categorised, and evaluated iteratively throughout the analytic process to yield significant insights and uncover relationships between theoretical frameworks and research topics (Nowell et al., 2017). This section presents a thematic analysis

of the interview data. An examination of the themes and patterns that emerged from the participants' responses illuminates their perspectives, experiences, and thoughts regarding the topics of the study.

Research Question 1

How does transformational leadership among MTUN academic leaders influence the workplace commitment of MTUN educators?

The interview data highlights three key themes that demonstrate the impact of transformative leadership on workplace commitment. Transformational leadership is defined by leaders who inspire and motivate people, foster personal growth, and create an inclusive and supportive atmosphere. The subsequent study delineates how these leadership behaviours favourably impact educators' dedication to their positions and institutions.

Advocacy of Innovation and Inclusivity

The evidence indicates that educators exhibit much more commitment to their roles when their leaders adopt a collaborative approach that fosters creativity and diversity. Numerous respondents emphasise that their leaders actively engage people in decision-making processes, fostering a sense of ownership and agency over their jobs. One commenter observes, "My leaders employ a collaborative methodology, fostering innovation and inclusivity." Their encouragement has considerably reinforced my dedication. Leadership that prioritises teamwork increases employee dedication because it gives employees a voice and a sense of control over their work (Bass & Riggio, 2006). The evidence suggests that when academic leaders use inclusive practices, educators are more inclined to feel appreciated and empowered, thereby immediately augmenting their commitment to the profession.

Acknowledgement and Advancement Prospects

A salient theme in the replies is the significance of recognition and opportunities for advancement in cultivating workplace commitment. Participants regularly indicate that transformative leaders who acknowledge their contributions and provide opportunities for professional advancement significantly enhance their loyalty. A responder said, "Recognition and opportunities for advancement are essential." Leaders that engage me in decision-making augment my allegiance. Bass and Avolio (1994) state that transformational leadership is characterised by providing employees with opportunities for professional advancement and recognition, which boosts their loyalty and dedication to the organisation. Recognising the achievements of academic personnel and fostering their growth, transformational leaders enhance a sense of value and motivation among educators, reinforcing their commitment to the workplace.

Ethical Leadership and Equitable Practices

Numerous responders underscore that ethical leadership and equitable policies are essential for cultivating a dedicated work environment. An instructor said, "My leaders emphasise ethical practices and fairness, which foster my trust and dedication." Leaders that exhibit equity and consistency in their judgements cultivate trust among their employees, which provides them with confidence and support in their positions. Brown and Trevino (2006) pointed out that fostering trust and dedication among workers is greatly influenced by ethical leadership and decision-making fairness. Consequently, ethical leadership is crucial for shaping educators' commitment to their roles and preserving their faith in the organisation.

Assistance for Professional Growth and Intellectual Stimulation

A prevalent subject is the endorsement of professional development and the promotion of intellectual challenge. Respondents emphasise that transformational leaders inspire them to engage more actively by creating an intellectually stimulating environment that fosters their professional development. An instructor said, “Transformational leaders who intellectually challenge me have intensified my dedication to the workplace.” In particular, transformational leaders inspire their teams to give their best on the job by providing them with intellectual challenges, praising their innovation, and helping them advance in their careers (Bass and Avolio, 1994). Transformational leaders provide a feeling of purpose and ambition by motivating educators to expand their limits and engage in their professional growth, therefore enhancing workplace commitment.

The Role of Leadership in Fostering a Pleasant Work Environment

A crucial element affecting commitment is the establishment of a pleasant work environment. Respondents indicate that leaders who emphasise collaboration, acknowledge accomplishments, and cultivate a supportive atmosphere generate greater loyalty and job satisfaction. A participant said, “Supportive colleagues and leaders who acknowledge accomplishments are essential.” Leaders who emphasise team cohesiveness foster loyalty. According to research by Kuvaas (2006), staff members are more likely to feel appreciated and dedicated to their company when they get positive reinforcement and work in an encouraging atmosphere. When leaders deliberately foster a pleasant and inclusive atmosphere, educators are more inclined to feel involved, valued, and driven, which enhances their commitment to the organisation.

Mentorship and Interpersonal Relationships

The research indicates that mentoring and strong personal interactions between leaders and staff are essential to educators' dedication. Numerous comments suggest that transformational leaders who provide direction, mentor, and push their staff will enhance their commitment to the organisation. An instructor said, “Leaders who mentor and challenge us sustain my commitment and motivation in the workplace.” Eisenbeiss et al. (2008) discovered that employees who receive direct mentoring and personalised guidance from their leaders demonstrate a greater degree of dedication to the organisation and their leadership. Mentorship fosters personal connection and development, enhances educators' feelings of support and appreciation, and thus strengthens their allegiance to both the leader and the organisation.

The convergence of Values and Common Objectives

The issue of common values and objectives significantly impacts workplace commitment. Participants highlighted that leaders who synchronise their vision with the beliefs and goals of their instructors foster robust commitment. An instructor said, “Inclusivity and collective objectives are significant to me.” Leaders who embody these ideals reinforce my commitment. When academic leaders convey a distinct vision and match team objectives with institutional principles, they create a cohesive atmosphere in which educators are more inclined to dedicate themselves to accomplishing those common goals.

The interview data indicates that transformational leadership significantly influences the workplace commitment of MTUN instructors. Shin and Zhou (2003) discovered that transformational leadership, especially the synchronisation of a leader's vision with the values and goals of their team, plays a crucial role in enhancing workplace commitment. Leaders who

cultivate an inclusive, supportive, and ethical atmosphere, provide development opportunities, and acknowledge their staff's contributions significantly enhance educators' commitment to their profession. Moreover, transformational leaders who intellectually challenge their colleagues and foster professional development create an environment that fosters personal growth and drive. Transformational leadership behaviours, including mentoring, offering development opportunities, cultivating a good work culture, and connecting with educators' beliefs, substantially enhance educators' commitments to their institutions and professions. Transformational leaders can foster enduring loyalty to the academic institution and the profession by fostering an environment that values, encourages, and empowers educators to create. The table below summarises the main findings.

Theme	Description	Illustrative Quote	Supporting Reference
Advocacy of Innovation and Inclusivity	Collaborative and inclusive leadership promotes creativity, giving educators a sense of ownership, which enhances their commitment.	"My leaders employ a collaborative methodology, fostering innovation and inclusivity."	Bass & Riggio (2006)
Acknowledgement and Advancement Prospects	Recognition and opportunities for professional growth strengthen educators' loyalty and motivation.	"Recognition and opportunities for advancement are essential."	Bass & Avolio (1994)
Ethical Leadership and Equitable Practices	Fairness and ethics in leadership decisions build trust, which drives workplace dedication.	"My leaders emphasise ethical practices and fairness, which foster my trust and dedication."	Brown & Treviño (2006)
Support for Professional Growth & Stimulation	Intellectual challenge and encouragement for learning cultivate motivation and deeper commitment to the profession.	"Transformational leaders who intellectually challenge me have intensified my dedication to the workplace."	Bass & Avolio (1994)
Pleasant Work Environment	A positive, appreciative, and team-oriented environment improves job satisfaction and loyalty.	"Supportive colleagues and leaders who acknowledge accomplishments are essential."	Kuvaas (2006)
Mentorship and Interpersonal Relationships	Personal guidance and mentoring from leaders foster strong bonds and	"Leaders who mentor and challenge us sustain my commitment	Eisenbeiss et al. (2008)

	greater workplace commitment.	and motivation in the workplace.”	
Convergence of Values and Common Objectives	Alignment between leaders' vision and educators' values enhances cohesion and shared commitment.	“Inclusivity and collective objectives are significant to me.”	Shin & Zhou (2003)

Table 3: Research Question 1 (Summary of Findings)**Research Question 2**

To what extent does readiness for change mediate the relationship between transformational leadership and workplace commitment among MTUN educators?

The interview data reveals many critical elements that demonstrate how preparedness for change serves as a mediator between transformational leadership behaviours and teachers' commitments to their professions. The following study underscores the links by illustrating how leaders' behaviours and perspectives on change may profoundly influence educators' reactions to organisational transformations and their levels of commitment.

Communication and Clarity of Leaders During Transition

A prevalent subject is the significance of transparent communication from leaders throughout transformation initiatives. Participants consistently indicated that excellent communication from transformational leaders enhanced their confidence and readiness to adapt to changes. One responder said, “I adjust to change when leaders offer clarity.” For instance, their receptiveness throughout curriculum revision was comforting. In a similar vein, another individual said, “I am amenable to change, particularly when leaders provide assistance.” Their engagement in the adoption of innovative methodologies had a significant influence. Transformational leaders enhance preparedness for change by ensuring their employees receive thorough education on the rationale behind the change and its associated procedures. To facilitate transformation, Armenakis and Bedeian (1999) stressed the need for leaders' effective communication. They discovered that leaders can build trust, alleviate uncertainty, and get their staff ready to accept change by being upfront and explaining the reasons for change and the procedures involved. Leaders' clarity instils security in educators, cultivating trust and openness to new ideas and thus enhancing their devotion to the organisation.

Leadership Support and Enthusiasm

A crucial element is the significance of leaders' support and enthusiasm in enabling transformation. Educators' feedback suggests that when leaders exhibit a pleasant demeanour and provide active assistance during changes, team members are more inclined to feel involved and committed. One person said, “I am generally optimistic about change.” The leader's fervour during the departmental reorganisation maintained my engagement. Another person expressed, “When leaders guide us through change, it boosts my confidence.” Their support throughout a digital transformation was crucial. These results show that leaders who actively advocate for change, providing support, direction, and essential resources to aid educators in adapting, improve preparation for change. Support from leaders cultivates a sense of stability, alleviates uncertainty, and incentivises educators to maintain loyalty and commitment, especially through difficult changes.

Trust and Confidence in Leadership

A significant pattern in the data indicates that preparedness for change serves as a catalyst for fostering trust and confidence in leaders. Numerous respondents emphasised the openness and optimistic perspectives of transformational leaders throughout change projects, which foster a robust leader-employee relationship. A participant said, "Readiness for change enhances the leader-employee relationship." The leader's proactive strategy amid the restructure increased my dedication. Another person stated, "Change readiness fosters trust and leadership." The leader's positive perspective on a difficult assignment motivated my dedication. These quotations indicate that when leaders exhibit explicit aims and display confidence amidst change, educators are more inclined to trust their leadership. This trust, in turn, fosters a heightened readiness to accept change and, therefore, enhances workplace dedication.

The Role of Openness and Engagement in Transition

Participants consistently highlighted that leaders' openness during periods of transition fostered their commitment to the organisation. A responder said, "I am receptive to change, particularly when leaders articulate the reasoning." During a system update, their assistance facilitated my rapid adaptation. In a similar vein, another individual said, "A leader's preparedness for change inspires me." Their consistent advice was essential throughout the organisational transformation. These remarks suggest that leaders who elucidate the objectives and advantages of change enhance their staff's preparedness to participate in new projects. In this setting, readiness for change serves as a mediator; when educators see leadership as honest and transparent, they are more inclined to accept change and maintain their commitment to the institution.

Conversion of Challenges into Opportunities

Participants emphasised that transformational leaders' capacity to present change as an opportunity significantly contributes to enhancing preparedness for change. When leaders emphasise the advantages of change and frame problems as chances for progress, educators are more inclined to feel enthusiastic about and dedicated to the change process. An instructor expressed, "When leaders take initiative, change invigorates me." Their seminars throughout the changeover facilitated my confident adjustment. This suggests that leaders' communication and support, as well as their ability to reframe obstacles as valuable learning opportunities, influence preparedness for change. This dynamic directly influences educators' capacity to embrace change, strengthening their dedication to the organisation.

Beneficial Effects of Training and Development

Training and development are essential in promoting preparedness for change. Participants often said that training sessions and workshops facilitated by their leaders enhanced their adaptability and receptiveness to new methodologies. One individual expressed their acceptance of change in the presence of support. The training sessions conducted by my boss were vital for the adoption of new software. Another person expressed, "Leaders who advocate for change bolster my dedication." A leader who provided encouragement throughout a change facilitated a smoother process. These comments underscore the enhancement of change preparation when leaders prioritise the professional development of their people, thereby equipping them with the necessary skills and knowledge to adapt effectively to change.

The theme analysis indicates that readiness for change substantially mediates the connection between transformational leadership and workplace commitment among MTUN instructors. Transformational leadership behaviours, including clear communication, support, transparency, and passion throughout change processes, are essential to cultivating educators' openness to accepting change. Therefore, this preparedness fortifies their allegiance to the organisation by enhancing their faith in leadership, bolstering their confidence, and equipping them with the essential skills to adeptly manage change.

The function of readiness for change as a mediator is particularly apparent in its influence on educators' views of leadership during transitional phases. Leaders who are proactive, communicative, and honest foster an environment that views change as a chance for growth and improvement rather than a threat. Transformational leaders may directly affect educators' commitment to their job and the institution by improving preparedness for change. The results emphasise the essential relationship among leadership, change readiness, and commitment, highlighting the significance of transformational leadership in cultivating a culture of flexibility and loyalty within academic institutions. The table below summarises the main findings.

Theme	Description	Illustrative Quote	Supporting Reference
Communication and Clarity of Leaders During Transition	Transparent and consistent communication from leaders during change increases educators' confidence and readiness for change.	"I adjust to change when leaders offer clarity."	Armenakis & Bedeian (1999)
Leadership Support and Enthusiasm	Supportive and enthusiastic leadership fosters a positive outlook and commitment among educators during transformation.	"When leaders guide us through change, it boosts my confidence."	Armenakis & Bedeian (1999)
Trust and Confidence in Leadership	Readiness for change builds trust and enhances the leader-employee relationship, encouraging workplace commitment.	"Change readiness fosters trust and leadership."	Armenakis & Bedeian (1999)
Openness and Engagement in Transition	Leaders' openness about change objectives helps staff engage more	"A leader's readiness for change inspires me."	Armenakis & Bedeian (1999)

	fully with change initiatives.		
Conversion of Challenges into Opportunities	Framing challenges as opportunities motivates educators and strengthens their engagement during change.	“When leaders take initiative, change invigorates me.”	Armenakis & Bedeian (1999)
Beneficial Effects of Training and Development	Training facilitated by leaders improves adaptability and enhances readiness for change.	“The training sessions conducted by my boss were vital for the adoption of new software.”	Armenakis & Bedeian (1999)

Table 4: Research Question 2 (Summary of Findings)**Conclusion**

The comprehensive findings and analysis confirm the achievement of the study's objectives. The data from both research questions show that transformational leadership plays a key role in increasing workplace commitment among MTUN educators, especially by helping them be ready for change. Transformational leadership behaviours such as effective communication, support, excitement, and ethical practices foster an atmosphere that cultivates educators' commitment by augmenting their sense of worth, trust, and personal growth.

Furthermore, when leaders communicate effectively and endorse change, they enhance educators' preparedness to accept it, thereby intensifying their commitment to the organisation. Evidence indicates that when leaders synchronise their activities with the requirements of their staff, provide development opportunities, and foster a culture of trust, educators are more inclined to exhibit loyalty and engagement, especially during periods of organisational transition.

In summary, transformational leadership profoundly impacts workplace commitment by cultivating an atmosphere of inclusivity, transparency, and professional growth, while readiness for change acts as a vital mediator in augmenting the efficacy of leadership behaviours and fostering educators' loyalty to their workplace and organisational commitment. The study has several limitations. It focuses solely on MTUN educators, limiting its generalisability to other contexts. The qualitative design restricts statistical analysis and causal inference. The study collected data at a single point in time, providing no understanding of changes over time. Additionally, potential response bias and the exclusion of other stakeholders may have influenced the findings. Cultural influences on leadership and change readiness were also not deeply explored.

Research Implications

The study has several practical implications for academic leadership at MTUN. It underscores the significance of transformative leadership behaviours in cultivating workplace commitments among educators. Academic leaders must prioritise the development of an inclusive, supportive atmosphere that fosters innovation and cooperation. Engaging educators in decision-making

and providing professional development opportunities may enhance their feeling of ownership and commitment to their positions. Furthermore, acknowledging accomplishments and offering advancement prospects are essential for boosting educator loyalty and inspiration.

The results underscore that transformative leaders must adopt ethical behaviours and egalitarian policies, since these are essential for fostering trust and guaranteeing work satisfaction. Leaders who coach employees, provide intellectual stimulation, and connect team values with organisational objectives create a healthy workplace culture that enhances commitment.

The research highlights the essential function of change preparation as a mediator between transformational leadership and workplace commitment in the context of managing organisational change. Academic leaders need to prioritise honest communication, explain changes clearly, and provide constant support during transitions. Promoting staff participation and presenting obstacles as chances for development might improve educators' preparedness to accept change. Moreover, highlighting training and development provides educators with the necessary abilities to adapt, enhancing their dedication to both the institution and the profession.

In conclusion, academic leaders at MTUN should embrace transformational leadership practices that cultivate an inclusive, supportive, and ethical workplace while also equipping their staff for change via the promotion of open communication, trust, and professional growth. These techniques will boost workplace commitment and create a robust and flexible academic community.

Acknowledgement

We would like to express our gratitude to the journal reviewers for their time and effort in assessing the manuscript. We would like to express our genuine gratitude for the insightful comments and recommendations that significantly enhanced the quality of the work. We are deeply appreciative of the voluntary participation of all individuals in the interviews conducted for this research. The conclusions of this research have been significantly impacted by the unique perspectives, experiences, and views of the participants. Their intelligent contributions and time, which we hold in high regard, significantly improved the depth and extent of our research.

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