THE INFLUENCE OF TRANSFORMATIONAL LEADERSHIP AND READINESS FOR CHANGE ON LANGUAGE EDUCATORS' WORKPLACE COMMITMENT IN MALAYSIAN TECHNICAL UNIVERSITY NETWORK (MTUN)

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Abstract:

Higher learning institutions aim to ensure continuity and feasibility in the academic sphere for the benefit of academic leaders, language educators, and students. Local governments and international organisations recognise higher learning institutions as contributors to achieving long-term academic aspirations through competent top management and realistic alternatives to current concerns and difficulties. The Malaysian government's educational aspirations require top management to prioritise language educators' potential and improve the language learning environment. Academic leaders are accountable for providing the best academic culture, structure, and environment for language educators, influencing other academic professionals, and aiding the Ministry of Education in raising the standard of language education in Malaysia to a world-class system. The study focuses on determining the level of workplace commitment among Malaysian Technical Universities (MTUN) language educators if their leaders adopt a transformational leadership style. Transformational leaders inspire language educators to prioritise the institution's goals and have a significant impact on their workplace commitment. The study also examines the influence of readiness for change on the relationship between MTUN academic leaders' transformational leadership and MTUN language educators' workplace commitment. The findings from these studies demonstrate that readiness for change mediates the relationship between transformational leadership and language educators' workplace commitment.

Keywords:

Transformational Leadership, Change, Commitment

Introduction

Learning a new language adds another layer of complexity to the teaching profession, specifically language educators. The complexity of the languages presents distinct obstacles for them. They are supposed to tackle these issues by taking on different roles, such as those of severe authorities or encouraging learners to be completely independent. They strike a middle ground, adjusting their responsibilities to meet the demands of different educational settings (Poudel, 2022). In light of the challenges posed by language complexity, language educators' workplace commitment becomes crucial, aligning with Malaysia's educational objectives and contributing significantly to instructional effectiveness, thus reinforcing the pivotal role of higher education institutions in fostering sustainable intellectual growth.

Higher education institutions play a pivotal role in guaranteeing the sustainability and viability of the intellectual sphere, hence providing advantages to academic leaders, educators and learners. In accordance with Malaysia's educational goals, it is essential for top-level management to focus on educators' workplace commitment to gain instructional effectiveness, thereby elevating the quality of education (Mishra & Aithal, 2023).

Academic leaders have the responsibility of ensuring the provision of an optimal academic culture, organisation, and environment within higher education institutions for language educators (Jagnandan et al., 2024). Academic institutions rely on them as the principal agents responsible for implementing educational objectives, therefore aiding the Ministry of Education in its pursuit of advancing Malaysian education towards an exemplary system. The establishment of a conducive working environment that prioritises the emotional well-being and welfare of educators is crucial in facilitating their ability to enact meaningful change and achieve optimal teaching performance, therefore benefiting both students and the broader academic community (Hascher & Waber, 2021).

This research aims to assess the extent of workplace commitment shown by language educators at Malaysian Technical Universities (MTUN) in relation to the implementation of transformational leadership by their respective leaders. Transformational academic leaders have the ability to motivate language educators to prioritise the welfare of the institution above their own interests. Their notable attributes, including excitement, adaptability, and foresight, significantly influence language educators' commitment to their workplace.

This research also investigates the impact of readiness for change on the association between transformational leadership shown by academic leaders and workplace commitment among language educators at MTUN. The findings of the study conducted by Waisy and Wei (2020) indicate that the relationship between transformational leadership and educators' commitment to change is influenced by the mediating factor of readiness for change. Similarly, the studies conducted by Yeap et al. (2021) and Chavaha et al. (2021) also found that the relationship between transformational leadership and commitment to teaching entrepreneurship is mediated by readiness for change.

The issues addressed in the study are related to educators' poor commitment levels towards their workplace. According to Karuppannan and Jalani (2021), educators' lack of commitment to their workplace responsibilities was a contributing cause to students' poor academic performance. Hence, this study explores the challenges educators face in language education, where they must balance various responsibilities while staying committed to their work. This commitment directly affects students' academic performance, as insufficient dedication from

educators can lead to poor outcomes. To address this, we need to understand educators' demands better and provide the support they need.

Higher education institutions are crucial in creating supportive environments for effective language education. By fostering such environments, institutions enable educators to fulfil their duties more effectively while maintaining their commitment. Additionally, the study highlights the importance of transformational leadership in encouraging educators to prioritise the institution's goals. Transformational leaders inspire academics to work towards a common vision, enhancing the quality of language education overall.

The scope of study explores the relationship between language education, workplace commitment, and leadership at Malaysian Technical Universities, highlighting the importance of transformational leadership and readiness for change.

Literature Review

Researchers Waisy and Wei (2020) looked at Kurdistan's universities to see how readiness for change and affective commitment relate to one another. They found a significant correlation between transformational leadership and affective commitment to change, with readiness for change playing a critical role in influencing these associations. The study also discovered that effective leadership strategies and a well-planned organisational culture can increase the likelihood of successful change efforts in Kurdistan universities. Understanding the relationship between transformational leadership, readiness for change, and affective commitment can help achieve this.

Yeap et al. (2021) examined the impact of transformational leadership on educators' commitment to teaching entrepreneurship at Malaysian polytechnics, with the mediating role of readiness for change. The results suggested that transformational leadership influences the level of commitment to teaching entrepreneurship, possibly due to the unique working conditions in polytechnic education compared to other academic environments. Different countries' organisational and professional cultures may influence the relationship between the management styles of academic leaders and the teaching commitment of academic staff. Research has shown that the level of readiness for change influences the correlation between transformational leadership and commitment to teaching entrepreneurship. Transformational leadership fosters positive results, such as commitment, competence, and motivation to develop innovative teaching methods. Nevertheless, it does not instantly enhance academics' commitment to teaching but rather increases their ability to adjust to change efforts.

Chavaha et al. (2021) concluded that it is important to reflect the greater diversity of organisational policies, practices, and cultures. Being open to change mediates the connection between transformational leadership and a commitment to teach entrepreneurship courses. Leadership behaviours significantly impact readiness for change, which in turn increases academic staff's teaching commitment. Under transformational leadership, the academic staff's readiness for change and organisational commitment to the institution thrive.

Table 1

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	Transformational leadership theory provides a framework for creating an environment where academic staff at Higher education institutions can freely experiment with new methods of work and ideas by leveraging cognitive, emotional, and contingent effects.
Norshidah	2012	The influence of leadership behaviour and organisational commitment on organisational readiness for change in a higher learning institution	Statistical analysis revealed that transformational leadership styles significantly influenced academic staff's change readiness. Transformational leadership styles can impact how members of an organisation perceive the need for change and their confidence in the organisation's ability to implement it.
Khan et al.	2021	Organisational Citizenship Behaviour and the Mediating Role of Organisational Commitment: A Study of Private Universities	Transformational leadership, organisational justice, and culture are the key factors that influence organisational commitment, according to the findings. Consequently, organisational commitment strongly determines organisational citizenship conduct.
Arokiasamy & Tat	2020	Exploring the influence of transformational leadership on work engagement and workplace spirituality of academic employees in the private higher education	According to the results, there is a respectable amount of relationship between transformational leadership and spirituality and engagement in the workplace. Additionally, the results show that transformational leaders are critical in determining the spirituality of the workplace and the degree of employee involvement in a developing nation workplace.

institutions in Malaysia

|			
Rchitara	2019	The influence of transformational leadership and readiness for change on followers' performance in public higher education institutions in Malaysia.	The study's findings revealed substantial and beneficial impacts of transformational leadership and readiness for change on the performance of followers.. Furthermore, it was shown that the degree of readiness for change had a crucial role in mediating the connection between transformational leadership and the performance of followers.
Huang et al.	2021	How transformational and contingent reward leaderships influence university faculty's organisational commitment: The mediating effect of psychological empowerment	The research demonstrates that self-directed academic professionals are attracted to transformational leadership due to its ability to foster intrinsic values, stimulate critical thinking, engage people in decision-making processes, and provide personalised assistance. This study reinforces the existing body of research on faculty organisational commitment, emphasising the significance of administrators who are receptive and a system of shared decision-making.

Research Questions

1) How do language educators perceive the transformational leadership behaviours of academic leaders within the Malaysian Technical University Network (MTUN)?

2) What is the level of readiness for change among language educators in response to organisational changes within the MTUN?

3) How do language educators' perceptions of transformational leadership and readiness for change influence their workplace commitment within the MTUN?

Methodology

This section will discuss research design, research questions, participants, data collection, interview protocol and ethical considerations.

Figure 1
Proposed Research Framework

Independent Variable	Mediating Variable	Dependent Variable
Transformational Leadership	Readiness for Change	Educators' Workplace Commitment
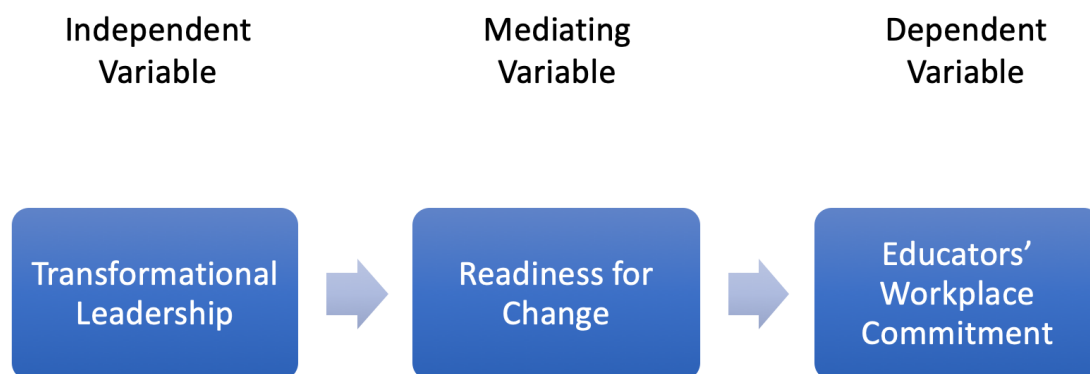
Research Design

This study uses a qualitative research approach to evaluate the influence of transformational leadership among academic leaders and readiness for change on the workplace commitment of language educators working within the Malaysian Technical University Network (MTUN). Qualitative research methodologies were specifically selected to investigate the intricate dynamics and subjective experiences inherent in leadership, change efforts, and workplace commitment.

Participants

According to Guest et al. (2006), doing 6-12 interviews is sufficient for a single qualitative research study. Morse (1995) recommended a minimum of 6 people for conducting phenomenological research. Therefore, a minimum of ten participants were selected for the interview. This study involved language educators from various MTUN faculties and departments. Participants with first-hand knowledge of transformational leadership, readiness for change, and workplace commitment were chosen through a purposeful sampling process. The years an educator spends teaching their subjects largely determine their educational experience. Therefore, the longer they teach, the greater their knowledge and experience (Ulfa et al., 2022). Educators with over a decade of experience are more proficient than those with

little or no experience (Darling-Hammond, 2009). Hence, language educators that have up to 10 or more years of teaching experience were selected to participate in this interview.

Data Collection

Semi-structured interviews were used as the primary method for gathering data and information. The interview questions were adapted from Yeap et al.'s (2021) study which examined the impact of transformational leadership on educators' commitment to teaching entrepreneurship at Malaysian polytechnics, with the mediating role of readiness for change.

In order to validate the content of the instrument, the technique of expert judgement has been used, in addition to an initial scientific assessment of the subject matter (Paredes et al., 2021). In order to validate the content of the interview questions, a total of five field experts have been approached. The findings obtained regarding the content validity reached in the measured dimensions and areas are generally satisfactory.

During these interviews, participants share their thoughts, experiences, and ideas about transformational leadership, readiness for change, and commitment at work. A face-to-face or virtual interview format was chosen depending on participants' desire and practical concerns. With the participants' permission, audio recordings of the interviews were generated to guarantee accurate data collection. The semi-structured interview offers flexibility by permitting the introduction of new questions throughout the interview based on the responses provided by the interviewees (Ruslin et al., 2022). Semi-structured questions were used to encourage participants to provide more detailed information and insights about their experiences and perspectives, while probing questions were used to go further into certain elements. The data were collected from 2023 until 2024 in order to get recent experience from the participants.

Several obstacles arise while conducting semi-structured interviews. Firstly, some participants may reject participation or be reluctant to disclose information, making it challenging to gauge issues in depth. Additionally, scheduling virtual interviews and dealing with technological glitches could disrupt the procedure. Furthermore, building rapport rapidly, maintaining neutrality, and reducing prejudice are difficult yet necessary tasks for the interviewer. While data quality and consistency are crucial, the method's flexibility may cause response variability. Ethical issues also come into play, such as maintaining confidentiality and documenting consent. Moreover, data analysis requires precise transcription and thematic classification, which are time-consuming processes. Despite expert validation, ensuring consistent question interpretation and maintaining content validity across various contexts remain difficult. Therefore, addressing these concerns demands careful planning, meticulous interviewing techniques, strict adherence to ethics, and thorough 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) From the perspective of academic leaders' actions and behaviours, how do you see transformational leadership within the Malaysian Technical University Network (MTUN) ?

2) Could you kindly provide some concrete instances when you saw academic leaders within the MTUN exhibiting transformational leadership behaviours?
3) What are the determinants of your readiness for change within the MTUN?
4) How do you anticipate that these determinants will impact your readiness for change?
5) How would you describe your commitment to the workplace?
6) Is there anything specific that you can share about your time at MTUN that has left an impression on your commitment to your work and the institution?

Table 2
Interview Excerpts

Participant	Question 1	Question 2	Question 3	Question 4	Question 5	Question 5
Participant 1	"MTUN's transformational leadership is visionary, inspiring academics and staff to thrive in teaching and research. They enhance creativity, intellectual stimulation, and team development."	"Most definitely. One example was when our Dean started workshops to train faculty advanced teaching methods. This project improved education and promoted ongoing learning and development."	"Leadership communication, professional development, and a supportive organisational culture that fosters innovation and cooperation affect my readiness for change at MTUN."	"I think leadership communication and support will boost my confidence in change efforts. Professional growth will provide me with the skills and knowledge to handle new problems."	"I am passionate about academic achievement and MTUN's success. I lead by example to motivate my coworkers to succeed and advance our institution's objective."	"One highlight was when our Dean worked on a research endeavour that made a breakthrough in our discipline. My colleagues' hard work and devotion strengthened my commitment to MTUN and convinced me of the power of cooperation and creativity."

| Participant 2 | "MTUN leaders inspire and empower their teams, demonstrating transformational leadership. They encourage creativity and innovation, motivating us to think beyond the box and thrive academically." | "A striking example was when our Dean held a brainstorming session to solve a complicated problem. Open communication and cooperation helped us create unique ideas that increased our department's efficiency and effectiveness." | "Clear communication of the change reason, skill development, and a supportive organisational culture that values stakeholder feedback affect my readiness for change." | "Good communication and skill improvement will boost my adaptability. Additionally, a supportive organisational culture will make me feel appreciated and empowered to contribute to change." | "I'm passionate about MTUN's academic excellence and innovation. I take pleasure in my work and want to contribute to my faculty and institution." | "Our faculty's successful implementation of an industry-aligned curriculum strengthened my commitment. Seeing our efforts improve students' learning outcomes renewed my commitment to MTUN and pushed me to keep improving." |

| Participant 3 | "Leadership at MTUN is transformational when academic leaders inspire and encourage their teams to achieve academic achievement and innovation. They promote innovation, worker empowerment, cooperation, and continual growth." | "Our Dean started a cross-departmental research effort to solve a social concern. His imaginative approach and promotion of multidisciplinary cooperation produced internationally renowned research." | "Clear leadership communication about the change, chances for professional growth to adapt to new needs, and a supportive organisational culture that values stakeholder input affect my readiness for change." | "I will feel more confident about taking part in change efforts if I can communicate clearly and learn new skills. A helpful organisational mindset will also make me feel valuable and give me the power to make the change process better." | "I care very much about MTUN's purpose and goals. I'm really interested in promoting study and new ideas in my field, and I want to make a real difference in the academic community at my university." | "Our faculty's experience working with academic partners on a research project is one that sticks out. I was recommitted to MTUN and encouraged to keep striving for greatness after seeing the real-world effect of our work and the prospects for cooperation between |

academics and

industry."

| Participant 4 | "Transformational leadership at MTUN means that leaders motivate and give their teams the tools they need to do their best. They urge their employees to work together and come up with new ideas. They also give their employees support and direction to help | "For instance, our Dean started seminars to foster curricular innovation and pedagogical quality. Transformative leadership was shown by their proactive attitude to improving teaching and learning." | "A supportive organisational culture that values input from all stakeholders, chances for professional growth, and good leadership communication all play a role in my readiness for change." | "I believe that my ability to adjust to change will be enhanced by chances for skill development and clear communication. Furthermore, I will be enabled to make a constructive contribution to the transition process because of the supportive | "Academic excellence and innovation are MTUN's purpose, and I am fully devoted to them. Developing curricula and making sure our programmes are relevant to students' and society's needs are two of my greatest interests." | "When our committee devised a new multidisciplinary programme that students and industry partners liked, it strengthened my commitment. Seeing our efforts improve student learning and employability renewed my commitment to |

them reach their full potential." | | | organisational culture." | | MTUN and encouraged me to achieve."

Participant 5	"When leaders at MTUN motivate and enable their people to reach their full potential, we say that they are practising transformational leadership. By promoting an environment of open communication, teamwork, and constant	"For instance, our Dean initiated a university-wide strategy planning effort to boost research and innovation. With the help of faculty members from all across the academic spectrum, guided by their visionary	"A conducive work environment that respects the opinions of all employees, regular feedback from upper management, and chances to further my career are all elements that contribute to my readiness for change."	"My self-assurance in adjusting to new circumstances will grow as a result of chances to improve my communication and skill set. Furthermore, I would feel appreciated and empowered to make a meaningful	"Academic excellence and innovation are MTUN's purpose, and I am fully devoted to them. By setting a good example, I want to encourage teamwork and mutual aid in my faculty and have a positive impact on the institution as a	"When our faculty worked with industry partners on a research initiative, we developed a new technology that changed society. Seeing our results strengthened my commitment to MTUN and inspired me to achieve more success in the

	development, they inspire teachers and staff to go above and beyond in their work."	leadership, we were able to develop a thorough strategy that laid the groundwork for our institution's remarkable future."		contribution to the transition process if the organisational culture is helpful."	whole."	future."
Participant 6	"The visionary, supportive, and intellectually stimulating transformational leadership approach of MTUN inspires faculty members to	"Academic leaders clearly explain their institution's future, get staff involved, and support new ideas by starting research projects and	"Support for professional growth, open communication from academic leaders, and enough resources all play a role in my readiness to	"I will be better prepared for change with the help of academic leaders' open communication and encouragement, and I will be	"As someone who is committed to their job, I teach well, do research, and get involved in both academic and management	"The experience of guiding undergraduate and graduate students through research projects has solidified my resolve to

achieve, innovate, and positively impact the objectives of the organisation."	working together with people from different fields."	adapt to change at MTUN."	able to succeed thanks to the resources available to me and opportunities for professional growth."	activities, all while trying to support MTUN's purpose and vision."	promote innovation and quality at MTUN by helping them hone their skills and make significant strides in their chosen professions."

Data Analysis and Discussion

Data is taken from the interview sessions that have been conducted with the educators from MTUN. The interview data were analysed using a thematic analysis approach. Finding trends, themes, and classifications in the data pertaining to transformational leadership, readiness for change, and workplace commitment are all part of this approach. Data were entered, categorised, and evaluated iteratively throughout the analytic process in order to provide significant insights and find relationships between the theoretical frameworks and research topics. A thematic analysis of the interview data was presented in this section. An analysis of the themes and patterns that surfaced from the participants' answers sheds light on their opinions, experiences, and ideas on the subjects of the study.

Research Question 1

How do language educators perceive the transformational leadership behaviours of academic leaders within the Malaysian Technical University Network (MTUN)?

Based on the thematic analysis of Question 1 and 2, it is analysed that all of the interviewees have stressed the importance of MTUN's transformational leadership. The answers that were supplied by language educators provide useful insights into their assessments of the transformational leadership behaviours that were shown by academic leaders within MTUN. Several major ideas emerge from the responses to the interview questions:

Visionary Leadership

When leaders demonstrate a clear vision for the institution's future, it motivates language educators to excel in teaching and research. This vision guides the institution towards excellence. Visionary leaders may inspire followers to strive towards shared objectives by presenting a compelling future vision, according to Bass and Avolio (1994). Language educators agree that MTUN academic leaders are visionary.

Empowerment and Motivation

MTUN leaders inspire and enable their teams through transformational leadership approaches. Their encouragement of innovation, creativity, and academic performance fosters a culture where people feel encouraged to think creatively and intellectually thrive. According to Bass (1985), leaders who are transformational inspire their followers to reach their full potential by facilitating their personal and professional development. When leaders foster an atmosphere that encourages originality and creativity, they drive their followers to do their best work.

Encouraging Creativity and Teamwork

People look up to the academic leaders at MTUN because they encourage new ideas and teamwork. They provide the way for honest dialogue and teamwork, which in turn inspires fresh concepts that boost productivity and efficiency within the division. Examples of collaborative initiatives include brainstorming meetings and cross-departmental research activities. In order to foster creativity and cooperation, transformational leaders advocate for open communication and teamwork (Avolio et al., 1999). In order to encourage innovation and creativity, leaders should create a setting where people are comfortable expressing their thoughts and working together to achieve shared objectives.

Continuous Learning and Development

MTUN leaders place a premium on their teams' ability to learn and grow over time. They spearhead initiatives to enhance pedagogy, research methods, and the institution as a whole via

the organisation of workshops, seminars, and strategic planning sessions. These efforts show that we are taking the initiative to help our faculty colleagues become better. A key component of transformational leadership, according to Bass and Riggio (2006), is a commitment to lifelong learning. Leaders who invest in their followers' professional development create an environment in which everyone is always striving to do better and has access to what they need to do their jobs well.

Finally, language educators' unanimity on the transformational leadership behaviours demonstrated by MTUN's academic leaders highlights the critical role these leaders play in cultivating an environment of forward-thinking direction, autonomy, innovation, and growth. The leaders' visionary leadership, which fosters creativity, collaboration, and a dedication to continuous improvement, motivates educators at MTUN to perform their best work and contribute to the university's greatness.

Research Question 2
What is the level of readiness for change among language educators in response to organisational changes within the MTUN?

The theme analysis results of Question 3 and 4 show that when it comes to adapting to organisational changes, language instructors at MTUN are moderately to well prepared. They are more equipped to handle and complete change projects when there is open and honest communication from leadership, chances for professional growth, and a positive company culture.

Effective Communication in Leadership
Academic leaders' ability to communicate openly and clearly is a key factor in fostering preparedness for change, according to interviewees. To fully grasp the rationale behind change efforts and to actively engage in them, they believe that clear and concise communication is crucial. When it comes to getting people ready for organisational change, Oreg et al. (2011) say that good leadership communication is key. Clear communication can effectively explain the reason for change to workers, thereby reducing uncertainty and enhancing trust and commitment.

Career Advancement
Respondents emphasise the importance of opportunities for professional development in boosting change preparedness. Expanding their intellectual horizons is the best way for them to face the future with confidence and make meaningful contributions to movements for social change. Armenakis et al. (2007) discovered that giving workers chances to learn new things makes them more adaptable to change. Possibilities for professional development boost employees' self-assurance, which in turn aids in their capacity to respond to change and make meaningful contributions to organisational transformation efforts.

Positive Workplace Culture
Respondents underline the significance of an inclusive company culture that welcomes ideas from all parties involved and fosters a positive atmosphere for employees. They believe that their ability to contribute to organisational transformation initiatives will grow when they have a sense of belonging and agency within the culture. Research by Armenakis et al. (2007) supports the idea that an organisation's culture plays a role in its preparedness for change. With a strong sense of belonging and commitment fostered by an organisational culture that

appreciates employee input, collaborates, and offers career progression possibilities, people are more prepared to adapt to change.

Language educators at MTUN are somewhat well-prepared for organisational change, according to the theme analysis. Leadership that effectively communicates with them, chances for professional growth, and a welcoming and collaborative work environment all play a role in how prepared they are. Academic leaders at MTUN can help educators become more change-ready and facilitate effective organisational transitions by focusing on three critical areas.

Research Question 3

How do language educators' perceptions of transformational leadership and readiness for change influence their workplace commitment within the MTUN?

A common thread of enthusiasm, commitment, and motivation among MTUN language educators emerges from the theme analysis of Question 5 and 6. They set a good example for their colleagues, contribute significantly to MTUN's success, and are committed to academic quality and innovation because they believe in the institution's mission and values. They are even more committed and inspired to keep pushing themselves to achieve academic excellence because of their successful projects and partnerships.

Devotion to Academic Excellence and Innovation

Language educators are passionate about academic success and innovation at MTUN, according to the interview responses. They are passionate about achieving the institution's goals and helping the academic community. High-commitment employees emotionally connect to their company's aims and ideals, enhancing work satisfaction and performance, as per Allen and Meyer's affective commitment model (1990). This is reflected in the language educators' willingness to support research and innovative ideas in their disciplines, suggesting a strong emotional connection to MTUN's objective.

Exemplary Leadership

Educators emphasise leading by example to motivate colleagues and achieve the institution's aims. Avolio et al. (2009) discovered that transformational leaders who lead by example drive their followers to perform better. Teaching by example promotes collaboration and mutual aid among coworkers. Educators emphasise leading by example to motivate colleagues and achieve the institution's aims. Allen and Meyer (1990) discovered that passionate leaders inspire their followers to do the same, improving organisational performance. Educators aim to support MTUN's success by setting an example of perseverance and commitment for their students, other faculty members, and the university community at large.

Dedicated to MTUN's Mission and Objectives

Language educators are motivated by MTUN's mission of academic learning and creativity. Bass and Avolio (1994) emphasised that good leaders connect personal and organisational goals. MTUN's goals reflect educators' commitment to relevant learning materials, improved learning, and academic impact. To achieve MTUN's goal, language educators place emphasis on academics and creativity. According to Allen and Meyer's normative commitment paradigm (1990), high-commitment employees must stay. Their dedication to relevant information, improving learning outcomes, and affecting the academic community demonstrates that they must help MTUN succeed.

Deriving Inspiration from Successful Achievements

Successful research, curriculum, and industry connections motivate and bind educators to MTUN. Armenakis et al. (2007) observed that successful organisational change initiatives increase commitment and readiness for change. Their work and industry-academia partnership have a real-world impact, which boosts instructors' commitment to MTUN. Successful research, curriculum, and industry connections motivate and bind educators to MTUN. According to Allen and Meyer's continuance commitment model (1990), high-commitment personnel remain because leaving is costly. Their work and industry-academia partnership have a real-world impact, which boosts instructors' commitment to MTUN.

In conclusion, the theme analysis shows that MTUN language educators are enthusiastic, committed, and motivated by transformational leadership and readiness for change. Their workplace commitment stems from academic excellence, innovation, and MTUN's vision and values. Educators foster MTUN's culture of excellence and dedication by setting an example, supporting the institution's goals, and gaining inspiration from successes.

Table 3
Findings Results

Research Questions	Key Findings
Research Question 1 How do language educators perceive the transformational leadership behaviours of academic leaders within MTUN?	**Visionary Leadership**: Leaders with a clear vision motivate educators to excel. MTUN leaders are seen as visionary, guiding the institution towards excellence (Bass & Avolio, 1994). The study's findings by Supriyadhi et al. (2023) suggest that an ideal leader for elevating education quality has the following traits: vision, competence, motivation, high work standards, and a focus on values. **Empowerment and Motivation**: Leaders encourage innovation and academic performance, fostering a culture where educators can thrive (Bass, 1985). Academic leaders encourage originality with motivation through recognition, progress, financial aid, and chances. They also use penalties, fines, and limits to discourage harmful innovation. Academic leaders may impact academic staff's innovation behaviour and mentality by offering motivation and incentives to boost and recognize innovation (Li, 2024). **Encouraging Creativity and Teamwork**: Leaders promote open communication and collaboration, enhancing productivity and innovation (Avolio et al., 1999). Efficient leadership communication and robust team support are essential for achieving organisational success and enhancing productivity. By using knowledge from behavioural science, organisations

may create plans and actions that enhance communication practices and cultivate a collaborative team atmosphere (Kremer et al., 2019).

Continuous Learning and Development: Leaders prioritise professional development, enhancing pedagogy and research through workshops and seminars (Bass & Riggio, 2006). Professional development is a top priority for leaders, and one way they do this is by sending academic staff to attend workshops and seminars that improve teaching and research (Rahman et al., 2020).

Research Question 2

What is the level of readiness for change among language educators in response to organisational changes within MTUN?

Effective Communication in Leadership: Clear communication from leaders is crucial for understanding and engaging in change efforts (Oreg et al., 2011). Yue et al. (2019) mentioned that during times of organisational change, employee trust is fostered by transformational leadership and open internal communication.

Career Advancement: Opportunities for professional development enhance educators' adaptability and contributions to change (Armenakis et al., 2007). Career progression opportunities are important components of the academic staff's commitment (Abu-Tineh et al., 2023).

Positive Workplace Culture: An inclusive culture that values input and fosters a sense of belonging enhances readiness for change (Armenakis et al., 2007). Fostering cooperation, boosting productivity, building resilience, and developing thoughtful academic staff over time all depend on having a positive workplace culture (Rajoo, 2020).

Overall Preparedness: Educators are moderately to well-prepared for change, supported by effective communication, professional growth opportunities, and a positive work environment.

Research Question 3

How do language educators' perceptions of transformational leadership and readiness for change influence their workplace commitment within MTUN?

Devotion to Academic Excellence and Innovation: Educators are passionate about achieving the institution's goals and contributing to the academic community (Allen & Meyer, 1990). Leaders who are role models, enthusiastic about education, and committed to their students' achievement may inspire both groups to do their best work and achieve their dreams (Singh, 2024).

Exemplary Leadership: Leaders who lead by example inspire educators to perform better and support institutional goals (Avolio et al., 2009; Allen & Meyer, 1990). Leaders bring about constructive change and advancement in the educational system by way of their leadership style, which encourages and inspires others to collaborate for a shared objective (Kareem et al., 2023).

Dedicated to MTUN's Mission and Objectives: Educators are motivated

by the institution's mission, focusing on academic learning and creativity (Bass & Avolio, 1994; Allen & Meyer, 1990). Educators' success is dependent on both their own and their team's hard work. They can fulfil their roles within the institution's structure in order to realise its mission and vision (Mutohar & Trisnantari, 2020).

Deriving Inspiration from Successful Achievements: Successful projects and partnerships increase commitment and motivation (Armenakis et al., 2007; Allen & Meyer, 1990). An achievement and incentive for educators helps to improve their work performance Padalia and Nurochmah (2022).

Conclusion

The study of themes suggests that language educators in the Malaysian Technical University Network (MTUN) have a favourable impression of academic leaders who demonstrate transformational leadership styles. In order to propel organisational transformation and cultivate a development mindset, they stress the significance of such leadership.

According to the data extracted from the interview, language educators at MTUN appear to be somewhat prepared for organisational changes. They are more likely to be adaptable when they have a positive organisational culture, opportunities for professional growth, and clear direction from leadership.

Even more encouraging for MTUN's language educators is the correlation between their views on transformational leadership and their readiness and willingness to change. They are highly motivated, enthusiastic, and dedicated, which helps the university succeed and encourages each other to perform the absolute best as well as other institution's stakeholders. They are even more committed and motivated to succeed because they believe in the institution's purpose and principles.

Finally, the results indicate that language educators at MTUN are more committed to their profession, more open to change, and more influenced by transformational leadership. Strong leadership and a positive work environment inspire and commit teachers to their work, improving the institution's overall performance and academic quality.

The research objectives are met. The study shows that Malaysian Technical University Network (MTUN) language educators agreed that transformational leadership promotes organisational change and growth. With a healthy organisational culture, professional development opportunities, and clear leadership direction, educators are somewhat prepared for change. Transformational leadership boosts institutional performance and academic excellence by motivating, committing, and embracing change. The research effectively shows that transformational leadership improves MTUN educators' transition readiness for change and professional commitment.

Research Implications

The research contributes to understanding how transformational leadership positively impacts language educators at the Malaysian Technical University Network (MTUN). It provides empirical evidence that such leadership fosters a supportive organisational culture, professional growth, and clear direction, which enhance educators' readiness for change. The study highlights a strong correlation between transformational leadership and increased motivation, commitment, and enthusiasm among educators, leading to improved institutional performance and academic quality. These findings offer practical implications for academic leaders, suggesting that transformational leadership is key to fostering a dedicated, adaptable, and high-performing educational workforce.

Leadership Development Programs

Research by Avolio et al. (2004) indicates that transformational leadership development programmes have a beneficial influence on leadership effectiveness and organisational outcomes. These programmes aim to enhance leaders' ability to inspire and encourage their

workforce, fostering a culture of innovation and development. These transformational leadership development programmes positively impact leadership effectiveness, according to Avolio et al.'s (2004) study. Leadership development programmes help educators hone their interpersonal, strategic, communicative, and emotional intelligence. Consequently, they improve their skills as team leaders, encouraging cooperation and boosting productivity in pursuit of common institutional objectives.

Organisational Change Management

Armenakis et al.'s (1993) study looked at what makes employees ready for organisational change. They found that leadership support, discussion, and participation were key to getting workers to accept and adapt to change. The study by Armenakis et al. (1993) shows how important it is for leaders to support, talk about, and involve their workers in making the company ready for change. Leaders can help people accept change and work together to achieve organisational success in an ever-changing world by fostering an atmosphere of confidence, open communication, and teamwork. In the end, companies that put these things first are better able to deal with change and use the full ability of their employees to reach their business goals and do well in markets that are always changing.

Participation and Dedication of Employees

Transformational leadership behaviours, like building trust and offering assistance, contribute to educators' emotional commitment to the organisation, according to research on the Three-Component Model of Organisational Commitment by Meyer and Allen (1997). Employees' emotional investment and sense of belonging to the organisation's mission define this commitment. According to Meyer and Allen's Three-Component Model of Organisational Commitment, transformational leadership behaviours are very important for inspiring teachers to feel emotionally invested in their work. Educators are made to feel appreciated, supported, and a part of the organisation's goal by transformational leaders who establish trust, provide help, and cultivate a sense of shared purpose. A resilient and engaged academic staff committed to achieving the organisation's vision and objectives is a result of their emotional engagement and feeling of belonging, which in turn enhances job satisfaction and performance.

Educational Excellence Assurance

The correlation between transformational leadership and results for employees' workplace commitment in different sectors was investigated in a meta-analysis study by Wang, et al. (2011). They discovered a robust correlation between transformational leadership and staff's performance and productivity, which provides further evidence that effective leadership improves the quality of all kinds of work. In an academic context, transformational leaders inspire intellectual curiosity and creativity. They encourage innovation and challenge the status quo to promote constant progress and flexibility. Educators feel free to try new things, which improves product creation, process efficiency, and problem-solving. A culture of creativity, efficiency, and contentment in one's work life may be nurtured by leaders who are transformational in nature. Higher education institutions may achieve long-term success by adopting transformational leadership principles and releasing the latent talents of their academic staff members.

Stakeholder Engagement

The significance of educators' involvement in organisational decision-making has been emphasised by research on stakeholder participation in decision-making processes conducted

by Bryson et al. (2006). Stakeholder engagement improves project execution by increasing buy-in and commitment to organisational objectives. The study's findings highlight the value of including educators and other important stakeholders in organisational decision-making. Institutions (mainly university faculties) may improve decision-making and initiative execution through active participation, which allows them to harness the knowledge and commitment of stakeholders. In addition to improving organisational performance, this inclusive strategy promotes a culture of trust, openness, and cooperation.

These study results, which highlight the significance of transformational leadership, readiness for change in the workplace, educators' workplace commitment, and stakeholder participation in educational institutions, support the importance of creating a welcoming and active work environment that encourages creativity, progress, and long-term success in educational institutions.

Acknowledegment

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