

EXPLORING THE INFLUENCE OF PRINCIPALS' TRANSFORMATIONAL LEADERSHIP ON FACULTY KNOWLEDGE SHARING AND ORGANIZATIONAL LEARNING IN HIGHER EDUCATION INSTITUTIONS, BENGALURU, INDIA

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Abstract

This scholarly investigation delves into the impact of transformational leadership wielded by principals on knowledge sharing and organizational learning within faculty in Bengaluru, India's higher educational institutions. Drawing data from a diverse sample of 505 faculty members across ten institutions of varying sizes, encompassing small, medium-sized, and large establishments, the study utilizes structural equation modelling. The results illuminate a positive correlation between transformational leadership and knowledge sharing, as well as organizational learning. The implications underscore the significance of cultivating transformational leadership qualities among educational leaders to foster knowledge sharing and advance organizational learning within the faculty. The article concludes by presenting practical implications tailored for educational institutions in Bengaluru.

Keywords: Transformational Leadership, Knowledge Sharing, Organizational Learning, Principal, Higher Education, Faculty.

1. INTRODUCTION

Education assumes a pivotal role in the global development of nations and societies. In India, the Constitution underscores the collective responsibility of both central and state governments in establishing and nurturing educational institutions. The effectiveness of these institutions, however, hinges significantly on the knowledge and dedication of faculty members entrusted with shaping the future generation. Unfortunately, the higher education system in India grapples with challenges in attracting and retaining qualified and committed faculty. This research delves into the leadership dynamics of Principals and their influence on faculty members and their work-life, with a specific focus on the transformative impact of leadership. The study is aptly titled "Exploring the Influence of Principals' Transformational Leadership on Faculty: A Case Study of Higher Educational Institutions in Bengaluru, India."

2. REVIEW OF RELATED LITERATURE

This research draws inspiration from existing literature, particularly in areas related to transformational leadership, knowledge sharing, and organizational learning.

2.1 Theories of each Variable

The study revolves around three pivotal variables: Transformational Leadership, Knowledge Sharing, and Organizational Learning. Transformational Leadership, characterized by

idealized influence and inspiration, motivates employees to surpass expectations and prioritize the organization's success. Knowledge Sharing involves the collective exchange of expertise and insights, fostering innovation and mutual learning within an organization. Organizational Learning is a systematic effort to enhance organizational resilience, address issues, and stimulate creativity through the acquisition, application, and dissemination of knowledge. These variables are interrelated and collectively contribute to the growth and success of organizations.

2.1.1. Transformational Leadership

Transformational leaders inspire employees to exceed expectations by creating an environment that fosters creativity and motivates them to go beyond their self-interest. This leadership style is characterized by idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. Transformational leaders, with their distinctive approach, inspire employees to surpass their own expectations and excel in their assigned tasks. These leaders earn trust and respect and are recognized for their ability to motivate employees to prioritize the organization's success over their self-interests (Mittal, 2016). According to Schwegker and Good (2013), transformational leaders exhibit various leadership behaviors that enhance their followers' perception of the significance of achieving results and guide them on how to do so while aligning with the organization's interests. In essence, transformational leadership is a style in which leaders create an empowered working environment and empower their followers to achieve higher performance through four key elements: 1. Idealized influence (leading by being an exemplary role model); 2. Inspirational motivation (sharing aspirations and goals); 3. Intellectual stimulation (promoting intelligence and sound judgment); and 4. Individualized consideration (providing personalized attention) (Park & Kim, 2018).

2.1.2 Knowledge Sharing

Knowledge sharing involves the exchange of information, ideas, skills, and expertise among employees, allowing them to learn from one another. It transforms personal knowledge into organizational knowledge, fostering innovation and collaboration.

Knowledge sharing encompasses the collective exchange of information, ideas, skills, experiences, and expertise among employees across all sectors of a company or organization, facilitating mutual learning (Park & Kim, 2018). Transformational leadership plays a crucial role in fostering a culture of knowledge sharing by promoting behaviors associated with sharing knowledge. Another perspective on knowledge sharing describes it as the process through which organizational members reciprocally exchange their knowledge resources, encompassing both tacit and explicit knowledge, resulting in the creation of new knowledge assets. This process effectively transforms individual knowledge into organizational knowledge (Masa'deh et al., 2016). Yadav et al. (2019) further define knowledge sharing as a process involving both "giving" and "receiving" knowledge, encompassing two distinct behavioral categories: knowledge contribution, which involves sharing an individual's intellectual capital with fellow employees within the organization, and knowledge gathering, which entails seeking advice and tapping into the intellectual capital of others.

2.1.3 Organizational Learning

Organizational learning is a deliberate effort to sustain an organization's strength, address problems, and promote creativity. It involves acquiring, sharing, and applying knowledge to enhance organizational performance.

Organizational learning is characterized as a deliberate effort involving a series of interventions aimed at enhancing an organization's resilience, addressing and resolving internal issues, and fostering innovation (Park & Kim, 2018). Bhat et al. (2012) contend that organizational learning encompasses the entirety of an enterprise's and its various departments' and teams' learning experiences, spanning collaborative innovations, implementation, stabilization, testing, organization, mutual knowledge exchange, transitional strategies, and expertise development. Previous scholars have extensively explored the methodologies and concepts of organizational learning, including the role of transformational leadership in this process. Dixon has identified a "four-step organizational learning cycle," which includes information generation, integration of information specific to the organization's context, collaborative analysis and elucidation of information, and the empowerment to take responsible action (Dixon, 2017, as cited in Kim & Park, 2019). According to Sattayaraksa and Boon-itt (2016), organizational learning encompasses the techniques and procedures employed by an organization to acquire, disseminate, expand, utilize, and archive knowledge, all with the aim of enhancing organizational performance.

2.2 Relationship Between Variables and Research Hypotheses

The relationships among the key variables in this study are complex and interwoven. Firstly, Transformational Leadership, with its qualities of inspiration and support, significantly influences Knowledge Sharing. Transformational leaders encourage employees to share their ideas and expertise, creating an environment conducive to learning and collaboration. Moreover, Transformational Leadership is closely tied to Organizational Learning. These leaders foster a culture of learning, with their visionary approach and encouragement of innovation, leading to positive outcomes for teams and organizations. Knowledge Sharing, in turn, is intrinsically linked to Organizational Learning. When employees exchange knowledge and insights, it becomes organizational knowledge, which enhances an organization's capacity to learn and adapt. Collectively, these relationships form the basis for three research hypotheses, suggesting direct and substantial connections between Transformational Leadership and Knowledge Sharing (H1), Transformational Leadership and Organizational Learning (H2), and Knowledge Sharing and Organizational Learning (H3).

2.2.1 Relationship between Transformational Leadership and Knowledge Sharing

Transformational leaders inspire employees to contribute their ideas by fostering an environment that encourages fresh initiatives (Bryant, 2003). Knowledge sharing encompasses various means, including connecting with individuals, documenting, organizing, and safeguarding knowledge, problem-solving, aiding others, learning from professionals and colleagues, and enhancing capabilities (Sousa et al., 2015, as cited in Kim and Park, 2020). Park and Kim's research (2018) suggests that nurturing a knowledge-sharing environment

through transformational leadership significantly enhances employees' knowledge-sharing behavior, illustrating that transformational leadership directly influences knowledge-sharing behavior. Transformational leaders establish an informed and supportive culture, which shapes employees' knowledge-sharing actions by instilling principles, beliefs, and ideas related to expertise. This approach allows transformational leaders to facilitate knowledge-sharing behaviors among employees (Oyemomi et al., 2016).

It is important to note that knowledge-sharing behavior doesn't occur automatically in an organization; it thrives under conducive conditions. The support provided by leaders plays a crucial role in shaping the extent of knowledge-sharing behavior among employees (Oyemomi et al., 2016). Characteristics of transformational leaders, such as charisma, inspirational motivation, and intellectual stimulation, significantly influence employees in sharing their expertise (Bass and Avolio, 2000, as cited in Le & Lei, 2019). Within an organizational context led by transformational leaders, employees become more innovative and more inclined to share their knowledge with colleagues (Birasnav et al., 2011, as cited in Le & Lei, 2017). Transformational leaders are dedicated to creating an informed and supportive culture that fosters positive knowledge-sharing behaviors among employees (Birasnav et al., 2011, as cited in Le & Lei, 2017).

Based on the evidence presented, we propose our first hypothesis:

H1: There is a direct and significant relationship between transformational leadership and knowledge-sharing:

2.2.2 Relationship between Transformational Leadership and Organizational Learning

Management plays a crucial role in organizational learning, impacting support for learning and growth within an enterprise (Salas-Vallina et al., 2017, as cited in Kim & Park, 2019). Transformational leadership is closely associated with organizational learning and actively promotes a culture where employees learn from each other (Kim & Park, 2019). Teams led by transformational leaders have been shown to produce more creative outcomes (Herre, 2010, as cited in Bhat et al., 2012). Since the transformational leadership style positively affects group outcomes, such as efficiency, effectiveness, and learning within a team, it can be concluded that transformational leadership has a positive impact on organizational learning (Bhat et al., 2012). Research on the role of transformational leadership in organizational citizenship behavior also confirms a strong association between transformational leadership and organizational learning (Kim and Park, 2019).

García-Morales et al. (2006) emphasize that promoting organizational learning involves a shared vision that aligns employees' efforts toward a common goal. This shared vision and employee alignment result from an innovative orientation and active dialogue, characteristics associated with transformational leadership. The ability of transformational leadership has been portrayed as one of the most critical means of facilitating organizational learning (García-Morales et al., 2006). Transformational leaders offer learning opportunities for employees to enhance their skills and expertise (Sattayaraksa and Boon-itt, 2016).

Considering the empirical evidence from previous research endorsing the significant impact of transformational leadership on organizational learning, we propose our second hypothesis:

H2: There is a significant and direct relationship between transformational leadership and organizational learning.

2.2.3 Relationship between Knowledge Sharing and Organizational Learning

Park and Kim (2018) found that knowledge-sharing behavior is associated with organizational learning. When individuals share their expertise at the group or organizational level through interpersonal communication, it transforms into group or organizational knowledge (Khan et al., 2015). Knowledge sharing enhances an organization's capacity to manage knowledge effectively and enables individuals to achieve their goals more efficiently (Le and Lei, 2017, as cited in Wu et al., 2019). They concluded that knowledge-sharing behavior positively contributes to learning and growth within organizations. Nugroho (2018) established that knowledge sharing has a positive influence on organizational learning in a study on the impacts of shared philosophy and knowledge sharing. Sometimes, the organizational review process compels employees to contribute their expertise and learn from one another, resulting in effective organizational learning (Barr and Saraceno, 2009, as cited in Swift & Hwang, 2013).

By consistently emphasizing the importance of knowledge sharing through shared experiences or incentives to share knowledge, an organization's leadership can cultivate a culture in which knowledge sharing becomes an integral part of the organization's identity, and organizational learning becomes an ongoing process (Swift & Hwang, 2013). Several scholars have observed and stated that knowledge-sharing behavior influences organizational learning (Kim & Park, 2020). In a study on transformational leadership, knowledge sharing, organizational climate, and learning, Kim and Park (2020) noted that knowledge-sharing behavior is positively associated with organizational learning. In a globalized environment marked by fast-changing and unpredictable external conditions, knowledge sharing is crucial for enabling effective learning (Kong et al., 2012 and Presbitero et al., 2015, as cited in Presbitero et al., 2017).

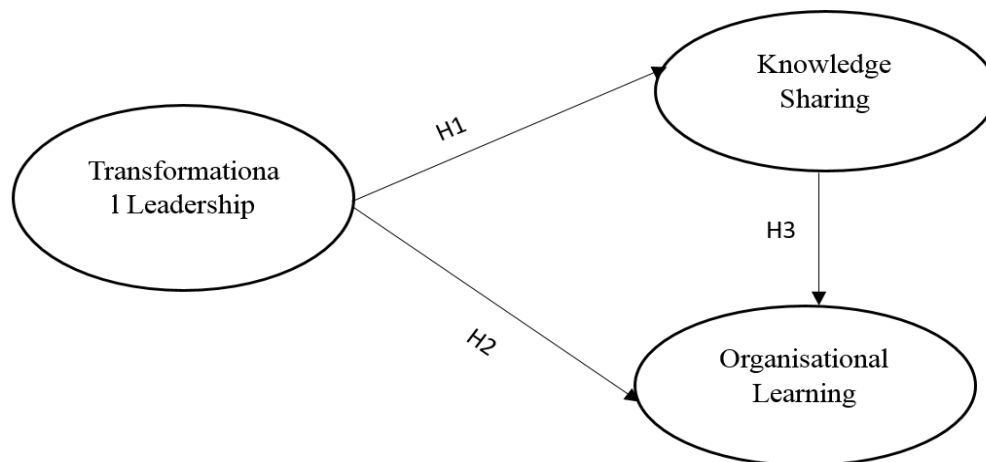
Based on the literature review above, we propose our third hypothesis:

H3: There is a direct and significant relationship between knowledge sharing and organizational learning.

3. RESEARCH FRAMEWORK

This article introduces a Conceptual Framework for assessing the impact of transformational leadership, aiming to stimulate further research in higher educational institutions in Bengaluru, India. This framework outlines the variables and their interconnections. The study adopts the transformational leadership theory by Mahdikhani and Yazdani (2020), originally introduced by Burns and subsequently extended by scholars like Bass, Avolio, and others (Bass et al., 2003). According to these theories, transformational leaders employ psychological incentives to stimulate their employees' perspectives, visions, and creativity. Bass (1985) posits that transformational leaders motivate their followers to attain exceptional goals. Additionally, this

research incorporates the social exchange theory (Yeap et al., 2020) to elucidate the behaviours of faculty members in higher educational institutions. This theory elucidates the social dynamics between principals and faculty in Bengaluru's educational institutions concerning knowledge sharing and organizational learning activities. Building upon these theoretical foundations and their interrelations, the study proposes the following Conceptual Framework.



4. RESEARCH METHOD

This research employs the survey method to gather data and utilizes quantitative research methods along with statistical tools for analysis. The survey method involves selecting a sizeable sample from a predetermined population and collecting standardized data through a questionnaire. By studying this sample, the researcher draws conclusions about the larger population (Kelley, 2003). The survey questionnaire was distributed to 505 faculty members in ten higher educational institutions in Bengaluru, India. Quantitative research serves to establish relationships among variables efficiently. One key advantage is its speed and minimal on-site time requirement when administering surveys. Moreover, the numerical nature of the data allows for easy comparisons between different organizations or groups (Yauch and Steudel, 2003, as cited in Choy, 2014). The research employs a survey questionnaire, subjected to content validity tests using item objective congruence (IOC) and content reliability assessed through a pilot test with Cronbach's Alpha. The gathered data are subsequently analyzed using quantitative techniques to evaluate the formulated hypotheses, including confirmatory factor analysis and structural equation modeling to assess model fit.

4.1 Respondents and Sampling Procedure

4.1.1 Target Population

This research focuses on the impact of transformational leadership by principals on faculty members in Bengaluru, India, specifically within higher educational institutions. The target population comprises faculty members working in these higher educational institutions in Bengaluru.

4.1.2 Sampling Units

Ten major higher educational institutions in Bengaluru, India, constitute the accessible population for this study. These institutions differ in the number of faculty members they employ. Therefore, they are categorized into three types: large, medium-sized, and small institutions based on their faculty size. Large institutions have over 300 faculty members, medium-sized institutions have more than 245 but fewer than 300 faculty members, and small institutions have less than 245 faculty members. Three large institutions, four medium-sized institutions, and three small institutions were selected as sampling units for this research.

4.2 Collection of Data and Data Collection Technique

The research combines both secondary and primary data sources. Secondary data is obtained by searching various databases for already published literature using relevant keywords. Primary data collection involves a survey method employing a pre-designed questionnaire. This questionnaire was distributed to selected respondents within the total population identified for this research. The researcher identified ten higher educational institutions in Bengaluru, India, classified as large, medium-sized, and small based on their faculty size. The questionnaire was administered using a Google Form, sent to the selected respondents from these ten sampling units after obtaining their consent through telephone communication.

4.3 Variables, Scale Items, and Measurement Scale

Three constructs were measured: Transformational Leadership, Knowledge Sharing, and Organizational Learning. The constructs were measured using Likert's scale, and a mean score of each item was calculated.

4.3.1 Transformational Leadership:

My principal paints an interesting picture for the future of the faculty.

My principal has a clear understanding of where we are going.

My principal is always seeking new opportunities for the college.

My principal inspires others with his/her plans for the future.

My principal is able to get the faculty committed to his/her dream.

My principal leads by doing rather than simply by telling.

My principal provides a good model for the faculty to follow.

My principal fosters collaboration among different departments.

My principal develops a team attitude and spirit among all the faculty.

My principal clarifies his/her expectations from the faculty.

My principal insists only on the best performance.

My principal will not settle for second best.

Measurement Scale: 5 Levels Agreement Likert's scale (Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree)

4.3.2 Knowledge Sharing:

My principal encourages that I should share my knowledge with other members of the faculty.

My principal frequently encourages faculty to participate in knowledge-sharing activities in my college.

My principal usually gets the faculty involved in the subsequent interactions when discussing a complicated issue in the college.

My principal encourages the faculty to share with colleagues new working skills they learn.

My principal inspires the faculty to share with colleagues new information they acquire.

Measurement Scale: 5 Levels Agreement Likert's scale (Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree)

4.3.3 Organisational Learning:

My principal encourages the faculty of my college to attend training courses, fairs, conferences, and seminars regularly.

My principal tries to establish a consolidated and resourceful R&D policy in my college.

My principal makes it possible for new ideas and approaches on work performance for the faculty to be experimented continuously.

My principal utilizes formal mechanisms to guarantee the sharing of the best practices among the different fields of activity among the faculty.

My principal encourages faculty members within my college to take part in several teams or divisions and act as links between them.

My principal encourages individuals responsible for collecting, assembling, and distributing internally faculty's suggestions.

My principal inspires all the faculty of my college to share the same goal to which they feel committed.

My principal encourages the faculty to share knowledge and experiences by talking to each other.

My principal encourages teamwork among the faculty as a very common practice in my college.

My principal makes it possible for faculty to have access to the college's databases and documents through some kind of network.

Measurement Scale: 5 Levels Agreement Likert's scale (Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree)

5. ANALYSIS AND INTERPRETATIONS

Descriptive statistics were utilized to assess the factors affecting respondents' views on transformational leadership. The standard deviations for all measurement items fell within a range of 0.94 to 0.98, suggesting minimal variation in responses. Mean values for the observed variables ranged from 3.75 to 3.84, indicating the average ratings provided by the participants. The table below, referred to in the analysis, offers additional information about the mean values and their significance in assessing each item to gain a more comprehensive understanding of each component.

Table 1: Table Displaying the Descriptive Statistics of Various Constructs Under Study

Constructs	Items	Mean	Std. Deviation	Result
Transformational Leadership	TL_1	3.61	1.1	Agree
	TL_2	3.7	1.04	Agree
	TL_3	3.9	0.99	Agree
	TL_4	3.79	1.03	Agree
	TL_5	3.77	0.95	Agree
	TL_6	3.8	0.95	Agree
	TL_7	3.81	0.9	Agree
	TL_8	3.75	0.9	Agree
	TL_9	3.74	0.98	Agree
	TL_10	3.78	0.93	Agree
	TL_11	3.77	0.89	Agree
	TL_12	3.67	0.91	Agree
	TL	3.756	0.96	Agree
Knowledge Sharing	Kn_sh_1	3.74	1	Agree
	Kn_sh_2	3.85	0.9	Agree
	Kn_sh_3	3.78	0.98	Agree
	Kn_sh_4	3.88	0.92	Agree
	Kn_sh_5	3.84	0.96	Agree
		KS	3.819	0.95
Organisational Learning	Org_lear_1	3.83	1	Agree
	Org_lear_2	3.76	0.99	Agree
	Org_lear_3	3.74	0.96	Agree
	Org_lear_4	3.77	0.97	Agree
	Org_lear_5	3.7	1.01	Agree
	Org_lear_6	3.87	0.86	Agree
	Org_lear_7	3.87	0.88	Agree
	Org_lear_8	3.93	0.95	Agree
	Org_lear_9	3.76	0.92	Agree
	Org_lear_10	3.8	0.88	Agree
	OL	3.803	0.94	Agree

The data analysis reveals that for the construct of Transformational Leadership (TL), the mean values for each item range from 3.61 to 3.9, with a standard deviation ranging from 0.89 to 1.1. This suggests a general consensus among the respondents, with their responses falling within the "Agree" category. In the case of Knowledge Sharing (KS), the mean values for the items range from 3.74 to 3.88, while the standard deviation falls within the range of 0.9 to 1. This indicates that respondents tend to "Agree" with the statements related to knowledge sharing. For the Organisational Learning (OL) construct, mean values vary from 3.7 to 3.93, with

standard deviations ranging from 0.86 to 1.01. Again, the responses are predominantly within the "Agree" category, suggesting a consensus regarding organizational learning. Overall, the results indicate that respondents generally hold positive perceptions and tend to agree with the statements related to Transformational Leadership, Knowledge Sharing, and Organisational Learning.

5.1. Analysis of the Proposed Model in the Study Using Structural Equation Modelling

The study estimated the normality of data from 505 survey participants using skewness and kurtosis as measures. Values close to zero for both statistics reveal a distribution to that of a normal distribution. This tells that data is suitable for further statistical tests. Hence, it was found that the study ensures that the data is well-suited for further statistical analyses. The Confirmatory Factor Analysis (CFA) results demonstrated that the model reveals an excellent fit across many indicators. Especially, the CMIN/DF indicated a good fit, while the Goodness of Fit Index (GFI) and Adjusted Goodness of Fit Index (AGFI) both suggested satisfactory output with the data. Further, the Normed Fit Index (NFI) showed a superior fit, and both the CFI and TLI highlighted the model's adequacy and fit, respectively. The RMSEA, which measures the error of approximation, was found to be within acceptable bounds. These findings confirm that the model is in conformity with the empirical data.

5.2 Outer loadings of Measurement Model

	Knowledge Sharing	Organizational Learning	Transformational Leadership
Kn_sh_1	0.863		
Kn_sh_2	0.819		
Kn_sh_3	0.890		
Kn_sh_4	0.863		
Kn_sh_5	0.818		
Org_lear_1		0.766	
Org_lear_10		0.778	
Org_lear_2		0.776	
Org_lear_3		0.815	
Org_lear_4		0.813	
Org_lear_5		0.754	
Org_lear_6		0.766	
Org_lear_7		0.776	
Org_lear_8		0.773	
Org_lear_9		0.728	
TL_10			0.793
TL_11			0.785
TL_12			0.754
TL_2			0.774
TL_3			0.760
TL_4			0.830
TL_5			0.816
TL_6			0.784
TL_7			0.824
TL_8			0.793
TL_9			0.800
TL_1			0.733

5.3. Construct reliability and validity

	Cronbach's alpha	Composite reliability	Average variance extracted (AVE)
Knowledge Sharing	0.905	0.906	0.724
Organizational Learning	0.926	0.927	0.600
Transformational Leadership	0.944	0.945	0.620

5.4 R Square

	R-square	R-square adjusted
Knowledge Sharing	0.519	0.518
Organizational Learning	0.749	0.748

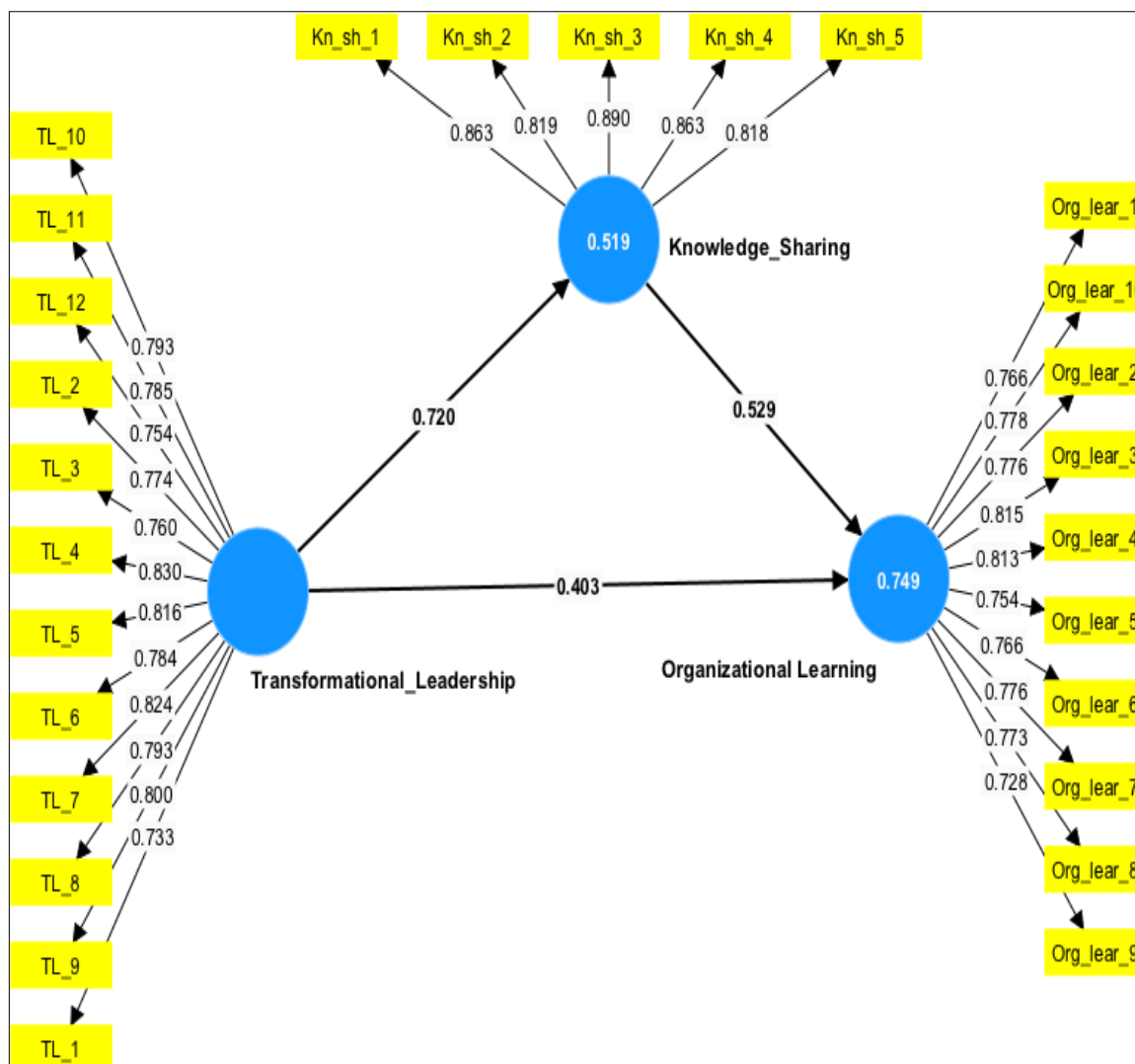


Fig 1: Outer-loadings of measurement model

5.5 Structural model:

Direct effect of TL and KS on OL

Mean, STDEV, T values, p values					
	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics ((O/STDEV))	P values
Knowledge_Sharing -> Organizational Learning	0.529	0.527	0.043	12.160	0.000**
Transformational_Leadership -> Knowledge_Sharing	0.720	0.721	0.029	24.611	0.000**
Transformational_Leadership -> Organizational Learning	0.403	0.404	0.041	9.798	0.000**

Specific indirect effects

Specific indirect effects	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics ((O/STDEV))	P values
Transformational_Leadership -> Knowledge_Sharing -> Organizational Learning	0.381	0.380	0.036	10.527	0.000

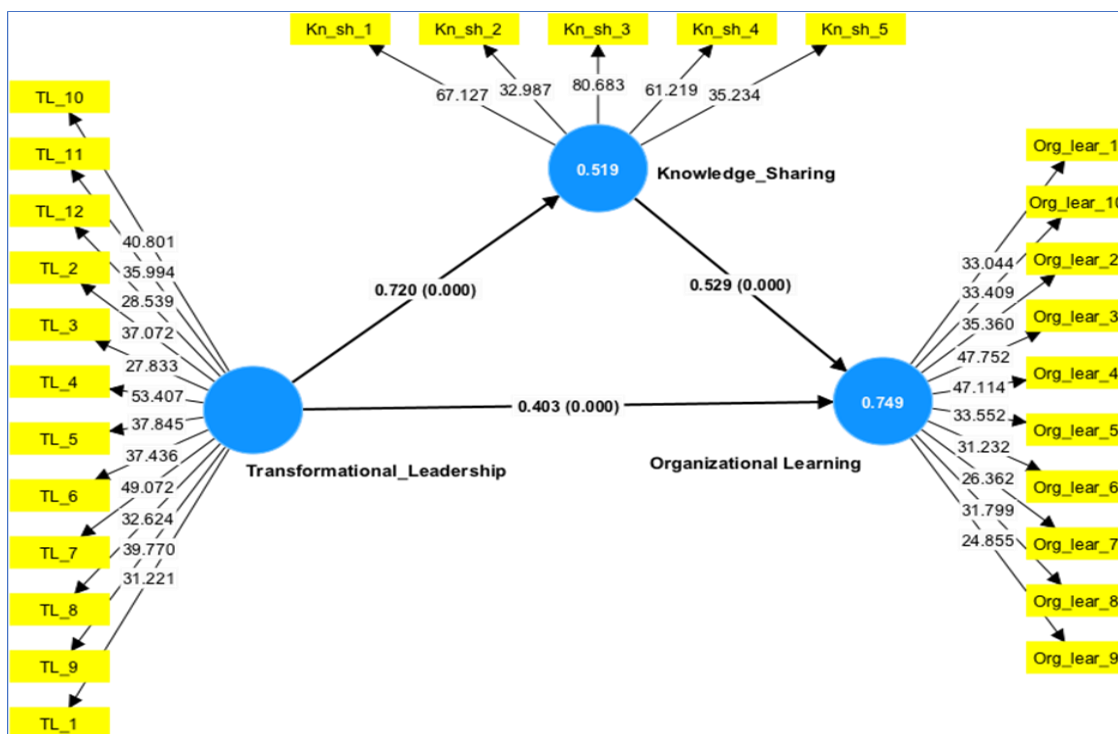


Fig 2: Bootstrapping Results

6. TESTING OF HYPOTHESIS

Table 5. 14: Table Displaying Hypotheses Testing Result of the Structural Model

Hypothesis	path coefficient (β)	t-value	p value	Testing result
H ₀₁ : There is direct significant relationship between Transformational leadership and knowledge sharing	0.41	6.64	0.00*	Supported
H ₀₂ : There is direct significant relationship between transformational leadership and organizational learning	0.40	9.80	0.00*	Supported
H ₀₃ : There is direct significant relationship between knowledge sharing and organizational learning.	0.53	12.26	0.00*	Supported

Note: *=p-value<0.05

1. H₀: There is no direct significant relationship between transformational leadership and knowledge sharing behaviour.

H₁: There is direct significant relationship between transformational leadership and knowledge sharing behaviour.

Next hypothesis proposed for the study was to determine the direct significant relationship between transformational leadership and knowledge sharing behaviour. The bootstrapping results were considered to make statistical interpretations. The table above makes it clear that the t value was found to be 6.64 and p value was found to be 0.00. These figures indicate that the t value is greater than 1.96 and p value is less than 0.01, which are the threshold values. Since the p value is less than 0.01, the relationship is significant at 1% level of significance. Hence, we can conclude that there is direct significant relationship between transformational leadership and knowledge sharing behaviour. Therefore, the hypothesis H₁ stating there is direct significant relationship between transformational leadership and knowledge sharing behaviour is accepted and H₀ is rejected.

2. H₀: There is no direct significant relationship between transformational leadership and organizational learning.

H₁: There is direct significant relationship between transformational leadership and organizational learning.

The second hypothesis proposed in the study was to determine the direct significant relationship between transformational leadership and organizational learning. The bootstrapping results were used to make statistical interpretations. From the above table we can understand that the t value was found to be 9.80 and p value was found to be 0.00. These figures indicate that the t value is greater than 1.96 and p value is less than 0.01. Since the p value is less than 0.01, the relationship is significant at 1% level of significance. Hence, we can infer that there is direct significant relationship between transformational leadership and organizational learning.

3. H0: There is no direct significant relationship between knowledge sharing and organizational learning.

H1: There is direct significant relationship between knowledge sharing and organizational learning.

The fifth hypothesis was proposed to test whether construct knowledge sharing and organizational learning has direct and significant relationship. The bootstrapping results were once again used to make statistical interpretations. The results as shown in the table above reveals that the t value was found to be 12.26 and p value was found to be 0.00. These figures indicate that the t value is greater than 1.96 and p value is less than 0.01. Since the p value is less than 0.01, the relationship is significant at 1% level of significance. Hence, we can infer that there is direct significant relationship between knowledge sharing and organizational learning. Hence the proposed hypothesis is accepted as true.

Suggestions

After understanding the significant relationship between various variables under study, the following suggestions are proposed to enhance the role of transformational leadership among the educational institutions.

Promoting Knowledge Sharing: Transformational leaders can encourage faculty and their staff to share their expertise, research conclusions, and teaching techniques with their peers. This can lead to a more prosperous educational experience for students and foster a continuous learning culture among faculty.

Enhancing Organizational Learning: At their core, educational institutions are learning centres. Transformational leaders can promote a culture of organizational learning where students, faculty, and staff are continuously updating their knowledge and skills. This can lead to more adaptive institutions responsive to transformations in the educational landscape.

7. CONCLUSION

This research highlights the significant impact of transformational leadership on knowledge sharing and organizational learning among faculty members in higher educational institutions in Bengaluru, India. Principals who exhibit transformational leadership qualities create a motivating environment that enhances faculty morale, promotes knowledge sharing, and supports organizational learning. The findings emphasize the importance of providing leadership training, especially in transformational leadership, to educational leaders in Bengaluru. This research provides valuable insights for educational institutions aiming to foster a culture of knowledge sharing and continuous learning among their faculty.

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