ASSESSING THE INFLUENCE OF TRANSFORMATIONAL LEADERSHIP ON COMMITMENT AND CREATIVITY: A STUDY OF SELF-EFFICACY AS A MEDIATING FACTOR IN PRIVATE ENGLISH MEDIUM SCHOOLS IN BANGALORE, INDIA

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Abstract

Leadership plays a pivotal role in the success of any organization, particularly in achieving its vision, mission, objectives, and goals. This principle holds true in educational settings as well. Previous studies have demonstrated that effective transformational leadership significantly boosts the confidence and efficacy of followers within a school environment. Such leadership not only connects followers' sense of self-efficacy to their work environment but also integrates the collective identity of the organization, fostering a committed and creative engagement among the staff. Transformational leaders serve as role models, inspiring their followers to emulate their behaviors and attitudes. They challenge their followers to take greater ownership of their efforts, encouraging them to understand their own strengths and weaknesses. This understanding allows leaders to align followers with tasks that enhance their effectiveness and contribute to the overall success of the organization. Given this context, the present study investigates the impact of transformational leadership on teacher effectiveness among faculty members in secondary and higher secondary schools in Bangalore, India. The study identifies a positive relationship between transformational leadership and self-efficacy, which in turn leads to increased creativity and commitment among teachers. The findings suggest that transformational leadership not only enhances individual teacher performance but also accelerates the overall innovation and dedication within the educational institution. Through this research, we aim to provide insights into how transformational leadership can be leveraged to improve teacher effectiveness, ultimately contributing to the advancement of educational standards and student outcomes in Bangalore.

Keywords: Transformational Leadership, Self-Efficacy, Commitment and Creativity.

1. INTRODUCTION

In the global work scenario, organizational change and improved work environments are essential considerations. Within the educational system, teachers play a pivotal role in imparting knowledge and skills to students, thereby empowering them for successful futures in their careers and lives. Beyond teaching, teachers engage in various activities such as information processing, interpersonal relations, and decision-making, all of which impact the institution's image and effectiveness. Therefore, the effectiveness of teachers is crucial not only for students but also for the institution's overall success.

In this context, the current research aims to study the impact of transformational leadership on teacher effectiveness. The effectiveness of teachers has long been a concern for parents,

students, school leadership, policymakers, researchers, and educationists. Traditional studies on teacher effectiveness focused primarily on classroom management practices, providing a limited and narrow understanding that fails to meet the demands of the rapidly changing educational landscape. Modern school environments are characterized by intense competition and high expectations for quality education (Cheong Cheng & Tung Tsui, 1998).

According to McBer (2000), teacher effectiveness is determined by three key factors: teaching skills (classroom management), professional characteristics (self-image, values, traits, and consistent approaches to situations), and classroom climate (creating an effective learning environment). McBer (2000) make an insightful observation regarding teacher effectiveness, noting that "star teachers" are those who strive to make the current best practices the standard for all.

Over the past thirty years, numerous studies have demonstrated significant relationships between transformational leadership and desirable organizational outcomes, such as self-efficacy (Kirkpatrick & Locke, 1996), creativity, and commitment. These factors, in turn, enhance teacher effectiveness (Lowe et al., 1996). This research seeks to build on these findings by exploring how transformational leadership can positively impact teacher effectiveness in secondary and higher secondary schools in Bangalore, India. Through this study, we aim to provide valuable insights that can help educational institutions foster an environment where teachers thrive and, consequently, enhance the overall quality of education.

2. REVIEW OF RELATED LITERATURE

2.1 Transformational Leadership

Transformational leadership theory, initially introduced by political sociologist Burns (1978), has evolved significantly through the contributions of numerous scholars and has become a prevalent leadership model. Burns (1978) described leadership as a process in which "leaders persuade followers to act for certain goals that represent the values and the motivations—the wants and needs, the aspirations and expectations of both leaders and followers" (p. 25).

Bernard M. Bass (2000) expanded on this by asserting that transformational leaders elevate society's awareness about what is essential, thereby enhancing their followers' concerns for achievement, self-actualization, and ideals. Unlike other leadership forms that rely on the exchange of valued outcomes such as monetary incentives or promotions, transformational leadership focuses on recognizing and exploiting the existing needs of followers while seeking higher motives. This comprehensive engagement helps followers reach their full potential (Burns, 1978, p. 4).

According to Burns, a critical task of transformational leaders is to raise their followers' awareness and consciousness to higher levels of behavior and integrity, leading to principled development (ibid., p. 20). Transformational leadership behavior fosters enduring trust and respect between leaders and followers (Bass and Avolio, 1993a, 1993b as cited in Smith & Bell, 2011).

In educational leadership, transformational leadership is particularly influential. It is characterized by an exchange of ideas and higher motivation between leaders and followers (Bass and Avolio, 1994, as cited in Li et al., 2018). Leaders must create a school climate that supports continuous progress, openness to integrating good practices from others, and networking with teachers, schools, regions, or even countries (McBer, 2000). Transformational leaders in education act as visionaries and change agents, emphasizing core values, teamwork, and participation from all stakeholders to bring about long-term improvements (Smith & Bell, 2011). In times of change and challenges, transformational leaders show interest in their followers, equip teams with mission awareness, and inspire a sense of duty over self-interest (Veeriah et al., 2017).

2.2 Self-Efficacy

Self-efficacy refers to an individual's judgment of their capabilities and skills to plan and execute tasks to achieve optimal performance. In the professional development of teachers, teacher self-efficacy is a crucial driver of effectiveness (Bray-Clark & Bates, 2003). Bandura (1997) defined self-efficacy as "beliefs in one's capabilities to organize and execute the courses of action required to produce given attainments." It represents self-beliefs in one's ability to perform specific tasks and achieve goals (Wood & Bandura, 1989, as cited in Umrani et al., 2019, p. 1291).

Specifically, self-efficacy is an individual's belief in their capacity to accomplish a task (Bandura, 1986, as cited in J. Yang et al., 2017). It involves assessing one's ability to carry out specific assignments (Bandura, 1989, as cited in Bayraktar & Jiménez, 2020). Bandura (2000, (as cited in Perko et al., 2014, p. 289) further explained that self-efficacy "refers to an individual's expectations that they can successfully execute behavior to achieve certain outcomes and exercise control over events affecting their life".

Teacher self-efficacy (TSE) is defined as teachers' belief in their ability to influence student learning despite obstacles such as motivation or behavioral problems (Guskey and Passaro, 1994, as cited in Fackler & Malmberg, 2016). It signifies principles about an individual's capacity to meet situational demands (Herold et al., 2007, as cited in Bayraktar & Jiménez). Teachers' self-efficacy beliefs are defined as "individual's beliefs in their capabilities to perform specific teaching tasks at a specified level of quality in a specified situation" (Dellinger et al., 2008, p. 754).

2.3 Commitment

Commitment within an organization is a vital aspect that influences individual and collective performance. Porter, Steers, Mowday, and Boulian (1974, as cited in Rachid Benlamri et al., 2018, p. 258) define commitment as "accepting and realizing the organizational aims and the willingness to live with the commitment of being an organizational member". Wiener (1982, as cited in Çoğaltay & Karadağ, 2016) described organizational commitment as the internalized prescriptive compulsion to follow the organization's goals. It is a psychological component that fosters a robust rapport between the individual and the organization (O'Reilly and Chatman, 1986, as cited in Jehanzeb, 2020).

Meyer and Allen (1991, as cited in Obedgiu et al., 2020) define organizational commitment as a mental state that typifies the worker's rapport with the institution and influences the choice to remain or cease involvement. Highly committed personnel are constructive, reliable, and socially proactive. Affective commitment, which pertains to emotional attachment, has a strong relationship with teacher performance (Allen & Meyer, 1990; Meyer et al., 1989; Ware & Kitsantas, 2007, as cited in Dou et al., 2016).

Schools play an indispensable role in the educational system, necessitating highly motivated and committed individuals (Aydin et al., 2013). Faculty commitment is frequently noted as a critical component of organizational productivity and effectiveness (Meyer et al., 1993, as cited in Jehanzeb & Mohanty, 2019).

2.4 Creativity

Creativity in an organizational setting involves generating and implementing new ideas (Han & Bai, 2020). Anderson et al. (2014) describe creativity as a process that introduces new and improved ways of doing things, where the creativity stage refers to idea generation (as cited in Chaubey et al., 2019, p. 61). Amabile (1983, 1988, as cited in Mittal & Dhar, 2015) highlights creativity as the capacity to generate new ideas and positive solutions to challenges.

Creativity in the workplace pertains to acquiring and utilizing novel ideas and practices regarding goods, services, or processes (Oldham & Cummings, 1996; Shalley, 1991, as cited in Yu et al., 2019). It involves generating effective and valuable methods and structures that enhance values within a specific organizational environment (Amabile et al., 1996, as cited in Shahzad et al., 2016). Woodman et al. (1993) suggest that creativity itself is behavior that involves creating innovative and valuable models and establishing effective practices, facilities, and results (as cited in S.H. Han & Bai, 2020). This improves process effectiveness and efficiency (Oldham and Cummings, 1996, as cited in Asad et al., 2021).

In a school setting, faculty creativity is the process wherein teachers utilize their aptitudes and knowledge, based on work experience and formal education, to generate ideas that bring further improvements and sustainability (Asad et al., 2021).

2.4 Relationship between the Variables and Research Hypotheses

2.4.1 Transformational Leadership and Self-Efficacy

In their study of transformational leadership and professional support among first-year teachers, Thomas et al. (2018) found a significant positive relationship between transformational leadership and teachers' self-efficacy. Transformational leaders offer self-efficacy as an asset to their followers, acting as role models and instilling confidence in dealing with the high demands of change (Bass and Riggio, 2006, as cited in Bayraktar & Jiménez). These leaders' individual consideration behaviors help them understand employees' specific capabilities and motivations, providing encouragement and developmental opportunities (Shamir et al., 1993).

Self-efficacy influences human behavior through multiple processes, as demonstrated by Bandura (2012). Transformational leaders who induce high levels of self-efficacy can boost

confidence in coping with change demands and enhance a sense of control over situations, leading to supportive attitudes and behaviors. High levels of transformational leadership correlate with high levels of work-related self-efficacy and perceived relevance (Perko et al., 2014). Bandura (2005, as cited in Chaubey et al., 2019) emphasized that people are self-organizing and proactive. Building on this, Slåtten (2014, as cited in Chaubey et al., 2019) indicated that transformational leadership is a critical determinant of creative self-efficacy (CSE) in followers. Thus, transformational leaders can enhance followers' creative and autonomous thinking by boosting their CSE (Gumusluoglu and Ilsev, 2009, as cited in Mittal & Dhar, 2015).

2.4.2 Self-Efficacy and Commitment

Bayraktar and Jiménez (2020) established that transformational leadership significantly impacts commitment and the intention to support change through self-efficacy. Their research underscores the importance of transformational leadership in fostering positive change reactions via self-efficacy. School autonomy has recently become crucial in ensuring effectiveness (Dou et al., 2016).

Yoon et al. (2018) explored the mediating effect of self-efficacy between informal learning and organizational commitment, demonstrating that self-efficacy mediates this relationship. Self-efficacy theory suggests that employees perceive the complexity of job tasks managed through informal learning as reflective of their abilities and experiences, impacting their organizational commitment. Their research showed that self-efficacy positively affects organizational commitment. Pillai and Williams (2004) found that follower self-efficacy and workgroup cohesion are critical variables linking transformational leadership to commitment outcomes.

2.4.3 Self-Efficacy and Creativity

Self-efficacy positively influences a worker's ability to be creative and perform well. Bandura (1997, as cited in Chaubey et al., 2019) proposed that self-efficacy accelerates creativity, prompting Tierney and Farmer (2002) to develop the creative self-efficacy construct, widely recognized as crucial in determining creative competence. Creativity at work depends on a person's willingness to engage with creative challenges, persistently tackle these challenges, and develop innovative solutions (Tierney and Farmer, 2004, as cited in Chaubey et al.). They indicated that higher employee creativity is driven by creative self-efficacy. Individuals with high creative self-efficacy are more likely to engage in creative behavior (as cited in Han & Bai, 2020).

Han and Bai (2020) explored leadership's role in facilitating the optimal creative process in organizational settings. One of the biggest challenges for leaders is balancing the need to inspire personnel and expand their creative skills to consistently deliver high-quality performance (Mittal & Dhar, 2015). Chen and Bliese (2002, as cited in J. Yang et al., 2017) noted that leadership is a crucial predictor of efficacy beliefs, as leaders offer role clarity and collective support. As self-efficacy increases, individuals produce better creative outcomes. This research contributes significantly to leadership literature by establishing self-efficacy as a mediating mechanism influencing individual and team creativity (J. Yang et al.). High levels

of self-efficacy are essential for delivering creative work results (Mittal & Dhar, 2015). Mittal and Dhar found that self-efficacy mediates the relationship between transformational leadership and employee creativity.

2.5 Research Framework

The research framework for this study was meticulously crafted through an in-depth examination of existing literature. This comprehensive review provided the foundation for developing the conceptual framework and formulating hypotheses. The literature review revealed significant insights into the relationships between key variables, guiding the establishment of a robust theoretical framework. The resulting conceptual framework highlights the mediating role of self-efficacy in the relationship between transformational leadership and outcomes such as teachers' creativity and commitment, offering a structured basis for investigating these dynamic relationships within academic settings.

2.5.1 Formulation of Hypotheses

The formulation of hypotheses was a rigorous process deeply rooted in the existing body of research. By systematically analyzing past studies, the researchers identified recurring themes and patterns that informed the creation of the hypotheses. This literature-based approach ensured that the hypotheses were relevant, well-supported, and grounded in established academic findings. The identified relationships between transformational leadership, self-efficacy, creativity, and commitment provided a clear direction for the hypotheses, aligning them with observed phenomena in educational settings. This approach not only ensured the hypotheses' relevance but also their credibility in the context of academic research.

2.5.2 Conceptual Framework Development

Building on the formulated hypotheses, the conceptual framework was designed to theoretically represent the proposed relationships. Transformational leadership, characterized by visionary and inspirational qualities, is posited to significantly influence self-efficacy. In turn, self-efficacy impacts the commitment and creativity of faculty members. Self-efficacy is hypothesized to act as a mediating factor, amplifying the effects of transformational leadership on creativity and commitment. This conceptual framework provides a structured approach to exploring these relationships, offering a pathway for empirical investigation. It serves as a blueprint for examining how transformational leadership can create an environment conducive to creativity and commitment through the mediating construct of self-efficacy. This framework not only facilitates hypothesis testing but also enhances our understanding of how leadership influences organizational outcomes in academic settings.

2.5.3 Significance of the Framework

The significance of this conceptual framework lies in its comprehensive understanding and application of existing theories to the educational sector. The theoretical framework enhances the study's reliability and applicability, allowing for a detailed analysis of how transformational leadership influences self-efficacy and subsequently impacts faculty commitment and creativity. This understanding is crucial for optimizing the educational system's effectiveness.

Moreover, this framework has practical implications for educational leaders and policymakers. It underscores the importance of fostering transformational leadership among principals and other school leaders. Promoting and developing transformational leadership within the education system can significantly improve its overall effectiveness. The framework highlights the need for leaders who can inspire and empower faculty, fostering an environment where teachers feel confident, committed, and creative.

The formulation of hypotheses and development of the conceptual framework were critical steps in this research. Grounded in a thorough review of existing literature, these elements provide a clear, structured basis for understanding and exploring the impact of transformational leadership on self-efficacy, creativity, and commitment. By enabling teachers to make informed decisions and think creatively about solutions to their daily challenges, the framework opens new avenues for leadership concepts within educational settings. Self-efficacy allows faculty to address problems innovatively, while commitment ensures they achieve desired results, ultimately enhancing the overall effectiveness of the education system.
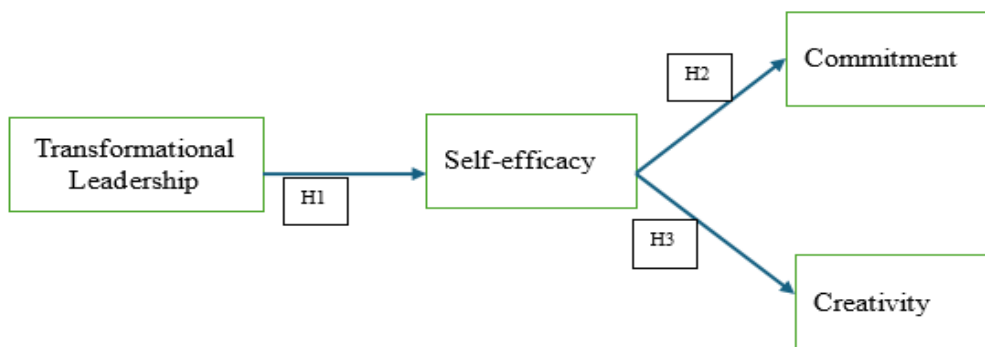

Figure 2.1: Conceptual Framework (TL-SE-Comm-Crea)

3. RESEARCH METHODOLOGY

This study employed a survey methodology to gather data from 509 faculty members across ten secondary and higher secondary academic institutions in Bangalore, India. Utilizing quantitative methods and statistical tools, such as confirmatory factor analysis (CFA) and structural equation modeling (SEM), the research aimed to analyze the relationships among transformational leadership, self-efficacy, commitment, and creativity. The institutions were categorized based on size—small, medium, and large—to systematically examine these relationships within diverse organizational contexts.

3.1 Respondents and Sampling Procedure

The study's participants comprised teachers from ten English-medium private schools in Bangalore, India. These respondents were selected to represent a cross-section of educational professionals in the region. A survey questionnaire was administered to measure constructs related to transformational leadership, self-efficacy, commitment, and creativity. This approach ensured a broad and representative sample, enhancing the generalizability of the findings.

3.2 Data Collection Technique

Data were collected through primary and secondary sources. The primary data collection involved administering a pre-designed questionnaire via Google Forms, an efficient and streamlined technique that facilitated a high response rate. Secondary data sources included relevant literature and institutional records to contextualize the findings within broader educational and organizational frameworks.

3.3 Variables, Scale Items, and Measurement Scales

Three primary constructs—transformational leadership, self-efficacy, commitment, and creativity—were identified and measured. The questionnaire was designed using a 5-point Likert scale (ranging from Strongly Disagree to Strongly Agree), which provided a nuanced assessment of participants' perceptions and experiences. The scale items for each construct were carefully crafted to capture the essence of the constructs and ensure validity and reliability.

3.3.1 Transformational Leadership

The Principal comprehensively understands school goals and effectively communicates strategies to achieve them.

The Principal offers a clear direction by aligning actions with school goals.

The Principal fosters an environment where staff members are encouraged to discuss instructional methods.

The Principal actively encourages teamwork and collaboration among the staff.

I feel comfortable engaging in open and candid discussions with the Principal regarding any concerns.

The Principal consistently treats me with respect.

The Principal positively considers and values the suggestions put forth by staff members.

Recognition is given by the Principal when I perform well in my role.

The Principal actively encourages the generation of new ideas to enhance the learning experience.

The Principal provides opportunities to contribute to developing a school improvement plan.

(Adapted from Griffith, 2004)

3.3.2 Self-Efficacy

The Principal encourages me to have confidence in my ability to solve problems creatively.

The Principal affirms my ability to generate new ideas for better effectiveness.

The Principal supports my disposition for further developing the ideas of others.

As a leader, my Principal can affirm my beliefs and values.

The Principal engages with all the faculty members and attempts to share a positive relationship with everyone.

As a leader, my Principal knows how to get the best out of a given situation.

The Principal can motivate and give opportunities to all faculty members in the exercise of their tasks or functions.

(Adapted from Zakariya & Bashir, 2020; Bobbio & Manganelli, 2009)

3.3.3 Commitment

I talk about my Principal to my friends as a great source of support.

My school leadership team inspires the absolute best in me in the way of job performance.

School leadership makes me feel that this is the best academic institution to work in.

School leadership encourages me to care for the future of this school.

The school leadership motivates me to put much effort beyond what is usually expected to help this school succeed.

(Adapted from Sousa & Coelho, 2011)

3.3.4 Creativity

School Leadership encourages me to experiment with new approaches to be more effective in the classroom.

The Principal encourages the faculty to keep looking for new ideas to perform better in the classroom.

The Principal inspires the faculty to be as creative as possible in teaching.

The Principal feels that I am creative in my teaching.

School leadership ensures that our school is usually the first to get on board when new trends develop.

(Adapted from Sousa & Coelho, 2011)

4. ANALYSIS AND INTERPRETATIONS

Confirmatory Factor Analysis: (CFA) Confirmatory Factor Analysis (CFA) is a robust statistical method used to assess the factor structure of the collected data. In this study, CFA was employed to evaluate the validity of the proposed model based on seven predefined criteria. The analysis included assessing data normality among the 509 survey participants using skewness and kurtosis. Values approaching zero for both statistics indicated a distribution resembling a normal distribution, confirming the data's suitability for subsequent statistical analyses.

Model Fit and Validation: The CFA outcomes validated the proposed model's alignment with diverse indicators. The CMIN/DF ratio indicated a favorable fit, while the Goodness of Fit Index (GFI) and Adjusted Goodness of Fit Index (AGFI) demonstrated satisfactory compatibility with the data. The Normed Fit Index (NFI) signified a superior fit, and both the Comparative Fit Index (CFI) and Tucker-Lewis Index (TLI) underscored the model's adequacy. The Root-Mean-Square Error of Approximation (RMSEA) gauged the incongruity between the model and the observed covariance matrix, with lower values indicating a more desirable fit. These findings affirmed that the model conformed effectively to the empirical data, providing a solid foundation for further analysis and interpretation.

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

Table 4.1: Table Displaying the Descriptive Statistics of Various Constructs under Study

	Item Statement- Transformational Leadership	Mean	SD	Interpretation
1	The Principal understands School goals very well and communicates ways to achieve them	4.55	0.7	Strongly Agree
2	Principal provides me a sense of direction through school goals	4.51	0.63	Strongly Agree
3	Principal encourages staff to talk about instruction.	4.33	0.7	Strongly Agree
4	Principal gets staff to work together.	4.58	0.61	Strongly Agree
5	I can talk openly with the Principal on all matters of concern.	4.29	0.86	Strongly Agree
6	I can talk openly with the Principal on all matters of concern.	4.6	0.57	Strongly Agree
7	I can talk openly with the Principal on all matters of concern..	4.22	0.74	Strongly Agree
8	The principal lets me know when I am doing a good job.	4.25	0.75	Strongly Agree
9.	The Principal encourages me to come with new ideas for better learning.	4.5	0.65	Strongly Agree
10	Principal provides me with opportunities to help develop school improvement plan	4.39	0.72	Strongly Agree
	Total	4.42	0.69	Agree
	Item Statement- Self Efficacy	**Mean**	**SD**	**Interpretation**
1	The Principal encourages me to have confidence in my ability to solve problems creatively.	4.39	0.65	Strongly Agree
2	The Principal affirms my ability to generate new ideas for better effectiveness.	4.37	0.67	Strongly Agree
3	The principal supports my disposition for further developing the ideas of others.	4.19	0.74	Agree
4	As a leader, my Principal can affirm my beliefs and values.	4.28	0.7	Strongly Agree
5	The Principal engages with all the faculty members and attempts to share a positive relationship with everyone	4.41	0.66	Strongly Agree
6	As a leader, my Principal knows how to get the best out of a given situation	4.55	0.57	Strongly Agree
7	The Principal can motivate and give opportunities to all faculty members in the exercise of their tasks or functions.	4.45	0.63	Strongly Agree
	Total	4.378	0.64	Strongly Agree
	Item Statement- Commitment	**Mean**	**SD**	**Interpretation**

1	I talk about my Principal to my friends as a great source of support	4.32	0.76	Strongly Agree
2	My school leadership team inspires the absolute best in me in the way of job performance.	4.32	0.71	Strongly Agree
3	School leadership makes me feel that this is the best of all possible academic institutions in which to work.	4.35	0.75	Strongly Agree
4	School leadership encourages me to care for the future of this school.	4.41	0.64	Strongly Agree
5	The school leadership motivates me to put in a great deal of effort beyond the normally expected to help this school be successful	4.41	0.67	Strongly Agree
	Total	4.363.	0.70	Strongly Agree
	Item Statement- Creativity	**Mean**	**SD**	**Interpretation**
1	School Leadership encourages me to experiment with new approaches to be more effective in the classroom	4.38	0.63	Strongly Agree
2	The principal encourages the faculty to keep looking for new ideas to perform better in the classroom.	4.48	0.58	Strongly Agree
3	The principal inspires the faculty to be as creative as they can in teaching	4.5	0.61	Strongly Agree
4	The principal feels that I am creative in my teaching.	4.13	0.77	Agree
5	School leadership ensures that when new trends develop, our school is usually the first to get on board	4.25	0.73	Strongly Agree
	Total	4.346	0.66	Strongly Agree

4.2. Outer model/Measurement model

Table 4.2: Table Displaying the Outer Model

	Commitment	Creativity	Self-Efficacy	Transformational Leadership
Comm_1	0.775			
Comm_2	0.889			
Comm_3	0.868			
Comm_4	0.866			
Comm_5	0.875			
Crea_1		0.887		
Crea_2		0.855		
Crea_3		0.863		
Crea_4		0.710		
Crea_5		0.718		
Self_Eff_1			0.798	
Self_Eff_2			0.857	
Self_Eff_3			0.811	
Self_Eff_4			0.884	
Self_Eff_5			0.883	
Self_Eff_6			0.792	
Self_eff_7			0.695	
TL1				0.732
TL2				0.787

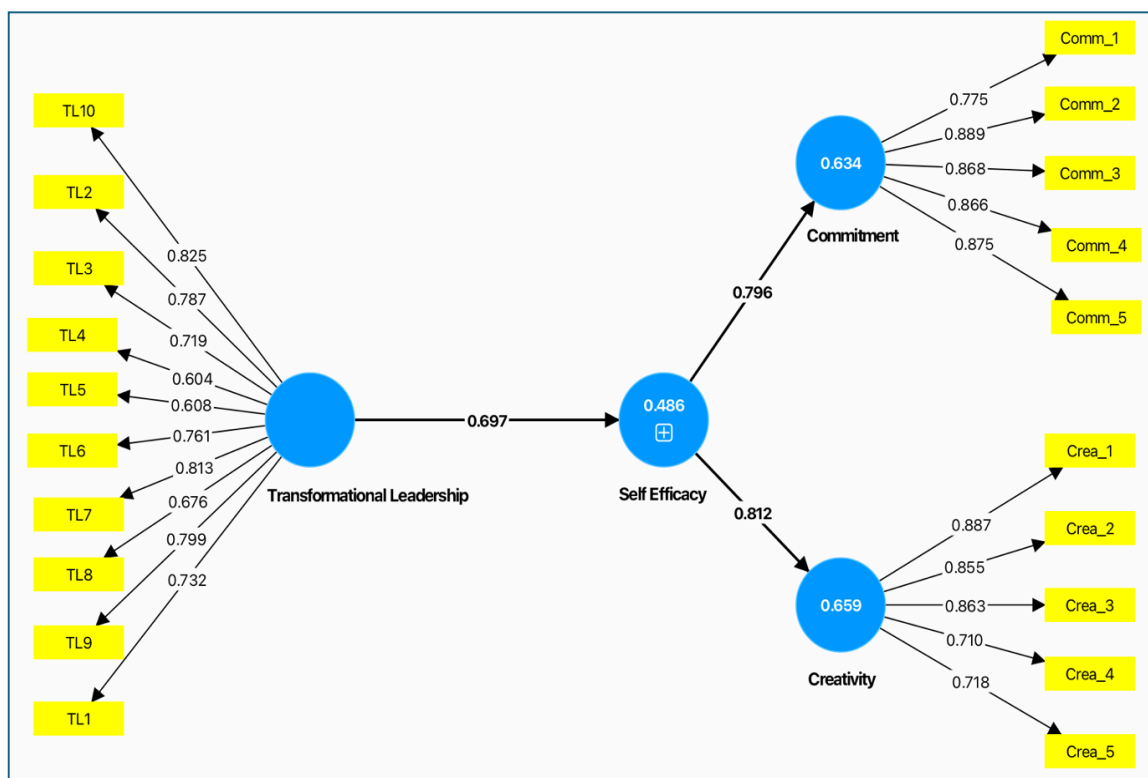|				
TL3				0.719
TL4				0.604
TL5				0.608
TL6				0.761
TL7				0.813
TL8				0.676
TL9				0.799
TL10				0.825

Figure 4.1: Outer Model/Measurement model

4.3: Construct reliability and validity

Table 4.3: Construct Reliability and Validity

Reliability and Validity

	Cronbach's alpha	Composite reliability	Average variance extracted (AVE)
Commitment	0.893	0.923	0.705
Creativity	0.864	0.907	0.662
Self-Efficacy	0.913	0.932	0.662
Transformational Leadership	0.888	0.911	0.509

Table 4.4: Fornell-Larcker criterion: Discriminant validity

Discriminant Validity: Fornell and Larker Criterion

	Commitment	Creativity	Self-Efficacy	Transformational Leadership
Commitment	0.839			
Creativity	0.789	0.813		
Self-Efficacy	0.723	0.736	0.813	
Transformational Leadership	0.712	0.709	0.701	0.713

4.5: Model Quality metrics

Table 4:5: R-square

R-square

	R-square	R-square adjusted
Commitment	0.634	0.630
Creativity	0.659	0.655
Self-Efficacy	0.486	0.480

Table 4.6: f-square results

f-square

	f-square	Effect Size
Self-Efficacy -> Commitment	1.729	Large effect
Self-Efficacy -> Creativity	1.932	Large effect
Transformational Leadership -> Self Efficacy	0.944	Large effect

4.7: Path coefficients: Direct effect of Self Efficacy -Commitment-Creativity-Transformational Leadership

Table 4.7: Mean, STDEV, T values, p values

Bootstrap Results

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (|O/STDEV|)	P values
Self-Efficacy -> Commitment	0.796	0.800	0.043	18.343	0.000
Self-Efficacy -> Creativity	0.812	0.817	0.047	17.305	0.000
Transformational Leadership -> Self Efficacy	0.697	0.707	0.051	13.655	0.000

Specific indirect effect

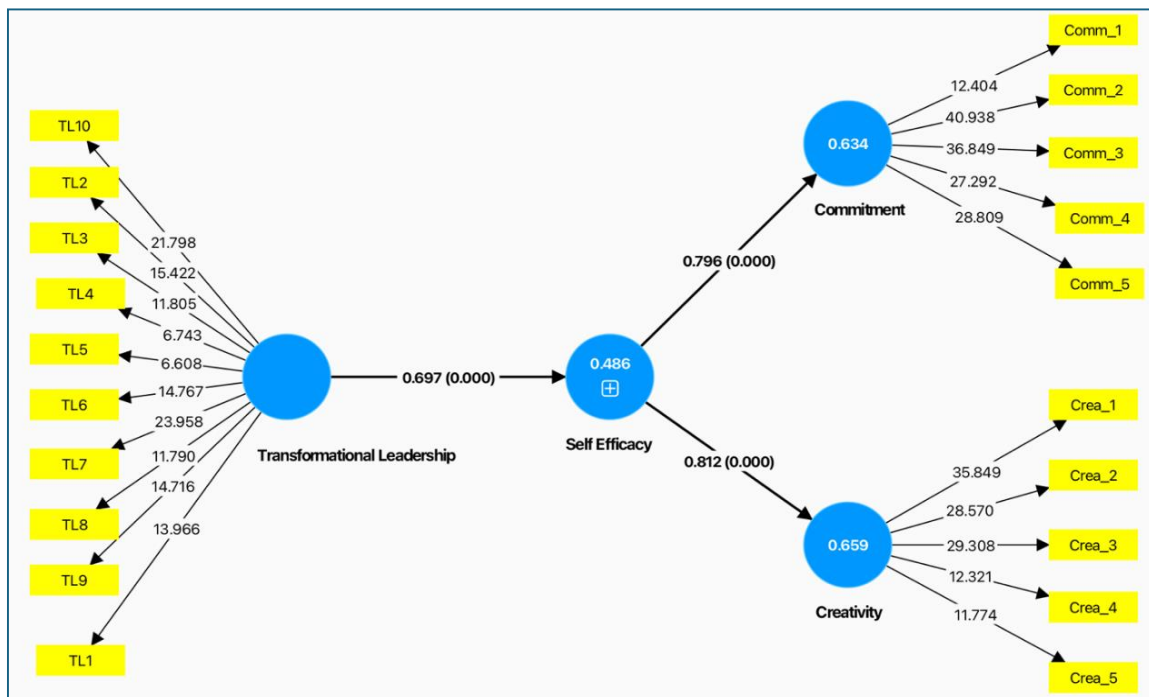|	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (|O/STDEV|)	P values
Transformational Leadership -> Self Efficacy -> Commitment	0.555	0.567	0.063	8.760	0.000
Transformational Leadership -> Self Efficacy -> Creativity	0.566	0.579	0.060	9.489	0.000

Figure 4.2: Structural Model

5. HYPOTHESIS TESTING

The primary objective of this study is to investigate the impact of transformational leadership on enhancing teacher effectiveness. This involves exploring various variables to gain insights into the prevailing dynamics of private schools in Bangalore, with a particular emphasis on faculty perceptions of leadership influences.

Statistical tests conducted during the study strongly confirmed all three hypotheses. These findings affirm the existence of direct and noteworthy relationships between transformational leadership and self-efficacy (H1), self-efficacy and commitment (H2), and self-efficacy and creativity (H3).

Table 5.1: Hypotheses Testing Result of the Structural Model

Hypothesis	path coefficient (β)	t-value	p-value	Testing result
H_01: There is a significant relationship between transformational Leadership and Self-efficacy	0.697	13.65*	0.00*	Supported
H_02: There is a significant relationship between Self-efficacy and commitment	0.796	18.34*	0.00*	Supported
H_03: There is a significant relationship between Self-efficacy and Creativity.	0.812	17.30*	0.00*	Supported

Hypothesis 1: Transformational Leadership and Self-Efficacy

H0: There is no significant relationship between transformational leadership and self-efficacy.

H1: There is a significant relationship between transformational leadership and self-efficacy.

Validation and Findings: The observed significant relationship between transformational leadership and self-efficacy aligns with previous research in this domain, providing robust support for the hypothesis posited in this study. Studies by Chan (2020) and Adiebah and Pradana (2022) emphasize the empowering influence of transformational leaders in boosting individuals' confidence in their abilities and fostering a belief in their capacity to achieve desired outcomes. Additionally, research by Gumusluoglu and Ilsev (2009) highlighted that transformational leadership can enhance creative self-efficacy (CSE), further supporting the hypothesis.

Statistical Evidence: The analysis yielded a t-value of 13.65 and a p-value of 0.00. Both values surpass their respective threshold values of 1.96 and 0.01, indicating vital statistical significance. Specifically, the p-value being less than 0.01 signifies that the relationship is significant at the 1% level.

Implications: These results suggest a substantial relationship between transformational leadership and self-efficacy. Transformational leadership, characterized by visionary and inspirational qualities, plays a crucial role in fostering self-efficacy in teachers. Leaders exhibiting transformational behaviors can effectively inspire and motivate their faculty members to develop self-efficacy, enhancing their ability to think creatively and autonomously.

Theoretical and Practical Relevance: The validation of this hypothesis contributes significantly to the existing body of knowledge on transformational leadership and self-efficacy. It reinforces the notion that transformational leadership is a critical driver of instilling self-efficacy traits in the faculty. Educational leaders and policymakers can draw valuable insights from these findings to implement leadership development programs focused on fostering transformational qualities among school leaders, thereby promoting a culture of open communication and collaborative learning.

Broader Context: In the broader context of organizational behavior and leadership studies, these results highlight the pivotal role of transformational leadership in driving positive change and fostering a collaborative organizational culture. Future research could explore specific mechanisms through which transformational leadership influences self-efficacy, such as

organizational support, resource availability, and faculty engagement.

Hypothesis 2: Self-Efficacy and Commitment

H0: There is no significant relationship between self-efficacy and commitment.

H1: There is a significant relationship between self-efficacy and commitment.

Validation and Findings: The observed significant relationship between self-efficacy and commitment aligns closely with previous research findings. Al-Kumaim et al. (2021) and Zientek (2007) emphasized that higher levels of self-efficacy are associated with greater confidence in one's ability to succeed in the teaching profession. Shu (2022) highlighted the positive impact of self-efficacy on commitment in academic settings.

Statistical Evidence: The analysis yielded a t-value of 18.34 and a p-value of 0.00, surpassing the critical threshold values. Specifically, the p-value being less than 0.01 signifies that the relationship is significant at the 1% level.

Implications: These results suggest a substantial relationship between self-efficacy and commitment. Self-efficacy facilitates an ethos of continuous improvement and enhanced responsibility within educational settings. This finding corroborates the theoretical underpinnings that self-efficacy significantly affects individuals' engagement and commitment to organizational goals.

Theoretical and Practical Relevance: The validation of this hypothesis contributes significantly to the existing body of knowledge on self-efficacy and commitment. It reinforces the notion that self-efficacy is crucial for fostering commitment among faculty members. Educational leaders and policymakers can use these insights to implement programs that promote self-efficacy, thereby enhancing faculty commitment and overall organizational effectiveness.

Broader Context: The significant relationship between self-efficacy and commitment highlights the importance of fostering self-efficacy to promote a committed and engaged faculty. Future research could explore specific mechanisms through which self-efficacy influences commitment, such as organizational support and resource availability.

Hypothesis 3: Self-Efficacy and Creativity

H0: There is no significant relationship between self-efficacy and creativity.

H1: There is a significant relationship between self-efficacy and creativity.

Validation and Findings: The current study highlights a profound and significant relationship between self-efficacy and creativity, consistent with previous studies. Asghar et al. (2022) and Pirdaus and Kusnendi (2022) found that self-efficacy positively affects individuals' intention to perform to the best of their ability, indicating that higher levels of self-efficacy are associated with greater motivation and effort in creative tasks. Tortosa Martínez et al. (2022) emphasized the importance of self-efficacy in creativity, particularly in educational contexts.

Statistical Evidence: The analysis yielded a t-value of 17.30 and a p-value of 0.00, surpassing the critical threshold values. With the p-value being less than 0.01, the results indicate significance at the 1% level.

Implications: The results underscore the pivotal role of self-efficacy as a catalyst for creativity within organizations. Self-efficacy enhances individuals' confidence, motivation, and persistence in generating novel ideas and solutions. Leaders who promote self-efficacy enable their teams to explore new angles and challenge existing patterns, fostering an environment where creativity can thrive.

Theoretical and Practical Relevance: The findings align with existing theories on self-efficacy and creativity, providing empirical support for the notion that self-efficacy is integral to fostering creativity. Organizations can leverage these insights to enhance strategies that promote creative teaching methodologies and student involvement.

Broader Context: In the wider context of organizational development, these findings emphasize the importance of creating an environment conducive to self-efficacy to unlock teachers' creative potential. Future research could explore specific mechanisms through which self-efficacy influences creativity, such as new learning opportunities and willingness to take risks.

Overall, the statistical analysis verified the significant relationships between transformational leadership, self-efficacy, commitment, and creativity, underscoring the critical role of supportive leadership in steering self-efficacy. This study not only validates the primary hypotheses but also highlights the practical importance of fostering a culture of self-efficacy to enhance overall organizational effectiveness.

6. RECOMMENDATIONS

6.1 Deliberate Professional Development Training

Enhance System-Level Planning for Teacher Training and Equipping: The findings of this study underscore the significant impact of transformational leadership on faculty self-efficacy, commitment, and creativity. To capitalize on these insights, it is crucial to undertake more effective system-level planning to train and equip teachers. Transformational leaders within academic institutions should be more prevalent, as their influence can significantly enhance faculty members' performance and motivation. This can be achieved through intentional professional development practices for both leaders and colleagues. Structured training programs should focus on developing transformational leadership skills, fostering a culture of continuous improvement, and encouraging leaders to inspire and support their teams effectively.

6.2 Foster a Culture of Self-Efficacy

Promote Local Decision-Making and Reduce Top-Down Initiatives: For institutions to thrive, succession planning and the induction of fresh talent are essential. Transformational leaders should actively promote a culture of self-efficacy among their followers, as confident faculty

members are invaluable, particularly in challenging circumstances. The COVID-19 pandemic highlighted the importance of resilient and self-motivated teams. To foster this environment, leadership should organize training sessions to enhance teachers' self-efficacy by providing necessary resources, constructive feedback, ongoing support, and involving them in decision-making processes. Empowering teachers in this way can lead to a more collaborative, team-oriented, and selfless work environment.

6.3 Promote Creativity in Learning Spaces and Methods

Utilize Teachers' Skills and Encourage Creative Projects: Stimulating creativity in educational settings requires providing teachers with opportunities to engage in innovative projects and integrate creative teaching methods. Recognizing and valuing their creative contributions can further encourage novel practices and lead to improved educational outcomes. The study emphasizes that transformational leaders can cultivate a culture of commitment and creativity, which is particularly vital during challenging periods, such as the COVID-19 pandemic. Schools should create environments that allow teachers to experiment with new ideas and methods, fostering a dynamic and engaging learning atmosphere.

6.4 Strengthen Commitment in Personal and Professional Lives

Value teaching as a Vocation and Foster Teacher Commitment: Recognizing teachers' contributions and ensuring their well-being and job satisfaction are crucial for fostering a sense of commitment. Schools can facilitate this by encouraging teachers to share best practices, teaching methodologies, and resources through regular team meetings, digital platforms, or dedicated knowledge-sharing sessions. School leaders should create contexts in which teachers can connect the institution's values and organizational priorities with their personal commitment. By valuing teaching as a vocation, schools can strengthen both personal and professional dedication among their faculty members.

7. LIMITATIONS

The research exclusively focused on secondary and higher secondary educational settings, presenting an opportunity for future exploration of similar relationships in higher education and diverse industries within Bangalore. While the study provides valuable insights within its specified scope, there remains untapped potential to extend these investigations into broader educational domains and various sectors.

Additionally, the study was geographically limited to one specific city in India. Consequently, caution should be exercised in generalizing the findings to other cities or states with distinct economic structures and cultural contexts. Recognizing this limitation prompts further research encompassing more diverse locales to ensure a comprehensive understanding of the dynamics between transformational leadership, self-efficacy, commitment, and creativity in varied regional settings. Expanding the scope of future research can provide a more holistic view and enhance the generalizability of the findings.

8. CONCLUSION

This study embarked on a comprehensive investigation of the intricate dynamics within the educational landscape of Bangalore, India, focusing on the interaction of transformational leadership, self-efficacy, commitment, and creativity. By delving into these crucial elements, the research highlights their indispensable role in the growth and development of academic institutions, particularly in the private sector. The findings hold paramount significance in shaping educational leadership and practices in the 21st century, offering valuable insights for both practitioners and policymakers.

The research substantiates the critical need for an increase in transformational leaders within academic institutions. It emphasizes Bangalore's pivotal role in the nation's educational landscape, demonstrating that transformational leadership can significantly enhance faculty self-efficacy, commitment, and creativity. These elements are integral to fostering a robust and adaptive educational environment.

Notably, the study's relevance is accentuated by its conduct amidst the challenging backdrop of the COVID-19 pandemic. During such unprecedented times, the role of transformational leadership in cultivating a spirit of commitment and creativity becomes even more critical. Transformational leaders have the potential to inspire and motivate faculty members, thereby improving overall faculty performance and resilience. The pandemic highlighted the importance of having leaders who can navigate crises effectively, promote a positive organizational culture, and drive innovation in teaching and learning practices.

However, the study acknowledges its limitations, particularly concerning its geographical scope and focus on secondary and higher secondary educational settings. The exclusive concentration on Bangalore and these educational levels presents an opportunity for future research to expand the investigation into other academic settings, including higher education and professional training arenas. Exploring these relationships in diverse educational contexts and regions could provide a more comprehensive understanding of the dynamics between transformational leadership, self-efficacy, commitment, and creativity.

Despite these limitations, this research contributes valuable insights to the fabric of educational leadership. It paves the way for further exploration and application of these principles in the multifaceted realm of academic institutions. The implications derived from this study resonate within the context of Bangalore and extend to inform and inspire leadership practices globally in educational settings. By fostering a culture of transformational leadership, academic institutions can better equip their faculty to meet the challenges of the future, ultimately leading to improved educational outcomes and organizational effectiveness.

In conclusion, this study underscores the transformative potential of leadership in education. The findings advocate for intentional professional development, a culture of self-efficacy, and the promotion of creativity and commitment among faculty members. By embracing these principles, educational leaders can create environments that not only respond to current challenges but also proactively shape the future of education.

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