

**The Impact of Transformational Leadership on Academic Performance:
The Mediating Roles of Work Agility and Academic Involvement**

Dr. Kamran Khan (Corresponding Author)

Assistant Professor, Department of Management Sciences, Al-Hamd Islamic University Quetta, Pakistan, Phdmanagement.hrm@gmail.com
<https://orcid.org/0000-0002-3134-1727>

Muhammad Naeem

Department of Management Sciences, Al-Hamd Islamic University Quetta, Pakistan,
Email: muhammad.naeem@alhamd.pk

Muhammad Asim Jamali

Ph.D. Scholar, Department of Management Sciences, Al-Hamd Islamic University Quetta, Pakistan, Email: asim.jamali2018@gmail.com

Muhammad Tahir Malik^{4*}

Ph.D. Scholar, Department of Management Sciences, Al-Hamd Islamic University Quetta, Pakistan, Email: officialarztv@gmail.com

Abstract

The study explores the association between transformational leadership with academic performance through work agility and academic involvement. Green HRM practices on work engagement, aiming to uncover the underlying processes driving this connection. Using a cross-sectional correlational design, data were collected from 235 teachers and staff from higher educational institutes located in Quetta city, Pakistan. Participants completed the quantitative survey. The obtained results revealed that transformational leadership is positively associated academic performance. Secondly, work agility and academic involvement emerged as stronger mediators between transformational leadership and academic performance. Hypothesis testing were done by using process macro technique recommended by Andrew Hayes on SPSS version 29. This study demonstrates that transformational leadership enhances academic performance, work involvement culture, elucidating its mechanisms for satisfying needs and motivating while supporting and empowers customizing work to intrinsically drive goals, performance, and engagement as motivated employees engage more in educational activities.

Keywords: Transformational Leadership, Work Agility, Academic Involvement, Academic Performance.

Introduction

The performance of an organization depends upon various factors, such as leadership style, workplace environment, colleague relationship, employee competence, clear goals, innovation and adaptability to changes. Leadership style is directly linked with performance. Transformational leadership is a style of leadership that can inspire positive changes in employees who follow (Waseel et al., 2025). Transformational leadership encourages and motivates employees by adopting a shared vision, encouraging creativity, and supporting professional growth. Leadership styles play a key role in shaping the professional environment, mainly in academic institutions, university teachers carry the dual responsibility of delivering knowledge and promoting innovation. The institutional leaders' approach, among different leadership styles, plays a pivotal role in shaping faculty members' motivation, engagement, overall effectiveness and performance. In the university environment, effective leadership is not only a driving force for improving individual academic performance and achievement but also a foundation for the institution's growth and advancement (Umar et al., 2025). Leadership styles profoundly impact faculty's work behaviors, engagement in academic activities, and ability to adapt to changing educational landscapes, ultimately reflecting in their academic performance (Aydogdu & Asikgil, 2011; Dionne et al., 2004). Among the various leadership styles, transformational leadership has emerged as a key driver of significant positive change in academic settings.

Transformational leadership, distinguished by inspiring and motivating employees, promoting innovation, and bringing up a shared vision, uplifting teachers to achieve their highest potential. This style transcends transactional exchanges by emphasizing intellectual stimulation, individualized consideration, and inspirational motivation (Bass & Avolio, 1990). When implemented in universities, transformational leadership can not only boost morale but also enhance the academic involvement of teachers, leading to superior educational outcomes (Ali et al., 2023; Asrar-ul-Haq & Kuchinke, 2016). The relationship between transformational leadership and academic performance is multidimensional and extends beyond direct influence. It includes mediating factors such as work agility and academic involvement, which play an important role in converting leadership behaviors into measurable performance outcomes. Work agility, the ability to adapt and respond effectively to dynamic academic demands, is a critical competency in modern universities (Rahmi et al., 2020; Kim et al., 2021). Similarly, academic involvement, which reflects a teacher's commitment and active engagement in academic activities, serves as a bridge connecting transformational leadership to academic excellence (Jenkins & Allen, 2022; Katsikea et al., 2011).

Although much research on the relationship between leadership styles and employee performance, a notable gap still exists in understanding the specific impacts of transformational leadership on academic performance, particularly when mediated by work agility and academic involvement. Recent studies have recommended further exploration of this relationship to uncover deeper insights into the mechanisms linking leadership styles with performance outcomes (Ali et al., 2023; Salleh & Omar,

2016). On the recommendations of recent research, we are conducting this research in Quetta to address the identified gaps and enhance the existing body of knowledge in this area.

This research study aims to explore the impact of transformational leadership on academic performance of university employees, emphasizing the mediating roles of work agility and academic involvement. By surveying these relationships, the objective of the study is to provide insights into the framework through which transformational leadership influences a productive academic environment and improves the performance of university employees. This research study will contribute the understanding of leadership dynamics within academic environments and inform leadership practices for sustainable growth of institution.

Literature Review

The focal point of dynamic research is the dynamic interplay between leadership styles and organizational outcomes. Transformational leadership, which is identified by its significance on vision, intellectual stimulation, personalized consideration, becomes a key factor in achieving success across various contexts (Waseel et al., 2025). This portion identifies the direct and mediating effects of transformational leadership, work agility, academic involvement, and academic performance, using a combination of ideas from recent literature.

Transformational Leadership and Academic Performance

Extensive research has highlighted the impact of transformational leadership in fostering innovation, enhancing engagement, and superior performance (Umar et al., 2025). According to Sultana et al. (2024), transformational leadership styles play a significant impact on the educational environment by improving student outcomes and cultivating a culture of excellence. This finding is consistent and aligns with Abbas et al. (2024), who highlight the positive effects of transformational leadership on fostering employee innovation in academic institutions, especially in Punjab, Pakistan. These studies underscore transformational leadership's adaptability in shaping individual and institutional achievements. Barkat et al. (2024) examined transformational leadership within the hotel industry, in this study he highlighted the influence of transformational leadership on work engagement and innovative behavior. These studies provide meaningful information about the border applicability of transformational leadership in different business sectors. Similarly, Siddiq et al. (2023) revealed that transformational leadership promotes employee creativity by improving the agility of employees and psychological safety, both are essential in dynamic organizational environments. Faig (2024) identified strategies for transformational leadership change in educational settings, emphasizing the potential for effective implementation to achieve organizational goals. This research study complements Helalat et al. (2024) research, which identifies that employee performance can be enhanced through the mediation of work engagement, reinforcing the significance and critical role of motivation and alignment with organizational goals and objectives. Additionally, Bohari, Wider, Udang, Jiang, and Tanucan (2024) highlighted the

methods of transformational leadership on the acceptance of Education 4.0 practices in higher education institutions, improving learning outcomes and institutional performance. Amena Shahid (2024) identified leaders' willingness to accept transformational leadership approaches, highlighting the challenges and adaptability needed to promote organizational learning. Samodien, M., Du Plessis, M., & Van Vuuren, C. J. (2024) examined transformational, transactional and agile leadership styles, demonstrating that all three styles positively promote institutional performance. Furthermore, Fong-Yi Lai, Hui-Chuan Tang, Szu-Chi Lu, Yu-Chin Lee, and Cheng-Chen Lin (2020) highlighted how transformational leadership positively influences job performance through the mediating role of work engagement.

H1: Transformational leadership has positively affected the academic performance

Transformational Leadership and Work Agility

Transformational leadership improves work agility in academic circumstances by enabling educators and staff to navigate complex environments. Chen et al. (2021) identified that environmentally focused transformational leadership uplifts proactive team behaviors, which can extend to academic environments where agility supports institutions to address transforming educational needs. Work agility is the employees' capacity to adapt to emerging challenges, which is essential for organizational success. Dimple and Mamta Tripathi (2024), spotlighted the connection between high-performance systems and organizational performance through organizational agility, transformational leadership, and HR flexibility. Ahmed Farghaly Tawfik and Shimaa Abd El-Fattah Mahgoub (2024) identified how nurses' agility mediates authentic leadership, exemplifying the widespread relevance of agility across various professions. Chong, Y. K., & Zainal, S. R. M. (2024) demonstrated that employee agility mediates the relationship between transformational leadership and job performance. The study by Daniel Cortés-Denia, Manuel Pulido-Martos, Janine Bosak and Esther Lopez-Zafra (2024) emphasizes the critical role of agility in maintaining worker engagement and employees health.

H2: Transformational leadership has positively association with work agility.

Transformational leadership and Academic Involvement

Academic involvement represents the active engagement of students and faculty in activities that promote learning and enhance organizational outcomes. Sultana et al. (2024) demonstrated the impact of transformational leadership on promoting academic involvement, highlighting the formation of supportive and comprehensive learning environment. Faig (2024) strengthens this viewpoint by identifying methods to improve academic involvement through transformational teaching techniques. Within South African Universities, Samodien et al. (2024) examined transformational, transactional, and agile leadership, finding that transformational leadership has the most significant influence on Institutional performance by promoting higher levels of academic involvement. Garcia and Patel (2022) identically found that transformational leadership generate dynamic learning environments, fostering collaboration, intellectual curiosity, and student engagement. Kilag, O. K., Malbas,

M., Nengasca, M., Longakit, L., Celin, L., Pasigui, R., & Valenzona, M. A. V. (2023). explore how transformational leadership promote educational innovation, examining its effect on teaching methods, staff development, and student outcomes within schools' academics. Sianipar, A., & Putri, A. Y. (2023) reviewed literature revealing how transformational leadership improves school performance by promoting academic involvement. Al-Aamri, M.S.H., Soliman, M. and Ponniah, L.S. (2024) explored how academics' involvement in SP facilitates the relations between motivation, transformational leadership and performance.

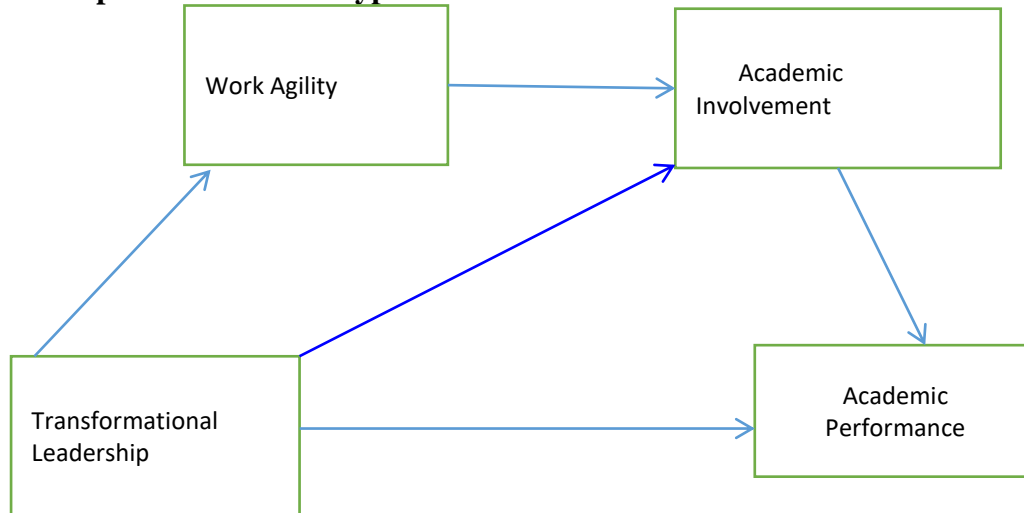
H3: Transformational leadership has positively association with academic involvement.

Academic Performance as a Dependent Variable

Leadership practices notably affect academic performance, which serves as an essential measure of success in educational institutions. Ahmed et al. (2023) highlighted the critical role of visionary leadership in promoting inclusive practices and sustainability and demonstrating how leadership behaviour imparts its role in improving academics and operational performance. Similarly, the study "The Interplay of Digital Transformational Leadership, Organizational Agility, and Performance in the Public Sector" (Journal of the Knowledge Economy, 2024) highlights that organizations which are guided by effective leadership, and better digital innovations, enhance overall performance. Zeynalova Faig (2024) demonstrated how transformational leadership manage academic performance by aligning institutional objectives with effective implementation strategies. The studies of Rahman et al. (2020) and Helalat et al. (2024) correlate with the above that employee performance positively influences transformational leadership by promoting a supportive and innovative organizational culture. Al-Aamri, M.S.H., Soliman, M. and Ponniah, L.S. (2024), highlighted key role transformational leadership in improving academic staff performance and strategic engagement in higher education institutions. Additionally, Suki, S. H. M., Yusoff, M. R. M., Yusoff, M. R. M., & Yusoff, M. R. M. (2024) examined the extent to which collective teacher efficacy mediates the relationships between transformational leadership and organizational strength, highlighting its role in predicting academic success. Martínez and Gómez (2024) studied the enduring influence of transformational leadership on employee engagement and individual wellbeing, thus reaffirming the importance of transformational leadership in enhancing organizational outcomes. Buil et al. (2020) highlight the importance of organizational identification as a mediator between leadership and performance outcomes. According to Smith and Doe (2023), transformative approaches to education cultivate institutional culture that is conducive to sustaining academic success.

H4: Mediating role of work agility and academic involvement between Transformational leadership and academic performance..

Conceptual Model and Hypotheses



Methodology

Study Design, Data Collection and Procedure

This research used a cross-sectional study and was conducted for four weeks. The focus was on collecting data from faculty and staff rendering their duties in the Colleges and Universities within Quetta. The aim was to analyze the interrelation of transformational leadership, work agility, academic involvement, and academic performance. In cross-sectional research, the data is collected at one point in time on certain variables to study them and their relationship in a defined population (Setia, 2016). This design is particularly well-suited for situations in which the goal is to investigate relationships between various factors without modifying the study environment (Wang & Cheng, 2020). Through a cross-sectional approach in this research, detailed data was collected from participants that covered multiple educational institutions, giving us a better understanding of leadership dynamics and the resultant performance outcomes. Data collection occurred in an organized and systematic manner. A questionnaire was designed and made available to the participants via Google Forms for their convenience. Invitations to participate were sent through institutional email channels and social media platforms such as WhatsApp and direct communication. Faculty and administrative staff were recruited via convenience sampling. This non-probability sampling technique allows researchers to collect data quickly and efficiently while ensuring accessibility to participants (Etikan, Musa, & Alkassim, 2016). Google Forms were used and its online nature meant a high response rate with the convenience and flexibility inherent in such an online method (Wright, 2005). Using this approach, we were able to collect strong data to enable rich and useful analysis and interpretation. Initially 300 questionnaire were distributed and respondents were also approached through online survey, in which finally 235 responses were received back for final analysis. This strategy allowed for a heterogeneous sample while upholding ethical standards

through the anonymity of respondents and confidentiality of the information collected (Dillman et al., 2014).

Instruments

The main instrument for primary data collection was a carefully designed questionnaire. The instrument was segmented into separate sections, designed to identify variables of interest: A 5-point Likert scale was utilized for responses, offering participants a range of options (Likert, 1932) from 1 = Strongly Disagree to 5 = Strongly Agree.

Transformational Leadership (Independent Variable):

Assessed through items focusing on vision articulation, intellectual stimulation, and personalized consideration by leaders (Bass & Riggio, 2006).

Work Agility (Mediating Variable):

Measured by evaluating participants' ability to adapt and respond to dynamic challenges effectively (Doz & Kosonen, 2008).

Academic Involvement (Mediating Variable):

Addressed through questions gauging active engagement in teaching, research, and collaborative academic activities (Fredricks, Blumenfeld, & Paris, 2004)

Academic Performance (Dependent Variable):

Evaluated by analyzing perceived improvements in individual and institutional outcomes (Pascarella & Terenzini, 2005).

Demographic Information

Demographic data collected from participants provided insights into the distribution of gender, Experience, age, and academic role within the sample.

Table 1
Demographic Details

Employees Particular	Description	Numbers
Gender	Female	110
	Male	215
Total		235
Academic Role:	Faculty	160
	Staff	60
	Administrator	15

Total		235
Age	Under 20	10
	21- 30 Years	70
	31–40 Years	110
	41 and above	45
Total		235
Years in Current Role:	Less than 1 year	70
	1–3 years	50
	3–5 years	40
	More than 5 years	75
Total		235

Ethical Considerations

The research design follows ethical research principles such as informed consent, voluntary participation, and the anonymity and confidentiality of respondent information (Israel & Hay, 2006). These actions ensured that the participants felt safe and respected during data collection. Ethical considerations in online survey research are particularly critical, as they help maintain trust and data security (Hesse-Biber, 2017).

Thus, this study approach was developed to inspect the associations between the study variables and offers a sound basis from rigorous results that these types of data need to be with internal and external precision.

Results

Statistical Tool/Technique

We have conducted the mediation analysis using the **PROCESS Macro**, as recommended by Andrew F. Hayes. The PROCESS Macro is a generally used statistical tool for mediation and moderation analysis. It allows us for the assessment of direct and indirect relationships between variables. This technique has been used to ensure the efficacy and reliability of our results.

Construct Reliability and Validity

The model was initially measured using SPSS. We measured constructs for reliability and validity by applying Cronbach's alpha (C's Alpha), Composite Reliability (CR), and Average Variance Extracted (AVE). The results are shown in Table 2

Table 2. Construct Reliability and Validity

Construct	Cronbach's Alpha	Composite Reliability (CR)	Average Variance Extracted (AVE)
Transformational Leadership	0.893	0.917	0.513
Work Agility	0.854	0.905	0.513
Academic Involvement	0.799	0.857	0.600
Academic Performance	0.792	0.817	0.549

All constructs have Cronbach's alpha value greater than 0.70 which shows good internal consistency. The CR values of all constructs are greater than 0.8 which indicates good reliability. Also, the AVE values are above 0.50, indicating the convergent validity of the constructs.

Regression Analysis Results

Impact of Transformational Leadership on Work Agility

The results of the regression analysis are presented in Table 2 which shows the effect of Transformational Leadership (TL) on Work Agility (WA). Relevant statistics reported a significant positive effect of TL on WA ($\beta = 0.4054$, $p < 0.001$) determining that TL fosters higher agility in education.

Table 3: Transformational Leadership on Work Agility

Predictor	Coefficient (β value)	Standard Error (SE)	t-value	p-value	LLCI	ULCI
Constant	2.1817	0.1169	18.6685	0.0000	1.9519	2.4115
TL	0.4054	0.0314	12.9263	0.0000	0.3437	0.4670

Relationship Between Transformational Leadership, Work Agility, and Academic Involvement

Conformation with TL, WA and (AI) is examined in Table 3. The results demonstrate that TL ($\beta = 0.1635$, $p < 0.001$) and WA ($\beta = 0.5959$, $p < 0.001$) are significantly positively affecting AI. This indicates that both leadership and agility yield meaningful learning engagement.

Table 4: Mediating Role of work Involvement

Predictor	Coefficient	SE	t-value	p-value	LLCI	ULCI
Constant	1.1569	0.1042	11.1027	0.0000	0.9520	1.3617
TL	0.1635	0.0243	6.7343	0.0000	0.1158	0.2112
WA	0.5959	0.0328	18.1509	0.0000	0.5314	0.6605

Effects on Academic Performance

Table 4 is about the aggregation effect of TL, WA, and AI on Academic performance (AP). Both variables significantly explained AP, but AI had the strongest effect ($\beta = 0.6804$, $p < 0.001$). This highlights the importance of academic participation in performance results.

Table 5: Effects on Academic Performance

Predictor	Coefficient	SE	t-value	p-value	LLCI	ULCI
Constant	2.3850	0.1195	19.9649	0.0000	2.1502	2.6199
TL	0.3920	0.0321	12.2292	0.0000	0.3290	0.4550
WA	0.2145	0.0472	4.5405	0.0000	0.1216	0.3073
AI	0.6804	0.0537	12.6674	0.0000	0.5748	0.7860

Preference Macro Analysis: Mediation and Moderation

In order to better explain the complex relationships between the variables, mediation and moderation analysis was performed utilizing the Hayes PROCESS Macro. While the latter method enables us to study direct, indirect, and conditional effects, giving insight into the mechanics of how Transformational Leadership (TL) affects Academic Performance.

Mediation Analysis: Direct, Indirect, and Total Effects

The direct, indirect and the total effects of TL on AP are reported in Table 5. The total effect is significant ($\beta = 0.3920$, $p < 0.001$); the direct effect is not ($\beta = 0.0295$, $p = 0.2783$). The fully mediation of WA and AI indicates that WA and AI can completely mediate TL and AP.

Table 6: Total Indirect Effect

Effect Type	Effect	SE	t-value	p-value	LLCI	ULCI
Total Effect	0.3920	0.0321	12.2292	0.0000	0.3290	0.4550
Direct Effect	0.0295	0.0271	1.0856	0.2783	-0.0239	0.0828
Pathway	Effect	BootSE	BootLLCI	BootULCI		
Total Indirect	0.3625	0.0330	0.2986	0.4287		
TL → WA → AP	0.0869	0.0244	0.0416	0.1375		
TL → AI → AP	0.1112	0.0216	0.0710	0.1558		
TL → WA → AI → AP	0.1644	0.0229	0.1224	0.2122		

These findings suggest that the effects of transformational leadership on academic performance occur mainly through work agility and academic involvement, thus reinforcing the roles of those variables as mediators. The results indicated that TL indirectly influenced AP through WA and AI, with AI as a more relevant mediating variable. This means creating a vibrant academic culture is critical for increased performance. Finally, moderation effects may also impact these relationships and are areas that need to be further explored in the future.

Discussion

Overview of Key Findings:

The study aimed to find out the effect of transformational leadership on academic performance, with work agility and academic involvement playing key roles as

mediating factors. The results confirm that transformational leadership significantly influences academic performance through both direct and indirect pathways. Especially, academic involvement appeared as the strongest mediator, emphasizing the importance of faculty engagement in academic responsibilities.

General Studies and Research Findings:

Transformational leadership has also been extensively researched across a wide range of contexts, with studies continually confirming its role in enhancing organisational effectiveness. Research (Siddiq et al., 2023; Helalat et al., 2024) has provided evidence that transformational leaders promote innovation, enhance commitment, and support institutional success. Similarly, research in higher education (Kilag et al., 2023) concurs that leadership styles significantly influence faculty engagement and student learning experiences. The current research builds upon these findings through the novel examination of the mediating effect of work agility and academic engagement within an academic setting. The result shows that transformational leadership indirectly affects academic achievement. The academic activity is enhanced by the more proactive faculty members who are more responsive to facing new challenges, and the faculty members' proactivity has a significant effect on academic achievement ($\beta = 0.6804$, $p < 0.001$). This verifies that leadership is not just issuing instructions but creating an environment that inspires the faculty members to be proactive and stay engaged in academic tasks.

Transformational Leadership and Work Agility:

Transformational leadership was also strongly correlated with work agility ($\beta = 0.4054$, $p < 0.001$). Inspirational, challenging, and supportive leaders build a flexible and change-responsive work culture that their faculty desire to work in. This is in line with previous studies that have shown transformational leadership to promote flexibility (Siddiq et al., 2023), which is crucial in higher education due to the changing educational needs that make it a necessity that faculty be dynamic.

Academic Involvement and the Role of Work Agility:

Teachers who demonstrate work agility are more engaged in teaching, research, and teamwork ($\beta = 0.5959$, $p < 0.001$). This is a sign that adaptability is not just responding to change but capitalizing on opportunities for enhancement. The same findings in previous studies (Dimple & Tripathi, 2024) affirm the argument that agile professors are more inclined to contribute substantially to their institutions. The ability to manage challenges without deflecting focus from academic responsibilities leads to greater engagement and productivity.

Academic Involvement and Academic Success:

The study confirms again that academic engagement is the strongest predictor of academic performance ($\beta = 0.6804$, $p < 0.001$). Involved professors who are actively engaged are likely to produce quality research, involve students in learning, and enhance the reputation of the institution in academics. This confirms previous

research (Kilag et al., 2023), which emphasizes the significance of engagement in academic achievement. Institutions that promote faculty engagement through mentorship, teamwork, and staff development build a culture of success.

Mediation Analysis; The Indirect Effects of Work Agility and Academic Involvement:

Rather than direct action, transformational leadership is effective via work agility and academic engagement to influence academic performance. The mediation analysis confirms that the direct relationship between leadership and academic performance is not significant ($\beta = 0.0295$, $p = 0.2783$), but the total indirect relationship ($\beta = 0.3625$, $p < 0.001$) is significant. This suggests that leadership should prioritize building agility and engagement rather than expecting immediate returns from direct action.

Future Recommendations:

Based on the outcomes from this research, a number of recommendations could be given to organizations with the objective of improving academic performance using transformational leadership. First, universities need to place a top priority on the use of leadership development programs that promote transformational traits in academic leaders. The programs should involve mentorship techniques, change management competencies, and faculty involvement skills. Secondly, institutions are encouraged to adopt policies that improve work flexibility, including flexible work schedules and technology-enabled teaching, which can render faculty members flexible and creative. In addition, colleges and universities are to implement systematic faculty engagement strategies, including collaborative research endeavors, regular professional development activities, and performance-based incentives. By creating a culture of academic engagement, universities are able to create an environment conducive to faculty engagement and student educational performance.

Limitations:

While the beneficial findings obtained from this study are commendable, there are a number of limitations that must be acknowledged. Firstly, the study was conducted in a specific geographical setting (Quetta), which limits the generalizability of the findings to other educational settings. The variations in culture, institutions, and economies in other settings can affect the findings in terms of transformational leadership in different ways. It is suggested that future studies attempt to replicate this study in different educational settings to determine wider applicability. Second, the current study employed a cross-sectional study design, in which data were collected at one point in time. Thus, it cannot capture possible fluctuations in faculty engagement, work flexibility, or academic performance over time. A longitudinal study could shed further light on the dynamic impact of transformational leadership on academic performance. Finally, although the current study confined itself to transformational leadership, future studies should examine the blending of other leadership types, such as transactional or servant leadership, in order to gain a fuller picture of leadership effectiveness in the academic environment.

Organizational Implications:

The implications of this study are important for universities that wish to improve faculty performance and institutional effectiveness. Transformational leadership must be institutionalized in university policy to foster an engagement and agility culture. Institutions must invest in leadership development programs that prepare administrators to create an active and dynamic work culture. Moreover, institutions of higher learning need to devise models that identify and reward faculty participation, including merit-based promotion, research funding, and administration. Institutionalization of these initiatives will not only promote scholarly output but also enhance the retention rate of faculty and the overall reputation of the institution. Institutions of higher learning need to devise models for periodically evaluating work flexibility and academic participation, hence promoting ongoing improvement and adaptation to the changing learning environment. Additionally, institutions must prioritize the establishment of an inclusive learning environment that promotes cooperation among faculty, administrators, and students. Support would be offered through interdisciplinary research, knowledge-sharing forums, and mentorship schemes to further enhance academic engagement. Investing in long-term sustainable policies that enable transformational leadership will ensure the long-term success and global competitiveness of universities.

Conclusion:

This research emphasizes the central role of transformative leadership in influencing academic achievement through faculty agility and engagement. Inspirational and empowering leaders of faculty members play a pivotal role in spearheading institutional excellence through the creation of a proactive and committed academic workforce. The results indicate that leadership is best when it generates an environment that is adaptive, collaborative, and constantly engaged. In order to achieve optimal returns from transformational leadership, universities need to adopt strategic policies for faculty development, work flexibility, and reward-based recognition. This will help them develop a robust and innovative academic culture that fosters long-term institutional development. Future research needs to study these dynamics across various learning environments to further develop our knowledge on the leadership role in academic excellence. In addition, universities will need to explore the intersection of transformational leadership with the latest advances in digital learning, distance education, and technological innovation. By integrating these aspects in their leadership development efforts, universities will be able to stay ahead of a rapidly changing academic landscape. An anticipatory style of leadership, accompanied by continuous adaptation of new educational paradigms, will ensure long-term excellence in the higher education system.

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