Transferability of Leadership Skills to Day-Scholars by the Leadership Programme at KDU

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Abstract—*Leadership programme for the military education is not a novel subject but for the other tertiary education systems it is very much highlighted and debatable not only within the intellectual community but also within theordinary society at large in Sri Lanka. However, KDU as a Defence university, has already created environment to practice leadership skills to the military cadets and integrated a leadership module to military cadets' curriculum. In this context, this study is based on how leadership skills are transferred to day scholars who are enlisted to KDU as undergraduates to follow the same education curriculum, except for the military subjects that are integrated in leadership programmes. When considering the combination of military students' and day scholars' education programme, it is observed that there is a significant gap between the behaviour and attitudes of day scholars in compared to the military cadets. Therefore, in order to minimize the identified gap,a leadership programme is designed extracting from the military curriculum that can be integrated to the leadership skills programme of day scholars on military cadets. This study is basically intended to test how leadership programme is integrated with transformational leadership of Bass theory,how this theory is related to the behaviour of day scholars in leadership programme and further to findout how this same theory could be utilise to develop the attitudes and behaviours of day scholars' education. This study was conducted using randomlyselectedsample representing all the facultiesand the result was analysed empirically.The results showed that the respond and behaviour was very much positive towards the leadership programme and further to enhance the quality of education of the participants in the set environment.*

Keywords— *Transformational Leadership Skills, Quality of Education, Intellectual Stimulation, Individualized Consideration, Inspirational Motivation, Idealized Influence*

I.INTRODUCTION

The education system in Sri Lanka is structured based on the British system which existed during the colonial period. The system was heavily focusing on the theoretical side of education. It was also intended to support the smooth administrative function of the country by producing the government servants to the country. Hence, the decision making in transforming the education system; it was under the patronage of the colonial masters, leaving no room for much needed practical orientated system. During the last hundred years,several universities were established under the Sri Lankan education system. Out of those universities, General Sir John Kotelawala Defence University, is popularly known as KDU, is one of the prestigious Defence universities in the South Asian region. KDU is offering graduate courses in Defence related disciplines, and number of other academic disciplines. The uniqueness of this university in comparison to the other is that, it is drawing the right mixture military training cadets and civil students, popularly known as day's scholars. The university is providing multidisciplinary academic opportunities on both payment and non-payment basis in large numbers.

Table 1: 2015 Composition of students at the KDU

CATEGORY	PERCENTAGE %
CADETS	28
DAY SCHOLARS	72

Source: *Faculty of Defence Strategic Studies, KDU*

According to the present structure, Officer Cadets (O/Cdts) are the unique products of this university who groomed to meet the demand of tri forces of Sri Lanka. These officers are expected to play a vital role in the respective services and they opt to be the future leaders of these services. Apparently, O/Cdts are groomed with leadership skills from their academic studies. It was proven that these O/Cdts who passed out from the University have practically applied their skills with the academic knowledge to the success of the respective services.

Therefore, these valuable skills and attitudes that they gain through training could be transferred to the betterment of the country. On the other hand, most of the day scholars of the tertiary education will also be benefitted by this kind of training. According to many

education analysts, the students who have completed tertiary education have generally shown inadequacy in dealing in pragmatic sense. it is observed that the level of practical competencies are declining in every generation.

The objective of the study is to gauge the effectiveness of leadership programme to change the learning outcomes of day scholars of the KDU and to study any positive relation with leadership programme to enhance the quality of education among the undergraduates. The researcher also intended to draw the attention to following objectives to find out whether the following domains are available.

I) idealized influence
II) inspirational motivation
III) intellectual stimulation
IV) individualized consideration

In order to better understand the concept and the arguments of the research the following concepts should be understood clearly.

II TRANSFORMATIONAL LEADERSHIP

Transformational leadership is defined as leadership behaviors that inspire followers, resulting in both leader and follower raising each other up to higher levels of morality, motivation, and performance based on four categories of leader behavior, including idealized influence, intellectual stimulation, individualized consideration, and inspirational motivation (Bass, 1985, 1999).

1) Idealized Influence: The idealized influence component of transformational leadership, also referred as charisma, encompasses the leader behaviors of vision communication, motivational language use, and serving as an example of what it means to carry out the proposed vision (Bass, 1999).

2) Inspirational Motivation: Inspirational motivation occurs when transformational leaders also engage in behaviors that articulate expectations and reveal the leader's commitment to the goals of the organization. These behaviors enhance the meaningfulness of followers' work experiences and offer those challenging goals and opportunities (Bass, 1999).

3) Intellectual Stimulation: Intellectual stimulation is defined as the transformational leader's desire to challenge the followers' thinking about problem-solving strategies and promote creativity and innovation (Bass, 1999).

4) Individualized Consideration: Individualized consideration refers to the leader's actions that guide followers towards reaching their respective levels of potential. In this role, the leader acts as a mentor and coach, offering followers work opportunities that challenge their growth and development (Bass, 1999).

Quality of education is not defined due to lack of accepted definition.However, the component which considers for the quality education is accepted with norms and practices in the intellectual society. These sub components will be discussed in later part of this paper.

III. LEADERSHIP TRAINING

A leader is someone who takes the appropriate decision. Manager's role is different form a leader's role. Put it another way, management is an occupation, leadership is a passion. The passion demands and needs a unique vision for success to achieve the success and the leader must possess a set of clearly-defined convictions and the courageous, skill to translate their vision into a reality. The most successful development of leadership skills takes place when the leader is geared towards the development of individuals or social constructs. The initial foundation to groom leadership skills could able to archive many positive impacts for young leaders in future.

Further,leadership is not only a primary set of behaviors. Many leadership manuals suggest that leadership is a thing that is delegating and providing inspiration and vision; but people who are not leaders can do these things, and some effective leaders do not do them at all(Mills, 2005). Most importantly the significanceof this study is setting the environment for further leaders to emerge as future leaders, inspiring their potential ability.

It's a common fact that the absence of leadership is equally dynamic in its effects. Without leadership, organizations move too slowly, stagnate, and lose their way. There are enough statistical evident about organizations stresses decision-making and implies that if decision-making is timely, complete, and correct, then things will go well. The most important challenge is the implementation, how leaders influence behavior, change the course of events, and overcome resistance. Therefore,the education or learning must have a bearing on Leadership skills developments which are crucial for any implementation of decisions successfully.

Leadership skills development will be consistent with an organization's strategic objectives and development will become more common as more organizations recognize that this activity is as strategically important for long-

term organizational effectiveness to produce better results. (Hall & Seibert, 1992; McCall, 1992).

The leadership programme is aimed to develop leadership skills and positive attitudes through theoretical and practical training of the day scholars of KDU. This training includes outdoor, indoor, collective, individual, and physical, endurance tanning and miscellaneous activities etc. for 14 Days and it includes 12 working days.

Measuring the quality of education will take a longer period. However, this research is based for a specific period due to the limited time frame. Therefore, it will be observed by changing of attitudes, exam results, pear reviews and achievements.

The spectrum of leadership qualities are several and complicated and it is able to test only a few, which will be beneficial and this is based on transformational leadership theory of Bass (1985) and further, it expanded Burn's theory by conceptualizing transformational leadership behaviors into four categories: idealized influence, intellectual stimulation, individualized consideration, and inspirational motivation.

There are very limited literature on quality of education component that also has no accepted specific definition in the field of relevant literature and views of scholars are contradictory to each other. Therefore, it is considered accepted norms and traditional views of the majority could be accepted as integrated quality of education hypothetically. But none of those qualities which considered as components of quality education, could not reject as not relevant to enhance the quality of education. Further, this study is based on certain assumptions; first the leadership programme has structured according to the transformational leadership theory of Bass and every student was in the same standard prior to the beginning of the leadership course.

The samples were randomly selected, equally from each stream, including males and females. Data analysis was done using SPSS to find out the relations and behaviors with each variables of the study. Fallowing four tables indicated the total summary of the overall study. Further, all findings and recommendations were made mostly based on the summary of the following statistics.

Table 2: Mean scores and standard deviations according to sex by domains

SEX	DOMAIN				
	Intellectual Stimulation	Individualized Consideration	Inspirational Motivation	Idealized Influence	Quality of Education Component
Male	19.76 (6.367)	20.76 (9.84)	17.00 (7.50)	18.90 (7.06)	25.27 (10.97)
Female	20.18 (4.96)	17.58 (7.13)	16.22 (6.49)	17.47 (6.62)	23.47 (9.98)
F (p value)*	.106 (.746)	2.734 (.102)	.236 (.629)	.847 (.360)	.559 (.457)

* F statistic and p value for difference between the sexes

Table 3: Mean scores and standard deviations between faculties by domains

DEGREE	DOMAIN Mean score (Standard Deviation)				
	Intellectual Stimulation	Individualized Consideration	Inspirational Motivation	Idealized Influence	Quality of Education Component
ICT	20.80 (3.91)	21.73 (7.64)	21.13 (5.95)	20.80 (5.03)	28.93 (10.38)
Nursing	21.67 (5.48)	15.86 (3.40)	15.00 (4.32)	16.00 (4.26)	22.13 (7.31)
Logistics	21.67 (5.96)	21.47 (9.16)	16.80 (7.36)	19.20 (8.28)	25.86 (11.23)
LLB	17.43 (4.50)	18.33 (9.62)	13.53 (7.04)	16.00 (7.48)	20.4 (9.10)
Engineering	19.60 (6.13)	16.29 (6.91)	15.07 (5.59)	17.00 (6.32)	21.73 (10.10)
MTS	19.00 (5.29)	18.47 (9.24)	16.33 (7.88)	19.27 (7.39)	25.8 (11.48)
F (p value)*	1.452 (.214)	1.39 (.237)	2.45 (.04)	1.362 (.247)	1.563 (.180)

* F statistic and p value for difference between the degrees

Table 4: Summary of relation with each variables

	Intellectual Stimulation	Individualized consideration	Inspirational Motivation	Idealized Influence	Quality of Education Component
Intellectual Stimulation					
Individualized consideration	R = 0.041 P = .061 (Low)				
Inspirational Motivation	R = 0.053 P = .031 (Moderate)	R = 0.732 P = .000 (High)			
Idealized Influence	R = 0.096 P = .003 (High)	R = 0.624 P = .000 (High)	R = 0.710 P = .000 (High)		
Quality of Education Component	R = 0.142 P = .000 (High)	R = 0.727 P = .000 (High)	R = 0.775 P = .000 (High)	R = 0.752 P = .000 (High)	

IV BEHAVIOUR OF THE INTERLECTUAL STIMULATION

Every sub component indicates positive attitudes towards the programme at various levels that encourage others to take new opportunities is the highest. Sub domain and other sub domains also havestatistically positive with less negative percentage. When considering the performance streamwise, the majority is positive and the highest positive is ICT undergraduates and LLB undergraduates. But none did indicate any negative feedback significantly. According to the gender the majority is positive and females are more positive towards the programme. Which means all sub components of domain A,that are considered effective more than 75%, which confirms the transferability of leadership skill sub components of domain A is effective to the undergraduatesIn addition to that, domain A qualities are instrumentalin adding values to tertiary education. Further, it is confirm with the association of domain A and E chart. Other domains of domain E, Domain A have not got very good relation. But when it is compared with other than the above confirmations, domain A has been a positive and effective for all the streams considered, despite of the gender difference.

Other than domain E, domain A has got strong relation with other three domains, which indicates each variable is interdependent and overlap with each other.

V BEHAVIOUR OF THE INDIVIDUALIZED CONSIDERATION

In respect to the gender difference, the majority of the females is comparatively positive than the male at significant percentage, including all the agree programmes. According to the responses, it is 'undecided' and 'disagree' categories towards the domain B, which indicates that domain B is more effective for females and need to consider the reason for comparatively less mail percentage. But overall gender attitude to domain B is much positive.

All sub components of domain B are effective more than 75%, which confirms the transferability of leadership skill of sub components of domain B to the undergraduates are positively effective with very less amount of negative attitude and negative observations.

In addition to that, domain B qualities are instrumental in adding values to tertiary education, having 76.6% for total positive and 14.4% for total negative without any strongly disagrees it is confirmed that the strongly positive relation to increase the quality education.

Further, it is confirm with association with domain B and E which B have got very good relation including all sub domains of domain B and E. This confirmation indicates that each domains are interrelated and interdependent with each other's. And also the relation with domain B and all other domains except domain A have very strong relation. But when considering the relation with domain A, it is not a week relation but moderate. Therefore, it confirms positive relation of Domain B is interrelated and interdependent with other domains (variable) of transformational leadership, despite of the gender and the steam.

VI. BEHAVIOUR OF THE INSPIRATIONAL MOTIVATION

All sub components of domain C which considered are effective more than 75%, which that confirms the transferability of leadership skill of sub components of domain C to the undergraduates are positively effective with very less amount of negative attitudes and negative observations despite of streams and gender.In addition to that, domain C qualities are instrumental in adding value to tertiary education having 78.6%, highly positive percentage for the total positive and 10.1% for total negative without any strongly disagrees which confirms the hypotheses in this regards.

Further, it is confirmed with strong association with domain C and E, and also especially which B have got very good relation including all sub domains of domain C and E. Further, the domain with lower scores indicated that of good attitudes, higher value of R square. In other words, domain inspirational motivation is having positive relation with quality of education component which confirms the hypotheses is in this regards.

However, domain C is having good relation with domain A, but more than that domain C is having very strong relation with domain B and D with each other which indicates that each variables' sub domains are inter related, overlap and inter dependent with all sub domains of domain C. This confirmation indicates that each domainis interrelated and inter dependable with each other. Even the relation with domain A is not a week relation. Therefore, it confirms positive relation of Domain C is interrelated and interdependent with other domains (variable) of transformational leadership, despite of the gender and the stream (Faculty).

When considering from each stream, majority of the under graduates is positive towards the the domain C. the highest percentage of positive undergraduates is from LLB and MTS undergraduates, Engineering and nursing are also highly positive for the said domain. Attitudes of the ICT undergraduates towards the domain for the said programme is marginally negative with the indication of 5 positive against 6 negative undergraduates while 4 undergraduates responded with the undecided status.This is the only occasion which got numerically higher negative count. This feedback seriously addresses to achieve the positive outcome of the programme in future. Out of six faculties, five are positive towards the domain C which could consider that the overall, percentage is positive towards the domain.

According to the gender, males and females majority are positive towards the domain C of the programme. But female's majority is comparatively more positive and less disagree for the domain C than male.

VII BEHAVIOUR OF THE IDEALIZED INFLUENCE

However, since all the domains got more than 50%, it could be considered that the overall performance for the domain D is positive towards the programme.

When considering the different streams, the undergraduates of every steam are positive towards the the domain D. The highest percentage of positive undergraduates are from LLB and nursing also highly positive for the said domain. Attitudes of ICT undergraduatestowards the domain of the said programme is marginal.

According to the gender wise males and females' majority are positive towards the domain D of the programme. But females majority are comparatively more positive and less disagree for the domain D than male and males are marginally positive towards the domain D.

Which means all sub components of domain D which considered are effective and that confirms the transferability of leadership skill of sub components of domain D to the undergraduatesthat are positively effective with very less amount of negative attitudes and negative observations, despite of streams and gender.

Addition to that domain D qualities are instrumental in adding value to tertiary education having 68.6% highly positive percentage for total positive and 12.1% for total negative without any strong disagreement is confirmed that the hypotheses in this regards.

Further, it is confirm with association with domain D and E which B have got very good relation including all sub domains of domain D and E, with lower scores indication of good attitudes, higher value of R square in other words, the domain inspirational motivation is having positive relation to have quality of education component which confirms the hypotheses is in this regards.

Not only that, domain D is having good relation with domain A and with domain B and C are having very strong relation with each other which indicates that each variables' sub domains are interrelated, overlap and inter-dependent with all sub domains of domain D. with this confirmation indicates that each domainis interrelated and inter-dependable with each other's. Even the relationship with domain A is not a week relation. Therefore, it confirms positive relationship of Domain D is interrelated and interdependent with other domains (variable) of transformational leadership, despite of the gender and the steam.

VIII. BEHAVIOU OF IDALIZED INFLUENCE QUALITY OF EDUCATION COMPONENT

Quality of education in all sub domains all are above 68% which indicates positive attitudes towards the domain E. Positive area ranging from 68% to 79% and average 71.2% is a reliable indication to the leadership programme, having outcome for the quality of the education sub components which considered hypothetically.

Domain E relation with every other domain has shown significant positive relation with domain E. However, the relation is different according to the each variable to the domain E and relation with domain A to domain E is not much comparatively strong. However, domain A behaviour is not only with the domain E but also with the other three domains is the same. Therefore, it could consider the overall relation with domain E is a strong positive relation.

Finally, considering with all respond attitudes and behaviour of domain E is having positive interrelated and a good relation within its all sub domains and all other domains. Further, it has provided additional outcome for the programme which means domain E is a dependent variable of other four domains.

IX. RESEARCH FINDINGS

According to Bass' theory of the component of transformational leadership theory, the four variables which were considered for this research are Intellectual Stimulation, Individualized consideration, Inspirational Motivation and Idealized Influence with all considered sub components to respective variable as indicated below, also have confirmed that their positive attitudes towards the leadership programme at various levels but more than or up to a satisfactory level as discussed earlier.

A. Intellectual Stimulation
a. Able to change the status quo.
b. Apply theory into practical situations.
c. Encourage others to take new opportunities.
d. Others communicate or seek your opinion at special situations.
e. Enhanced creative skills.
f. Importance of creative skills.
g. Above skills are encouraged to take-up a leader's role.

B. Individualized Consideration
a. Encouraged to offer support to fellow mates.
b. Develop positive relationship contributions.
c. Keep "line of communication" open with peers.
d. "Line of communication" enabled to contribute peers during the programme with positive feedback.
e. Improvement of the line of communication of peers.
f. Confident and encouraged to share the inputs.

C. Inspirational Motivation
a. Indicate progress to peers with positive attitudes and to motivate them whenever necessary.
b. Motivation and positive attitudes have an influence on changing their attitudes and behavior.
c. Punctuality.
d. The well bearing and the neatness of appearance is highlighted and recognized.

D. Influence
a. Gain respect or recognition.
b. To influence your peers with your opinions.
c. To overcome situations with your attitudes.
d. Peers consult when they face troubles/issues.
e. Situation considered as a role model.
f. Peers copying you.

E. Quality of Education Component
a. Increased learning capacity.
b. Understand differences of each individual's capacity of understanding and working together.
c. Learn any fair methods of communicating with your peers when needed in situations than before.
d. Feel that must improve your skills/qualities/attitudes in order to achieve more in future endeavors.
e. Developed any punctuality attitudes.
f. Influence on your education.
g. Develop any personnel manners, bearings as an individual to behave on par with the society.
h. The physical endurance is instrumental in educational endeavor.
i. Obtained any other qualities which helped to improve education.

When considering the overall results of the programme, undecided and disagree categories all together average, not more than 25% or less than that percentage which indicates, out of every 4 undergraduates, 3 undergraduatesare clearly positive for the programme and overall disagrees average is 12.5%.

Further, each variables indicated good attitude interdependently and having strong relation with each other domains except Intellectual Stimulationvariable. It has moderately satisfactory behaviour with other variables. Similarly, ICT stream had worst attitudesincompared with the otherU/G.

Female undergraduates are the most positive towards the programme. Discipline wise, LLB undergraduates are the most positive towards the programme in every aspect for all variable and their sub component behaviour.

The variable of Intellectual Stimulation behaviour is comparatively different with other variables. Due to the variable's relation with other variables are not stronger but positive with each variable and similarly with quality of education component has indicated the same state of relation. Other than the Intellectual Stimulation variable, other three variables and quality of education component are having very strong relation and good attitudes among each other. However, when considering overall relation with all variables and quality of education component, it has good relation and good attitudes.

Therefore, conceptual frame work is statically proven with the said variable of transferable leadership skills effectiveness and transferability to the day scholars of KDU by the leadership programme and these variables are the key areas which undergraduates practically accepted.

When analysing the relation, the quality of education component and other four variables, relations and attitude indicates very significant positive output to improve the quality of the education by the leadership programme. Therefore, the quality of education component can beconsidered as a dependent variable of the four variables which were considered for the essential traits of transformational leadership programme.

Therefore, theconceptual frame work can be considered as a model of research findings adding the quality of education component as dependent variable and an output of successful leadership programme.

According to the statistics, female LLB undergraduates are the most positive for the programme and ICT and MTS male undergraduates are most negative for the programme comparatively.

According to the progress reports, it is observed that the day scholars' educational results and sports achievements were improved.

X. RECOMMENDATIONS

It is observed from the study that the transformational leadership skills are effectively transferred to the people by a similar programme but it is not yet confirmed that these skills will be able transfer to everybody in a similar way. There are many (might have) some other avenues to develop transformational leadership skills to individuals. This might be able to prove in relevant fields of studies in future, from the same discipline. Other significance is to study whether these findings of skills which are sustainable and long lasting for the respective

participant of this programme in their future endeavours. It is important to find out whether these skills will fade away and will need any refreshment programme to boost and update skills and knowledge pertaining to the transformational leadership after some period. However, the majority of the participants will definitely be posted in executive appointment after their basic graduation and they will have the opportunity to practically demonstrate the leadership skills and experience which they have gained during the programme and they can contribute their learnt experience to modify the leadership programmesince the leadership discipline is very progressing, regularly to the dynamic environment.

The four component of Bass theory was proven that these could be integrated into a physical training programme and to transfer theories into skills of the selected participants like day scholars. However, it needs to test with other sample groups, with different approaches to have more credibility by using statistical data. According to the study, these theories are integrated to each other, it is proven that (Bass and Region 2006; Burns 1978; Van Wart 2003) much of the influence of transformational leadership is real but indirect.

Further, the quality of education component behaviour with selected theories applying for the success of the quality education while building leadership skills to the undergraduates are statistically proven and it should clearly scrutinize to success of the education programmes and it should integrate the transformational leadership skills for further future studies and these statistically tested conceptual framework needs to be constantly tested and improve for future betterment in the field of education as well as the improvement of leadership theories. Further, this will be a new dimension of the educational approach which definitely be a sustainable investment of country like Sri Lanka for the future endeavours.

It is understood that the leadership programme should repeat and should conduct an evaluation again to reconfirm whether those result will differ, similar or equal to the existing results. Further, it is appropriated that it should concentrate more on undergraduateswho do not possess anall-out positive attitudes towards the programme, especially male undergraduatesof ICT and MTS and should be closely monitor, observe differences if any. The said repetition ideally should conduct on every year throughout the degree programme in the university.

Apparently it must be monitored the undergraduateswho have positive ideas about programme, whether they will

be able to maintain the same behavioral and attitudinal outcome continuously even in future.

Since the long term impact of leadership programme cannot be measured in short span of time, it is important to find out mechanisms to continuously monitor the progress during the undergraduate period and further after the graduation. However after graduation level, it is neededto evaluate the individual voluntarily and most importantly should get the feedback and record for future references.

Future research should be much focused to find out of the behaviour and attitude in relation with the component of Intellectual Stimulation variable to of the leadership programme. Since it is the component which has indicated a less positive towards the programme and for the quality of the education component when compare with the other variables it is necessary tofind outa method to improve the sub component of Intellectual Stimulation in order to get a better outcome.

Moreover, it is essential tofind out whether there is any special reason to indicate higher percentage of positive attitudes towards the programme and its variablesin relation to other variables, from the streams like LLB. At the same way, it is needed to consider the negative attitudes towards the programme from streams like ICT. It should also to be tested whether the reasons which areaffecting to the behaviour and attitudes that have relevance with academic structure, curriculum or background influences other than the created environment.

The reasons are needed to be considered why female undergraduates are so much positive and sensitive towards the leadership programme and same way need consideration why male undergraduatesare not much positive or sensitive in compared to the female undergraduates and to identify what are the strong and weak areas for both male and female undergraduates.

Other than the definitions of quality of education which used for this study, it is necessary to consider the other accepted norms, definitions, relations and behaviour with leadership programmes that should be tested to have for more comprehensive feedback to define the quality of the education adding an extra value in addition to the future leadership programmes.

Further, it is also important to test the applicability of the components of leadership programme considering the other areas such as outdoor related activities, group work/team work, communication skills, innovative skills,and the academic curriculum or to modify the teaching methods by integrating similar activities to the possible academic curriculum to have better and dynamic outcome.

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