

# Altitude and Attitude: Transformational Leadership in the Philippine State College of Aeronautics Basa Air Base Campus

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**Abstract:** *The study intends to determine the relationship between transformational leadership and the competing variable of organizational climate, performance and faculty development at the Philippine State College of Aeronautics (PhilSCA) Basa Air using the quantitative approach. This was achieved by collecting Base Campus of transformational leadership data on staff and student leaders' perceptions behaviour and the effects it had on the institution. The core dimensions stimulation, studied are: idealized influence, inspirational motivation, intellectual and individualized consideration. Specialized academic institutions in the Philippines will benefit from these findings with regard to leadership practices.*

**Keywords:** Altitude, Transformational, Attitude, Leadership

## I. INTRODUCTION

The leadership that is exhibited adopts within any higher education institution and the style that a leader significantly affects the faculty development, climate, and performance of that particular institution. Among many leadership theories, transformational is the one which is most commonly used because leading through leadership transformational leadership, it underpins, nurture, motivates, innovate and develop the followers and self itself (Bass & Riggio, 2006). The leadership style has been described by four dimensions: idealized influence, inspirational consideration (Bass, motivation, intellectual stimulation, and individualized 1985). These attributes have been associated with positive results in scholarly and organizational settings such as high staff morale, enhanced organizational and institutional commitment and effectiveness, and institutional performance.

In the Philippine context, PhilSCA or Philippine State College of Aeronautics has centered its specialty toward the aviation science and technology education. The Basa Air Base Campus seems to serve a special civilian-military academe hybrid organizational structure and community. These characteristics are linked to desirable outcomes scholarly (e.g., high staff morale) and organizational (e.g., increased in the organizational and institutional commitment and effectiveness, and (Philippine institutional effectiveness) contexts. In the Philippines, PhilSCA State College of Aeronautics) is the country's aviation school where students can find quality aviation education at an affordable cost. The Basa Air Base organization Campus appears to be a unique civilian-military academe hybrid form of or community. Regardless of the importance of transformational leadership in other specific academic institutions, very few studies have investigated its use within colleges focusing on aviation in the Philippines. This study, Altitude and attitude: Transformational Leadership in the Philippine State College of Aeronautics Basa Air Base Campus fills this void by quantitatively studying the views of faculty, non-teaching staff, and student leaders on transformational leadership styles. It intends to examine the relationship of these leadership practices with organizational climate, institutional effectiveness, and faculty productivity in order reconstruct educational policies applicable to comparable academic institutions.



## **II. METHODOLOGY**

### **Research Design**

This study adopts a **descriptive-correlational quantitative research design** to investigate the relationship between leadership practices and institutional outcomes within the context of a higher education institution. The primary focus is on evaluating **transformational leadership** as perceived by key stakeholders in the academic environment, specifically the faculty members, administrative staff, and student leaders of the Philippine State College of Aeronautics, Basa Air Base Campus.

To gather relevant data, standardized survey instruments will be administered to these target groups. These instruments are designed to measure various dimensions of transformational leadership, including **idealized influence**, **inspirational motivation**, **intellectual stimulation**, and **individualized consideration**, as well as indicators of institutional performance and effectiveness.

### **The main objectives of this research are twofold:**

- (1) To assess the extent to which academic and administrative leaders demonstrate transformational leadership behaviors; and
  - (2) To determine whether and to what degree these leadership behaviors are correlated with perceived institutional outcomes, including but not limited to organizational commitment, satisfaction, performance, and goal attainment.
- By utilizing this design, the study aims to produce empirical evidence that supports leadership development initiatives and contributes to strategic planning efforts for institutional improvement and academic excellence.

### **Samples and Sampling Procedure**

The study employed stratified purposive sampling to ensure representation from key groups, including student leaders, faculty and personnel, and community members. Stratification ensured balanced input from each group, while purposive selection focused on individuals with relevant knowledge and involvement. This approach provided diverse and meaningful insights that aligned with the study's objectives.

- Faculty Members (n = 15)
  - Non-teaching Personnel (n = 10)
  - Student Leaders (n = 15)
- Total = 40 respondents

### **Respondents of the Study**

Full-time Faculty Members, Administrative and Support Staff, Recognized Student Leaders

### **Data Gathering Procedure**

The data collection process was conducted systematically to ensure reliability, ethical compliance, and accuracy. The steps involved are as follows:

**Survey Distribution** – The adapted MLQ-5X survey was disseminated to selected faculty members, administrative staff, and student leaders using both printed and online formats. The dual-mode distribution was designed to enhance accessibility and response rates among participants with diverse preferences and varying levels of technological access.

**Informed Consent and Ethical Compliance** – Each participant was provided with an informed consent form that detailed the purpose of the study, the voluntary nature of participation, data confidentiality, and their right to withdraw at any stage. Only respondents who agreed to the terms were included in the study.

**Confidentiality and Anonymity** – To maintain the integrity and ethical standards of the research, all responses were anonymized. No personally identifiable information was collected, and data were stored securely to prevent unauthorized access.

**Data Validation and Collection Period** – The survey was made available over a predetermined time frame, during which reminders were issued to encourage participation. Returned questionnaires were reviewed for completeness and consistency prior to data encoding and analysis.



### Data Analysis Technique

To address the research objectives and test the relationship between transformational leadership and institutional outcomes, the following statistical methods were employed:

**Descriptive Statistics** (e.g., mean, standard deviation, frequency, and percentage) were used to summarize and describe the demographic profile of the respondents and the general trends in leadership perceptions and institutional outcomes.

**Pearson Product-Moment Correlation Coefficient (r)** was applied to examine the degree and direction of association between the components of transformational leadership and the selected institutional performance indicators. This technique enabled the identification of significant correlations, providing insight into how leadership behaviors may influence organizational effectiveness.

### III. RESULTS AND DISCUSSION

This section presents and interprets the key findings of the study, focusing on the traits, experiences, and perspectives of the respondents about transformational leadership within the Basa Air Base Campus. By examining relevant patterns and insights, the discussion aims to connect the data to the study's core objectives. It also highlights how leadership behaviors, values, and dynamics shape and reflect the institutional environment, particularly in the context of a military-oriented academic setting.

Table 1: Years of Experience of Basa Air Base Administration (Non-Teaching Staff)

Years of Experience		Male		Female		Total	
		f	%	f	%	f	%
30	35		0.00	2	40.00	2	20.00
25	29		0.00		0.00	0	0.00
20	24		0.00		0.00	0	0.00
15	19		0.00		0.00	0	0.00
10	14		0.00		0.00	0	0.00
5	9	3	60.00		0.00	3	30.00
0	4	2	40.00	3	60.00	5	50.00
Total		5	100.00	5	100.00	10	100.00

The data shows equal numbers of males and females (5 each). Most males (60%) have 5–9 years of experience, while most females (60%) have 0–4 years. Two females have 30–35 years of experience, and no participants fall within the 10–29 year range. Overall, the majority (50%) have 0–4 years of experience, indicating a workforce composed mainly of newer and a few very experienced individuals, with a gap in mid-level experience.

Table 2: Age of Basa Air Base Administration (Non-Teaching Staff)

Age		Male		Female		Total	
		f	%	f	%	f	%
60	65		0.00	1	12.50	1	10.00
55	59		0.00		0.00	0	0.00
50	54		0.00	1	12.50	1	10.00
45	49	1	50.00		0.00	1	10.00
40	44		0.00		0.00	0	0.00
35	39		0.00	2	25.00	2	20.00
30	34		0.00	1	12.50	1	10.00
25	29	1	50.00	3	37.50	4	40.00
20	24		0.00		0.00	0	0.00
Total		2	100.00	8	100.00	10	100.00

The data show a predominantly female workforce (80%), with most employees (40%) aged 25–29. Females are spread across multiple age groups, while males are only in the 25–29 and 45–49 brackets. Notably, there are no employees in



the 20–24, 40–44, or 55–59 age ranges. This indicates a young workforce with limited male presence and a gap in mid-career representation, highlighting potential challenges in experience diversity and succession planning.

**Table 3: Years of Experience of Basa Air Base Faculty**

Years of Experience		Male		Female		Total	
		f	%	f	%	f	%
30	35	2	18.18		0.00	2	13.33
25	29		0.00		0.00	0	0.00
20	24	1	9.09		0.00	1	6.67
15	19	2	18.18		0.00	2	13.33
10	14	3	27.27		0.00	3	20.00
5	9		0.00	3	75.00	3	20.00
0	4	3	27.27	1	25.00	4	26.67
Total		11	100.00	4	100.00	15	100.00

The data show that males (73.33%) have a broader and more experienced distribution, with many falling within the 10–35-year range. In contrast, females (26.67%) are concentrated in lower experience levels, with 75% having 5–9 years of experience and 25% having 0–4 years of experience. No females have over 9 years of experience. This suggests a more experienced male workforce and a newer, early-career female group, indicating possible recent challenges in female recruitment or retention.

**Table 4: Age of Basa Air Base Faculty**

Age		Male		Female		Total	
		f	%	f	%	f	%
60	65		0.00		0.00	0	0.00
55	59	2	18.18		0.00	2	13.33
50	54	2	18.18		0.00	2	13.33
45	49	1	9.09		0.00	1	6.67
40	44	2	18.18	1	25.00	3	20.00
35	39	1	9.09		0.00	1	6.67
30	34	2	18.18	1	25.00	3	20.00
25	29	1	9.09	2	50.00	3	20.00
20	24		0.00		0.00	0	0.00
Total		11	100.00	4	100.00	15	100.00

The data shows that out of 15 participants, 11 are male (73.33%), and four are female (26.67%). Males are distributed across almost all age brackets from 25 to 59, indicating a mature and experienced male workforce. In contrast, females are concentrated in younger age groups: 50% are aged 25–29, and the remaining 50% are evenly split between the 30–34 and 40–44 age ranges. No females are above 44 years old.

This suggests that males dominate the older age brackets. In comparison, females are primarily found in younger age brackets, reflecting either recent female hiring or a lack of long-term female retention. The workforce overall tends to skew toward middle-aged males and younger females, which may impact organizational dynamics and succession planning.



Table 6: Age of Basa Air Base Students Leaders

Age		Male		Female		Total	
		f	%	f	%	f	%
25	29		0.00		0.00		0.00
20	24	6	66.67	5	83.33	77.66667	73.33
15	19	3	33.33	1	16.67	37.33333	26.67
Total		9	100.00	6	100.00	115	100.00

This table shows the distribution of participants considering the variable sex. Most of the participants (73.33%) belong to the group 20–24, which means that most of the respondents are in early adulthood. This group includes 66.67% of the male respondents and 83.33% of the female respondents, indicating a good balance of both genders. Also the 15–19 age group makes up 26.67% of the total population with 33.33% of the males and 16.67% of the females belonging to this group. Interestingly, there are no respondents in the 25–29 age category. It can be seen from the distribution that the study is mostly capturing the insights of respondents aged 20 to 24 that will likely shape the interpretation of the results within the scope of youth behaviours, preferences, or attitudes.

### Idealized Influence

Table 7: Idealized Influence Summary Table Interpreting the Mean Scores for the Transformational Leadership

Item	Statement	Mean Score	Verbal Description	Interpretation
1	The campus leadership demonstrates high standards of ethical conduct.	4.625	<b>Strongly Agree</b>	Leaders consistently model integrity and uphold ethical values.
2	Leaders serve as role models to the academic community.	4.325	<b>Strongly Agree</b>	Leaders are viewed as positive examples within the academic setting.
3	Leadership actions build trust among personnel.	4.425	<b>Strongly Agree</b>	Leadership behavior fosters a trusting and transparent environment.
4	Leaders take stands on important issues even when it is unpopular.	4.450	<b>Strongly Agree</b>	Leaders show courage and consistency in upholding values and principles.
	Over-all Mean	4.456	<b>Strongly Agree</b>	

The non-teaching staff, faculty, and students, as respondents, agreed with strong conviction that transformational leadership is being effectively practiced at the Basa Air Base Campus. The figure of 4.456 suggests that leaders maintain high levels of ethics, trustworthiness, and respect. They are regarded as role models who take principled positions and are viewed as leaders. Their leadership nurtures trust, respect, and strong direction within the academic community. These factors relate to “altitude” (institutional growth and performance) and “attitude” (morale and motivation), as highlighted in your study.



### **Inspirational Motivation**

Table 8: Inspirational Motivation Summary Table Interpreting the Mean Scores for the Transformational Leadership

Item	Statement	Mean Score	Verbal Description	Interpretation
5	Leaders communicate a clear and inspiring vision for the campus.	4.475	<b>Strongly Agree</b>	Strong visionary communication
6	I feel motivated to achieve institutional goals because of the leadership.	4.525	<b>Strongly Agree</b>	High motivational impact
7	Campus leaders express confidence that goals will be achieved.	4.525	<b>Strongly Agree</b>	Leaders instill confidence in success
8	Leadership helps me see the future of the institution with optimism.	4.550	<b>Strongly Agree</b>	Leadership inspires future optimism
	Over-all Mean	4.519	<b>Strongly Agree</b>	

Respondents agreed that leaders communicate a transformational vision that is energizing, motivational, and highly compelling, which boosts confidence about roles and the institution's direction. These findings support your metaphor of "altitude and attitude" because transformational leaders actively shape a healthy school culture. The items indicate a strong emotional influence from leadership, with a mean score of 4.51.

### **Intellectual Stimulation**

Table 9: Summary Table Interpreting the Mean Scores for the Transformational Leadership

Item	Statement	Mean Score	Verbal Description	Interpretation
9	I am encouraged to think creatively and solve problems independently.	4.550	<b>Strongly Agree</b>	Leadership promotes independent problem-solving
10	Leaders challenge traditional ways of doing things.	4.550	<b>Strongly Agree</b>	Leaders question and improve existing practices
11	Leadership promotes questioning of assumptions and rethinking processes.	4.600	<b>Strongly Agree</b>	Strong encouragement of critical and analytical thinking
12	Leaders encourage innovative ideas to improve the institution.	4.600	<b>Strongly Agree</b>	Clear support for innovation and improvement
	Over-all Mean	4.575	<b>Strongly Agree</b>	

The "intellectual stimulation" component of transformational leadership was agreed to encourage innovation, independent thought, and innovation. In line with the theory, the transformational leaders at the Basa Air Base Campus demonstrate a high degree of intellectual stimulation, with leaders possessing an average score of 4.56. It can be said that:

Leadership successfully encourages creativity, innovation, and critical inquiry.

People feel empowered to think independently, challenge norms, and improve systems.

This environment enhances both attitude (positive mindset, motivation) and altitude (institutional progress and adaptability).





### Individual Consideration

Table 10: Individual Consideration Summary Table Interpreting the Mean Scores for the Transformational Leadership

Item	Statement	Mean Score	Verbal Description	Interpretation
13	Leaders show genuine concern for the needs of employees/students.	4.600	<b>Strongly Agree</b>	Leadership demonstrates care and empathy
14	Campus leaders act as mentors or coaches.	4.625	<b>Strongly Agree</b>	Leaders provide developmental guidance
15	I receive personal encouragement to reach my full potential.	4.650	<b>Strongly Agree</b>	Leadership motivates individual growth
16	Leadership acknowledges individual contributions and differences.	4.675	<b>Strongly Agree</b>	Leaders value and recognize diversity and contributions
	Over-all Mean	4.638	<b>Strongly Agree</b>	

Broadly, as a set, this component exhibited strong responses, suggesting that the leaders carefully met the personal and constructive needs for growth and development, which was supported by the earlier results on ethical standards, vision, innovation, and motivation, thereby fulfilling the entire spectrum of transformational leadership. Owing to the capped scores, it can further be said that the institution's leadership is sound because he attends to people personally and strategically, thus balancing on high 'altitude' (growth and achievement) and 'attitude' (organizational culture and spirit). The respondents strongly agreed, which could also be interpreted as a strong disagreement, with a mean of 4.64.

### Administration and Faculty Staff

Table 11: Summary Table Interpreting the Mean Scores for the Transformational Leadership  
Administration and Faculty Staff Perception

Item	Statement	Mean Score	Verbal Description	Interpretation
17	Leadership contributes to high job satisfaction.	4.360	<b>Strongly Agree</b>	Positive, but slightly lower satisfaction compared to other leadership aspects
18	I am motivated to pursue professional development.	4.520	<b>Strongly Agree</b>	Strong motivation linked to leadership
19	Campus leaders support my career goals and aspirations.	4.240	<b>Strongly Agree</b>	Positive but shows need for more individual career support
20	Leadership promotes a culture of excellence and collaboration.	4.440	<b>Strongly Agree</b>	Strong culture of shared success and teamwork
	Over-all Mean	4.390	<b>Strongly Agree</b>	

The administration and faculty staff members of this institution strongly agreed that items 17-20 focus on the outcomes and impact of transformational leadership on job satisfaction, motivation, professional growth, and organizational culture stemming from effective leadership practices—that is, how leadership is enacted and behaves within the institution, at a mean of 4.39.

The data or responses demonstrated that, at the Basa Air Base Campus, transformational leadership fosters, motivates, and facilitates learning and, most importantly, collaboration, with a mean of 4.48, thereby contributing to job satisfaction. Nevertheless, somewhat lower ratings on career support along with job satisfaction indicate that while leadership is effective (mean 4.3), there is scope for improvement in personalized career development mentorship and



strategic advanced professional planning. These results reinforce your core argument: transformative leadership has a strong, favorable influence on both the “attitude” (which includes job satisfaction and motivation) and “altitude” (which provides for professional development and excellence) indicators. Although more comprehensive support would serve to enhance its strategic influence in underpinning career pathways, this finding is noteworthy.

### Student Leaders

Table 12: Summary Table Interpreting the Mean Scores for the Transformational Leadership Student Perception

Item	Statement	Mean Score	Verbal Description	Interpretation
17	Leadership improves student engagement and involvement.	4.870	<b>Strongly Agree</b>	Leadership highly encourages active student participation
18	I feel inspired by campus leaders to succeed academically.	4.730	<b>Strongly Agree</b>	Leadership effectively motivates academic effort
19	Leadership contributes to a positive learning environment.	4.930	<b>Strongly Agree</b>	Strongest perception: leadership creates a highly supportive academic climate
20	I trust the student governance and academic leadership.	4.730	<b>Strongly Agree</b>	High trust in leadership and institutional representation
	Over-all Mean	4.817	<b>Strongly Agree</b>	

Transformational leadership serves as a significant catalyst for student engagement and academic motivation, as reflected by the notably high mean score of 4.82. This figure underscores the tangible impact effective leadership behaviors have on students’ attitudes toward learning and, by extension, on their academic achievement.

When leadership within educational settings is genuinely transformational, students demonstrate increased trust, heightened motivation, and a stronger sense of belonging. These leadership practices do not merely enhance the day-to-day functioning of institutions; they actively foster an environment where students feel inspired and empowered to excel. In facilitating both trust and a positive learning climate, transformational leadership supports not only student morale and engagement but also tangible academic growth and institutional excellence. In short, the data affirms that such leadership is instrumental in elevating both the “attitude” and “altitude” of student outcomes.

### IV. CONCLUSION

This study affirmed a strong and positive relationship between transformational leadership and key institutional outcomes, including organizational climate, faculty development, and overall performance, at the Philippine State College of Aeronautics, specifically at the Basa Air Base Campus. The findings indicate that the leadership behaviors exhibited at the campus, particularly in terms of idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration, are consistently perceived as effective and impactful by faculty, non-teaching staff, and student leaders alike.

Quantitative analysis showed high mean scores across all dimensions of transformational leadership, suggesting that leaders are not only capable of motivating and inspiring but also adept at fostering a culture of innovation, inclusivity, and personal growth. These leadership behaviors correlate with improved morale, commitment, and institutional adaptability—vital attributes for a hybrid academic-military institution such as PhilSCA.

Moreover, the study highlights demographic patterns that may influence or be influenced by leadership practices, including a younger female workforce and a more experienced male faculty base. These patterns highlight opportunities





for leadership to further strengthen mentoring programs and succession planning, particularly in bridging generational and gender gaps.

In conclusion, the transformational leadership style currently practiced at PhilSCA Basa Air Base Campus significantly contributes to cultivating a positive institutional environment and promoting both individual and organizational advancement. The results advocate for sustained leadership development and policy support aimed at reinforcing these positive dynamics—not only within PhilSCA but across specialized academic institutions in the Philippines

## **V. RECOMMENDATIONS BASED ON THE CONCLUSIONS**

The results of the study suggest that the Philippine , should encourage and State College of Aeronautics, Basa Air Base Campus strengthen collegial leadership practices among its faculty, staff, and student leaders. Structured leadership training programs and capacity-building workshops on job training, held regularly, could enhance communication, trust, and decision-making within the institution.

College Management is also expected to develop a more open and democratic feedback tool that permits students and staff to become key players in institutional improvement. This could lead to a more engaged academic community with a shared sense of responsibility.

Additional research may also investigate leadership dynamics at other campuses or within different departments to obtain more generalizable information and encourage best practices throughout the institution.

These guidelines will help the institution of Aeronautics maintain its credibility as a top school in the field of aviation while fostering an environment that cultivates both great leadership and scholarly achievement.

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