

# Mediating Role Of Intrinsic Motivation In Employees' Commitment To Higher Education Institutions In Perspectives Of Transformational Leadership Styles

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## Abstract

This study aimed to explore the effect of transformational leadership styles (head of departments) on the organizational commitment of the teachers functioning in different higher education institutions (HEIs) of Pakistan (Khyber Pakhtunkhwa). In the same line, the present study explored also the mediating role of motivation (intrinsic) in the link between leadership styles and organizational commitment. In this regard, the primary data was composed/mustered from the academicians in the selected higher institutions to pursue the reactions to research questions that were extracted from the theoretical/conceptual framework of this study. Consequently, correlation confirmed that all variables of the study are correlated positively and significantly and thus confirmed the existence of association concerning the strength and direction of association among research variables which further pays the way towards the examination of the cause-&-effect relationship.

**Keywords:** Intrinsic Motivation, Transformational Leadership Styles, Employees' Commitment & HEIs.

## INTRODUCTION

Ada, Bua and Ogbaji (2014) found that leadership has been the center of focus of different scholars and deemed the prime subject matter in educational institutions. Abdul and Fatimah (2015) asserted that leadership in academic institutions mark to process of managing teachers as well as pupils fruitfully to approach goals related to education. Graham and Antony (2017) explained that individual who leads goes along with organizational commitment as they contribute to the workforce's satisfaction as they show a willingness to adapt to different leadership styles towards desired motivation. It is

imminent in academic supervision given its perpetual implications for the realization of institutional goals. Crispen, Michael and Mariri (2004) stated that leadership provides clues towards their professional orientation, maturity, values, competence, role and part in decisions that have an impact on their performance. Leadership, during past decades, has been an area of far consideration and discussion and how diverse leadership styles kindle diverse feedback from employees. In the educational sector, group dynamics, and "leader and led" contribute much to the credibility of institutions.

House and Shamir (1993) asserted that transformational leadership discriminates itself from the earlier and existing theories by its position to the superior one because it requires activities about individual aspects of the organization and advance which would produce higher social share. Transformational leaders promote ethics as well as the inspiration of both leaders and followers. Bass (1996) found that a leader (transformational) tries to encourage supporters to reorder supplies by exceeding self-regard and endeavoring for complex needs. The leaders (transformational) focus energies on the vision, long-term goals, changing and aligning and inspiring others, Bass argued that such leaders' express transactional behaviors unlike the transformational leaders "based on reciprocity where leaders not only influence followers but are under their influence. Transformational leaders elevated and enhance employees' considerate level and assisted transform servants' distinct views to be coherent with group intention. Masood, Dani and Backhouse (2006) revealed prominence from leadership-defined theories; the ethical leadership extents discern further leadership (transformational). Jain and Duggal (2018) stated that leaders are measured over competence to diagnose the condition for variation, increase commitment and agreement, build a vision that leads to change and implant amendment.

### **LITERATURE REVIEW**

Rehman et al., (2012) revealed that concerned leadership find out the means for motivating employees and makes sure the same by proper guiding and counseling that how to attain their allotted tasks. Nazirah, Kamal and Seri (2015) described that leadership in higher education is finding it difficult to keep motivation and commitment on priority to obtain maximum productivity on the part of concerned employees keeping in view efforts and input toward respective institutions. Zakeer, Nawaz and Irfan

(2016) highlighted that leadership starts with a qualities approach comprising the leaders' behaviors deciding leadership sufficiency. One of the speculations that get a charge out of significance, improvement and constant research is the idea of transformational and transactional leadership. Leadership is the procedure where the competence of the leader to practice impact relies on the congregation errand situation and the extent to which the leader's uniqueness fit the get-together.

Howe and Strauss (2000) asserted that academic populaces interface with an assortment of specialists in HEC, habitually those in situations who use specific leadership styles. Leadership may not be separated into discrete social details, for example, supervision or management. Bleedorn (2003) described that professionals in 21<sup>st</sup> century education know about clarity and reason. The capacity to verbalize an educational vision is a way to foster continuous change. It is apparent to work in an understudy environment with current educational demands and necessities, college trainers and supervisors should be upfront in their desires keeping in view the end objective to reinforce change. Goodwin, Wofford and Whittington (2001) narrated that the main focus of leadership and commitment is on the attitude of workers towards occupation performance and organization through association organizational boundary; educational institutions have a prominent character in the lifting of the socio-economic standards of the society. Antonakis, Avoird and Sivaramaniam (2003) pointed out that the onus falls upon the shoulders of the educationists those who are the main pillars of the universities. Conversely, the commitment to a job is vital for the achievement of the aims and goals of an institution.

Hennessey and Amabile (2005) found that literature revealed that employees' needs, supervision, effort, working environment,

responsibilities, employee development, feedback, rewards and fairness and equity are the main elements and aspects that contribute to motivating employees. (Herman and Broeck (2009) described that the work motivation and values improve one's ability to perform, for reasons are realized as unreliable, acquirable and hierarchical human ethics are enduring and stable, give mien to human desires and offer rules to make conclusions and care one to select amid options. Nohria, Groysberg and Lee (2008) asserted that employees may be given invitations well by sharing experiences and contributing to co-workers' contribution toward the achievement of objectives; researchers proposed workshops which bring humility, creativity, provide inclusive feelings, start a fraternal atmosphere regarding the concerned tasks; the literature further clarifies that advanced and developed level of performance, as well as motivation, occurs due to reward. Bennell and Akyeampong (2007) narrated that all organizations have three kinds of common resources which are human, financial and physical in which the serious one is the human resource that may hasten the procedure of organizational enhancement or may defeat and destroy the progress of the organization.

### **Leadership**

Osabiya and Ikenga (2015) elaborated that there are different styles associated with the leadership phenomenon, however, in the present study; styles (transformational & transactional leadership) were focused to determine their role in defining the commitment and motivation in different situations leading toward the desired consequences overwhelm at the required standards. Barlow, Jordan and Hendrix (2002) narrated that leadership is the manner of producing clear vision; giving confidence to subordinates and giving explanation through communication and direction. The studies revealed that leaders inspire employees to attain

organizational objectives. Leadership is defined as respecting influence process, personality, responsibility and the position of an instrument to get the apprehensive objectives. Bateman and Snell (2002) found that the leaders who provided proper direction by improving the futuristic vision for the organization and leader interactive way with employees would inspire employees to be overwhelmed with the difficulties. Leadership is a quite seasoned and up-to-date issue. Leadership has been given distinctive definitions by diverse authors.

### **Transformational Leadership**

Burns (1978) highlighted that the styles wherever leaders fortified employees to exceed self-interests for the organizational goodness, beliefs, and perceptions and increase the employee's motivation. Meanwhile, Burns asserted that transformational leaders motivate employees by putting an extra struggle into going elsewhere what employees hoped. Yammarino (1990) described that workers working under transformational leader supervision would respect and trust leaders and they might be active to perform extra-role conduct and such type of leadership was positively linked with central task-relating attitude in a band with employees' behavior like performance, satisfaction and trust on the leader. Amey (2006) found that sustainable leadership is an organization with others as opposed to one-individual operation. Besides, compelling leaders in higher education lead using groups in frameworks that are web-like and non-progressive. Crum and Sherman (2008) mentioned that the way to powerful leadership requires reflection that further needs critical support from the leadership. Chiun, Ramayah and Wei (2009) described that in higher education, leaders ought to weigh the outcome of the shared idea and realize whether it magnificently met subordinate/follower requirements if there are difficulties, genuine leaders are persistently observing past what is an idea about conceivable

results of envisaging a situation in which they act to reassure that what is the next. Thoonen et al., (2011) explained that transformational leadership carries groups organized to enhance, learn as well as think about objectives. Such coordinated effort bolsters constructive change and expands the viability of professional leadership rehearses. The transformational model means to cultivate limited improvement and higher ranks of the individual assurance ensuing in additional exertion and noteworthy profitability in diverse situations.

### **Organizational Commitment**

(Malik et al., 2010) described that the staff discouragement began because of a few unfavorable components, including non-aggressive and deficient pay rates bundles additionally disappointment with money-related advantages i.e., overwhelming assignment, low functional situations and awful institutional administration and so forth later on change in the college acts by KP act of universities. It prompted workers from open to private segment higher education institutions and abroad to look for better budgetary open doors and professional improvement. Ebrahim and Ali (2014) investigated that the provisions and support of fulfilled academicians are likely to the advancement of a fair and motivational system. Leadership and attainment press were teacher proficiency predictors but socio-economic status was a predictor of attainment and triumphant press. Balassiano and Salles (2012) revealed that the academicians' support is the low range of higher education institutions in Pakistan. The concentrate additionally uncovered that the showing strategy is a generalization and because of political obstructions in arrangement and advancements, in the educational framework, there is no prepping for expert instructors. As opposed to over, the workforce is more stressed over monetary, progress and less intrigued by research, working and information creation.

### **Intrinsic Motivation**

According to Maina (2015), Regardless of the organization, employees' motivation is pretentious by different variables like the rewards of organization, chances of a career boost, promotion and support of proper supervision, it is assumed that extrinsic and intrinsic instrument compensation has positive direct relative with the inspiration, employee better morale, productivity and engagement, human resources to the great degree, pedals institutional issues that the virtue promotion, loyalty and pay over HRM policies and practices. Motivation on the employees' part is a key success factor towards institutional development. The vitality of motivation depends on many factors. The other issues that mark the motivation of the employee are well-being help, work balance and pay, growth, autonomy, self-esteem, career chances, belongingness, climate and leadership. Ahmed, Nawaz and Iqbal (2010) discussed that intrinsic motivation is the internal feeling of the employees about the processes and procedures in the institutions along with the leadership behavior and interaction with the employees to recognize the potential and hard work of the employees towards the desired outcomes. The employees always search the opportunities to recognize their efforts towards chasing the institutional tasks and goals and thus in search of those events wherein the leadership in institutions provide them recognition for their efforts. Intrinsic motivation is the inner feelings of employees that provide them recognition when the concerned employees are succeeded in attaining the assigned tasks through desired standards in the institutions to maintain their effectiveness and efficiencies.

### **Problem Statement**

In this research, the problem highlighted is focused on the overwhelming role of the mediators (intrinsic & extrinsic motivation) in connecting organizational commitment and

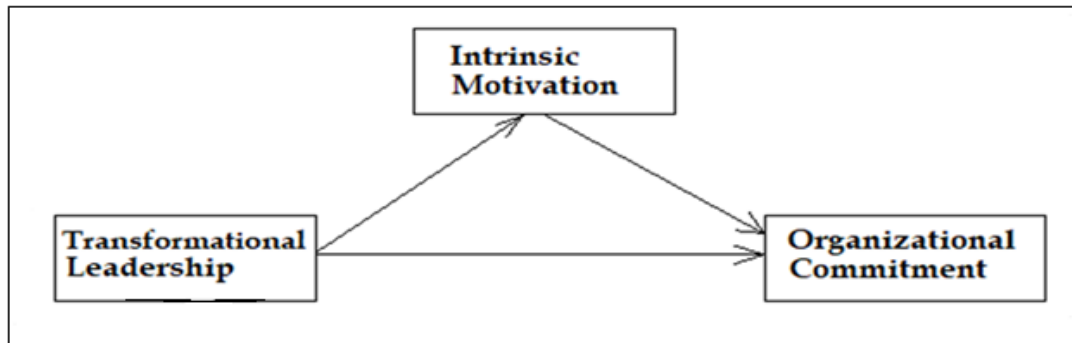
leadership styles on part of the academicians (teachers) because mediators can either disconnects or strengthen the link between independent (transactional & transformational) and dependent (organizational commitment). In a higher education setting, the present research work examined this problem of real-world nature in Khyber Pakhtunkhwa, Pakistan. Motivation

has been used previously as a global variable and as a mediator in connecting leadership styles and organizational commitment. The study is unique in the sense as it split motivation into intrinsic and extrinsic motivation and used it as a mediator which has been previously used as a global variable in the existing research studies.

**Table 1**  
Research Hypothesis

There is a positive and significant association between the independent, mediators and dependent variables.	Correlation	H1
The independent variables and mediators have a significant impact on the dependent variable.	Regression	H2
Transformational leadership and organizational commitment relationship are mediated significantly by intrinsic motivation.	Hayes Process	H3

**Theoretical Framework**



**Figure 1** represents the theoretical framework which indicates the entire process of research wherein the relationships have been presented through arrows.

**RESEARCH METHODOLOGY**

In this section, details are presented by a researcher concerning methodology, population and selection of the sample, tool development, questionnaire design, data collection methods, and measurement, the reliability of instrument and validity of data and statistical tools for data analysis.

**Research Philosophy**

The present study philosophy is positivism the recognizes that reality exists and researchers are aiming to further explore the same realities by smearing different statistical techniques and tools on already collected data through questionnaires by conducting the field study (survey) (Sekaran & Bougie, 2013).

**Population**

The population consists of teachers, students, parents, administrators and other groups in a particular area of interest. The interest of the population is involved in the entire 'teaching faculty' of 13 selected universities in the

universities of KP, Pakistan. From the same population, the researcher used finite formula for the sample-size determination in the current study to extract and select the sample for the study.

### Sample Size Determination

In Khyber Pakhtunkhwa, different private and public sector universities are functional in different cities/districts. In the current study, the researcher chooses all 13 public sector universities of KP. Below are the details of each university concerning their names, location, the total population (teaching) and their web addresses wherein the same information was taken and can be verified accordingly. As the population of the present research is a known (finite) population, so finite formula for sample size  $(380+138+82+218+634+508+100+111+255+122+212+135+194=3089)$  has been used for this research study. Similarly, in this study, the “target population” includes teaching employees at above mentioned higher education institutions (lecturers, assistant lecturers, assistant professors and professors). Sample-size =  $[SD^2/ ((E^2/Z^2) + (SD^2/N))] = [.752/ ((.892/1.962) + (.752/3089))]$  = n = 512.

**Table 2**

Correlation (Association)

		[TRF]	[INM]
Transactional Leadership [TRS]	Pearson Correlation	.295**	
	Sig. (2-tailed)	.000	
	N	473	
Intrinsic Motivation [INM]	Pearson Correlation	.263**	
	Sig. (2-tailed)	.000	
	N	473	
Organizational Commitment [ORC]	Pearson Correlation	.688**	.313**
	Sig. (2-tailed)	.000	.000
	N	473	473

\*. Correlation is significant at the 0.05 level (2-tailed).

### Questionnaire Design & Measurement

In the current study, the researcher selected a continuous scale intending to obtain more accurate outcomes. The said scale ranges from 1 to 7 illustrates the scale rating which was used to record the respondents' responses.

### DATA ANALYSIS AND CONCLUSION

#### Correlation Analysis

The researchers recommended that before examining the association among the research variables, usually using correlation, regarding the strength and direction in association, the researchers cannot move further to examine other relationships thereby examining the diverse nature of the connection between research variables (Todd, 1988; Pullant, 2010). Therefore, the researcher first applied the correlation and after confirming the association they move to regression analysis.

#### H<sub>1</sub>

There is a significant relationship among Research Variables

To explore the correlation between research variables, Pearson Correlation tools were applied. The table above shows that independent and

mediator are significantly and positively correlated (associates) with the criterion variable. It further shows that the highest correlation is between the independent variable (transformational leadership) and the dependent variable (organizational commitment) which is (R=.688 while P-value =.000

The third correlation is between the mediating variable (intrinsic motivation) and the dependent (organizational commitment) (R=.313 & P-value =.000. The results show that the style of a transformational leader is effective more as it is correlated highly with commitment. Similarly, the lowest association between the predictors themselves and the mediators confirmed the non-existence of coloniality and multi-collinearity issues. Thus, from the present examination, it is decided that the hypothesis about correlation

(association) is accepted as true and thus it is substantiated.

**Regression Analysis**

The regression analysis provides information about the predictability issues regarding the independent and dependent variables about their influence over one another. The results from regression offered significant information in deciding the cause-&-effect relationships between predicting variables and criterion variables to confirm the influence in a particular context.

**H<sub>2</sub>**

Predictors & Mediators have a significant impact on Criterion

**Table 3**

Model Summary

Model	R	R Square	Adjusted R2	F	Sig.
1	.779a	.606	.603	180.218	.000b

**Table 4**

Coefficients of Regression

	Model	Unstandardized		Standardized	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.159	.233		.683	.495
	Transformational Leadership	.535	.036	.495	14.758	.000
	Intrinsic Motivation	.199	.032	.219	3.545	.000

- a. Independent Variable: Transformational Leadership Styles
- b. Dependent Variable: Organizational Commitment: c: Mediating Variables: Intrinsic Motivation

To explore the relationship of cause-&-effect among predictors (transformational & intrinsic motivation) and organizational commitment (criterion variable), a regression procedure was run. In model summary table, the R-square indicated 60.6% variation in the dependent variable (organizational commitment) is due to independent (transformational & intrinsic motivation) variables. Similarly, the regression coefficients table displays that all predictors show

their prediction powers in bringing change in a variable (criterion) concerning individual changes in the dependent variable due to predicting variables of the present study thus helping in deciding the relationship. In this regard, the analysis shows that the transformational leadership styles show greater significance and tougher predictors of organizational commitment (P= .000) as equated to transactional style (P= .031). Congruently, the

results of the regression (cause-&-effect) also validate and support results of correlation wherever association amid transformational style and commitment stronger ( $R=.535$  while  $P\text{-value}=.000$ ). The regression procedure provides significant information in deciding the impact of predictors on criterion variables. Thus, from the statistics given above, it is decided that hypothesis # 2 is accepted as provided by the regression procedures in the regression process.

### Mediation Model

In the first model of mediation, intrinsic motivation was used as the mediating variable in connection with the transformational style and

commitment. The mediation was aimed to check that either motivation may strengthen or disconnect the connection between organisational commitment and transformational. For this purpose, Hayes (2007) mediation procedure was used to examine the mediating role of intrinsic motivation in the mediation in examining the outcome. The results of the study provide significant information in deciding the mediation.

### H<sub>3</sub>

Role of Intrinsic Motivation In-between Transformational Leadership & Commitment

### Mediation First Step (a)

**Table 5**

Model Summary

R	R Square	MSE	F	df1	df2	p
.2634	.1694	.5213	35.1224	1.0000	471.0000	.0000

**Table 6**

Coefficients of Regression

Model	Coefficient	se	t	p	LLCI	ULCI
Constant	3.9283	.2590	15.1687	.0000	3.4194	4.4372
Transformational Leadership	.2948	.0497	5.9264	.0000	.1971	.3926

Predicting Variable: Transformational Leadership

Criterion Variable: Intrinsic Motivation

### Mediation Second & Third Steps (b & c)

**Table 7**

Model Summary

R	R Square	MSE	F	df1	df2	p
.7288	.5311	.2449	266.2089	2.0000	470.0000	.0000

**Table 8**

Coefficients of Regression

Model	Coefficient	se	t	p	LLCI	ULCI
Constant	.2825	.2165	1.3047	.1926	-.1430	.7080
Transformational Leadership	.6717	.0353	19.0063	.0000	.6023	.7412
Intrinsic Motivation	.2405	.0316	7.6146	.0000	.1784	.3025



Predicting Variable: Transformational Leadership  
 Mediating Variable: Intrinsic Mediator  
 Criterion Variable: Organizational Commitment

### Mediation Fourth Step (c)

**Table 9**

Model Summary

R	R Square	MSE	F	df1	df2	p
.6880	.4733	.2745	423.2336	1.0000	471.0000	.0000

**Table 10**

Coefficients of Regression

Model	Coefficient	se	t	p	LLCI	ULCI
Constant	1.2271	.1879	6.5302	.0000	.8579	1.5964
Transformational Leadership	.7426	.0361	20.5726	.0000	.6717	.8135

Predicting Variable: Transformational Leadership  
 Criterion Variable: Organizational Commitment

**Table 11**

Normal Theory Test (Sobel Test)

Effect	se	Z	p
.3344	.0540	5.1578	.0000

In the first mediation model, intrinsic motivation was used as the mediator in connection amid commitment and transformational style. To check the mediation effect, Hayes Process Model (2008) was used. The mediation process contains four steps including “path a, b, c and  $\hat{c}$ ”. In tables above, first model (path a) (indirect effect) shows 16% variation in dependent variable (intrinsic motivation) is in line for predicting the variable (transformational style). Transformational leadership shows a significant and positive impact with ( $\beta$ - 0.29 while p- .000). Also, the second mediation step (path b &  $\hat{c}$ ) shows a 53% change/variation in a variable (dependent) (commitment) because of transformational leadership and intrinsic motivation. Transformational leadership and intrinsic motivation show a significant and positive impact on organizational commitment with ( $\beta$ - 0.67

while p- .000) and ( $\beta$ - 0.24 while p- .000) respectively.

Likewise, the fourth step of mediation offer path (c) by showing 47% variation/change in the criterion variable (organizational commitment) because of the predictor (transformational leadership) and shows the impact (statistically significant) of transformational on organizational commitment ( $\beta$ - 0.74 & p- .000). Usually, scholars used p-value significance for deciding the mediation about all four paths which are prerequisite for mediation procedure. But in the current model of mediation, as all paths are significant, the mediation decision will be taken on the value of the coefficient. It is noted that the association between transformational style and commitment is partially mediated by intrinsic motivation as per the results of the mediation

procedure. As the coefficient value declines from (.74) to (.67) and connection residues are significant amid transformational style and organizational commitment after arriving at the mediator (intrinsic motivation) (0.24).

Thus, it is decided that the first mediation model is partial mediation. Therefore, the mediation first model confirms that the mediator (intrinsic motivation) plays a significant intermediary role in the connection amid organizational commitment and transformational style. The outcomes of the first mediation model in the current study confirm the existing research findings where intrinsic motivation showed its significance amid organizational commitment and transformational leadership. These outcomes were expected also from the findings of the current study based upon the recommendations from the preceding studies. Thus, from the mediation procedure, hypothesis # 3 about mediating effect of motivation is thus accepted based upon the results obtained through the mediation and confirmed by the Sobel test toward intrinsic motivation as mediator. Therefore, it is concluded that there exists significant association among the research variables, there exists significant influence of predictors on criterion variables and there exists significant mediation. Thus, all the hypotheses have been accepted from the results of the study.

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