

Impact Of Transformational Leadership On Job Performance Of Public Sector Schools' Teachers, Pakistan: Mediating Role Of Job Satisfaction And Work Engagement

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Abstract

This research aims at identifying the mediating role of job satisfaction (JS) and work engagement (WE) between transformational leadership (TL) and job performance (JP). To test the effect of WE and JS between TL and JP, data were collected from two hundred and sixty eight (N=268) employees of public sector schools of KP, Pakistan through Multifactor Leadership Questionnaire (MLQ-5x/Short Form) adapted from Bass & Avolio (1995), organizational commitment questionnaire adapted from (Meyer and Allen 1991), JP questionnaire adapted from (Goodman & Srivastava, 1999) and JS questionnaire adapted from Spector (1997). SPSS and Amos for structure equation modeling were used to analyze the data. The results revealed a significant positive path from TL to JP, JS and WE. Both JS and WE were found to play a partial mediating role between TL and JP.

Keywords: Transformational Leadership; Job Satisfaction; Job Performance; Work Engagement

Introduction

Leaders play a pivotal role in the motivation of subordinates towards the accomplishment of organization's goals. The performance of an organization hinges upon the positive attitudes and motivation of employees by leader. Plethora of empirical studies available on the relationship between TL and JP (Lai et. al., 2020; Li et al., 2019), TL and WE (Aaur Rahman, 2022; Lai et. al., 2020; Chua & Ayoko, 2019; Vila-Vázquez et al., 2018), TL and JS (Nguni, Slegers & Denessen, 2006; Aydin et al., 2013; Eliophotou & Ioannou, 2016), JS and JP (Ahmad Zeb, 2022; Ertekin, Alpaslan Baki, Avunduk, Yesim (2021) and WE and JP (Rich et al., 2010). Only one study

(Lai et. al., 2020), to the best of our knowledge, has done that has tested the mediating effect of WE between TL and JP but no study, to the best of our knowledge, has conducted to find the mediation effect of JS between TL and JP. To test the theoretical model of this study, data were collected from public sector schools' teachers, KP, Pakistan.

TL is all about the development of employees. Transformational leaders get input from the employees and try their best to help them achieve the goal of organization. Wilmore and Thomas (2001) stated, "It becomes the principal's responsibility to seek input from all stakeholders,

help create the specific of a collaboratively developed school action plan, and achieve a mutually developed mission” (p. 4). According to Leithwood (1992), TL “is a collaborative, shared decision-making approach, an emphasis on teacher professionalism and empowerment, and an understanding of change, including how to encourage change in others (p. 10)”. TL is about the development of people. Bass and Riggio (2006) stated, “Transformational leaders help followers grow and develop into leaders by responding to individual followers’ needs by empowering them and by aligning the objectives and goals of the individual followers, the leader, the group, and the larger organization” (p. 3). TL comprises four dimensions which are “Idealized Influence, inspirational motivation, intellectual stimulation and individual consideration”. Each dimension starts from “I” also known as four I’s. Idealized Influence behavior is defined as “leaders are admired, respected, and trusted. Followers identify with and want to emulate their leaders” (Avolio & Bass, 2004, p. 97). According to Avolio and Bass (2004), inspirational motivation has four key characteristics. “First, talk optimistically about the future. Second, talk enthusiastically about the needs to be accomplished. Third, articulate a compelling vision of the future. Fourth, express confidence that goals will be achieved” (p. 97). Yukl (2006) described intellectual stimulation as “behavior that arouses strong follower emotions and identification with the leader” (p. 262). Bass and Avolio (1994) describe individual consideration as “Transformational leaders pay special attention to each individual’s needs for achievement and growth by acting as a coach or mentor. Followers and colleagues are developed to successively higher levels of potential....”.

WE is "a positive, fulfilling, work related state of mind that is characterized by vigor, dedication, and absorption" (Schaufeli, Salanova, et al., 2002). WE is composed of vigor, absorption and

dedication. Vigor is a “ high levels of energy and mental resilience while working, the willingness to invest effort in one’s work, and persistence even in the face of difficulties” (Schaufeli, Salanova, et al., 2002). Dedication is “a sense of significance, enthusiasm, inspiration, pride, and challenge” (Schaufeli, Salanova, et al., 2002). Absorption is referred to as “ being fully concentrated and deeply engrossed in one’s work, whereby time passes quickly and one has difficulties with detaching oneself from work” (Schaufeli, Salanova, et al., 2002).

Organizational commitment refers to “the employee’s feelings of obligation to stay with the organization: feelings resulting from the internalization of normative pressures exerted on an individual prior to entry or following entry” (Allen, Meyer, 1990). Organizational commitment is composed of “Affective commitment, Continuous commitment and Normative commitment”. Affective commitment is an emotional attachment of employees to their organization owing to their strong likeness to work and like to be part of their organization. Continuous commitment is also an attachment of employees to their organization due to the benefits which they lose in case they lose their jobs. Normative commitment is an attachment to organization because they have a sense of responsibility.

Ataur Rahman (2022) conducted a research in banking sector of Pakistan and collected data from one hundred and thirty (N=130) bankers for investigating the impact of TL on WE. The results of his study exposed a significant positive relationship between TL and WE. Similarly many other studies conducted in different countries revealed similar results about the relationship of TL and WE (Lai et. al., 2020; Chua & Ayoko, 2019; Vila-Vázquez et al., 2018).

Ahmad Zeb (2022) collected data from one hundred and fifty (N=150) teachers of universities of Pakistan in orders to test the effect of JS as a mediator between personality traits and JP. He found a significant positive relationship between JS and JP. Similarly, many researches have investigate a positive relationship between personality traits and JP (Ertekin et. al., 2021)

The study of Ali et. al., (2014) collected data from private sector schools' teachers with a view to find out the impact of TL on JS, turnover intention and organizational citizenship behavior. The results revealed a significant positive relationship between TL and JS. Many other studies have also investigate a significant positive relationship between TL and JS (Nguni, Slegers & Denessen, 2006; Aydin et al., 2013; Eliophotou & Ioannou, 2016). The literature review suggests the following hypotheses:

H1: TL is significantly related to JS of public sector schools' teachers, Pakistan.

H2: TL is significantly related to JP of public sector schools' teachers, Pakistan.

H3: TL is significantly related to WE of public sector schools' teachers, Pakistan.

H4: TL is significantly related to JS of public sector schools' teachers, Pakistan.

H5: JS is significantly related to WE of public sector schools' teachers, Pakistan.

H6: JS is significantly related to JP of public sector schools' teachers, Pakistan.

H7: JS mediates the relationship of TL and JP of public sector schools' teachers, Pakistan.

H8: WE mediates the relationship of TL and JP of public sector schools' teachers, Pakistan.

Methodology

Sample, Procedure of Data Collection and Analysis

Data were collected from teachers of public sector schools of KP, Pakistan. Teachers were informed of the purpose of study before the

administration of questionnaires. Three hundred (N=300) questionnaires were to teachers of public sector schools of KP, Pakistan. Two hundred and sixty eight (N=268) questionnaires were returned within two months after 2 reminders. SPSS and Amos were used to analyze the mediating effect of JS, WE between TL and JP.

Transformational Leadership

The Multifactor Leadership Questionnaire (MLQ-5x/Short Form) adapted from Bass & Avolio (1995) was used to measure TL. TL includes four dimensions, namely "idealized influence, intellectual stimulation, inspirational motivation and individual consideration". Likert scale, "0 = not at all, 1 = once in a while, 2 = sometimes, 3 = fairly often and 4 frequently, if not always", was used. Reliability for idealized influence, intellectual stimulation, inspirational motivation and individual consideration was .89, .87, .94 and .85 respectively.

Organizational Commitment

The organizational commitment questionnaire adapted from (Meyer and Allen 1991) was used to measure organizational commitment. This questionnaire includes three dimensions, namely "affective commitment, continuous commitment and normative commitment". Samples items of affective commitment, continuous commitment and normative commitment are "I would be very happy to spend the rest of my career in this organization", "Too much of my life would be disrupted if I leave my organization" and "This organization deserves my loyalty" respectively. 5-point likert scale "ranging from 1, strongly disagree to 5, strongly agree". Reliability for affective commitment, continuous commitment and normative commitment was .86, .90 and .81 respectively.

Job Performance

The JP questionnaire adapted from (Goodman & Srivastava, 1999) was used to measure JP. This questionnaire includes two dimensions, namely “In-Role Performance and Extra-Role Performance”. Samples items of in-role and extra-role performance are “I demonstrate expertise in all job-related tasks”, “I achieve the objectives of the job”, “I willingly attends functions not required by the organization, but helps in its overall image,” and “I takes initiative to orient new employees to the department even though not part of his/her job description”. 5-point likert scale “ranging from 1, strongly disagree to 5, strongly agree”. Reliability for in-

role performance and extra-role performance was .88 and .91 respectively.

Job Satisfaction

JS questionnaire adapted from Spector (1997). Only three dimensions, namely, pay, promotion and security were included in this study. 5-point likert scale “ranging from 1, strongly disagree to 5, strongly agree” was used. Reliability for pay, promotion and security was .95, .80 and .93 respectively.

Results

Table 1: Correlation among TL, JS, WE and JP

	Transformational Leadership	JS	WE	JP
Transformational Leadership	1			
JS	.381**	1		
WE	.312**	.311**	1	
JP	.511**	.668**	.335**	1

Table 1 shows the results of correlation among TL, WE, JS and JP. TL is significantly and positively correlated with JP (r=0.511, p=0.000), JS (r=0.381, p=0.000) and WE (r=0.312, p=0.000). The results also show a significant positive correlation between JS and WE (r=0.311, p=0.000) and JP and WE (r=0.335, p=0.000). Therefore, the following hypotheses are accepted:

H1: TL is significantly related to JS of public sector schools’ teachers, Pakistan.

H2: TL is significantly related to JP of public sector schools’ teachers, Pakistan.

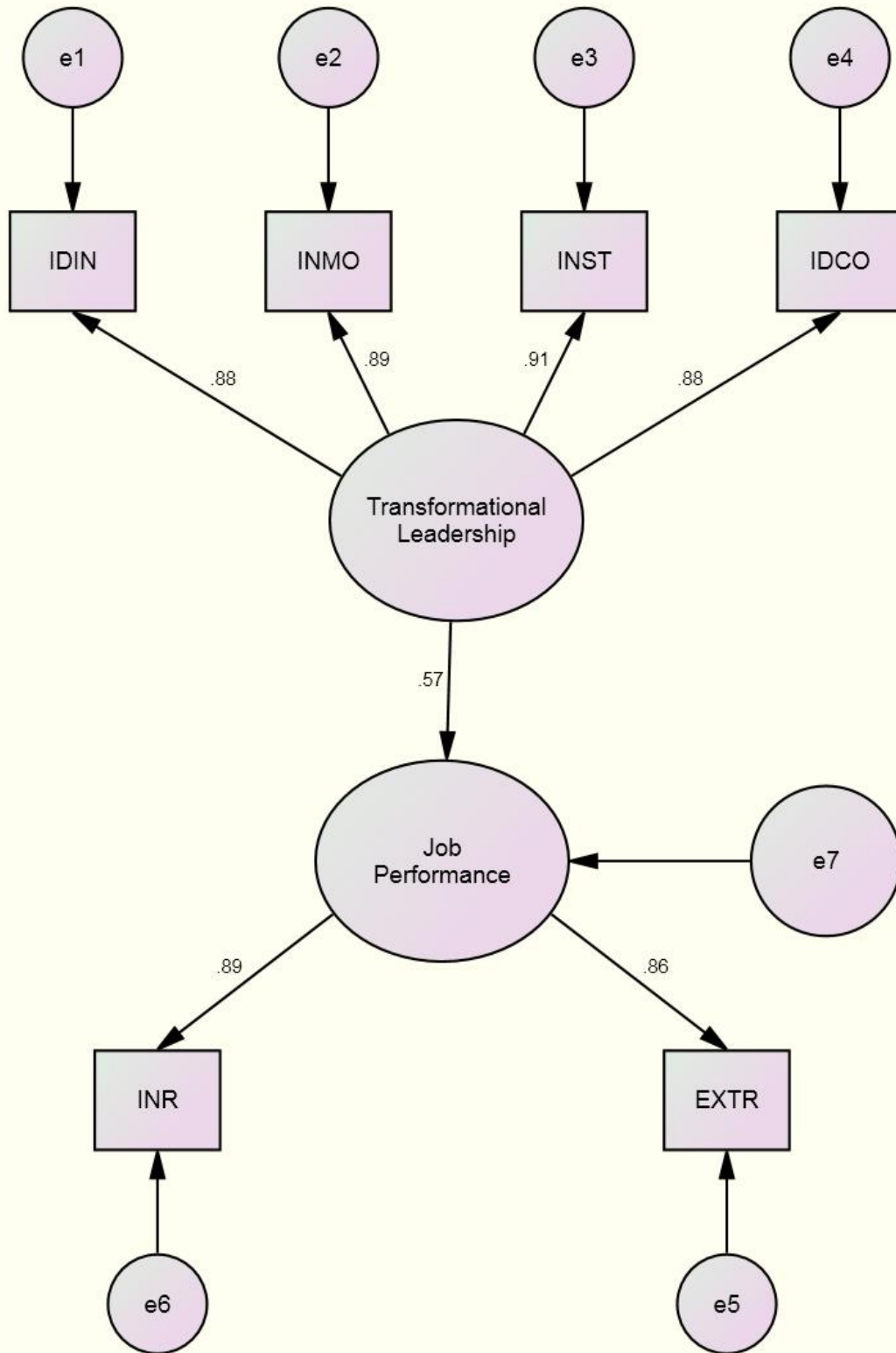
H3: TL is significantly related to WE of public sector schools’ teachers, Pakistan.

H4: TL is significantly related to JS of public sector schools’ teachers, Pakistan.

H5: JS is significantly related to WE of public sector schools’ teachers, Pakistan.

H6: JS is significantly related to JP of public sector schools’ teachers, Pakistan.

Graph 1: Direct Path from TL to JP



The direct path from TL to JP showed a significant regression weight of .57. The factor loadings of all dimensions of TL and JP are within the acceptable range and shown in graph 1 and table 2. The values of all indices including

GFI, NFI, CFI are shown in table 3 and are within the acceptable range. Therefore, H2: TL is significantly related to JP of public sector schools' teachers, Pakistan.

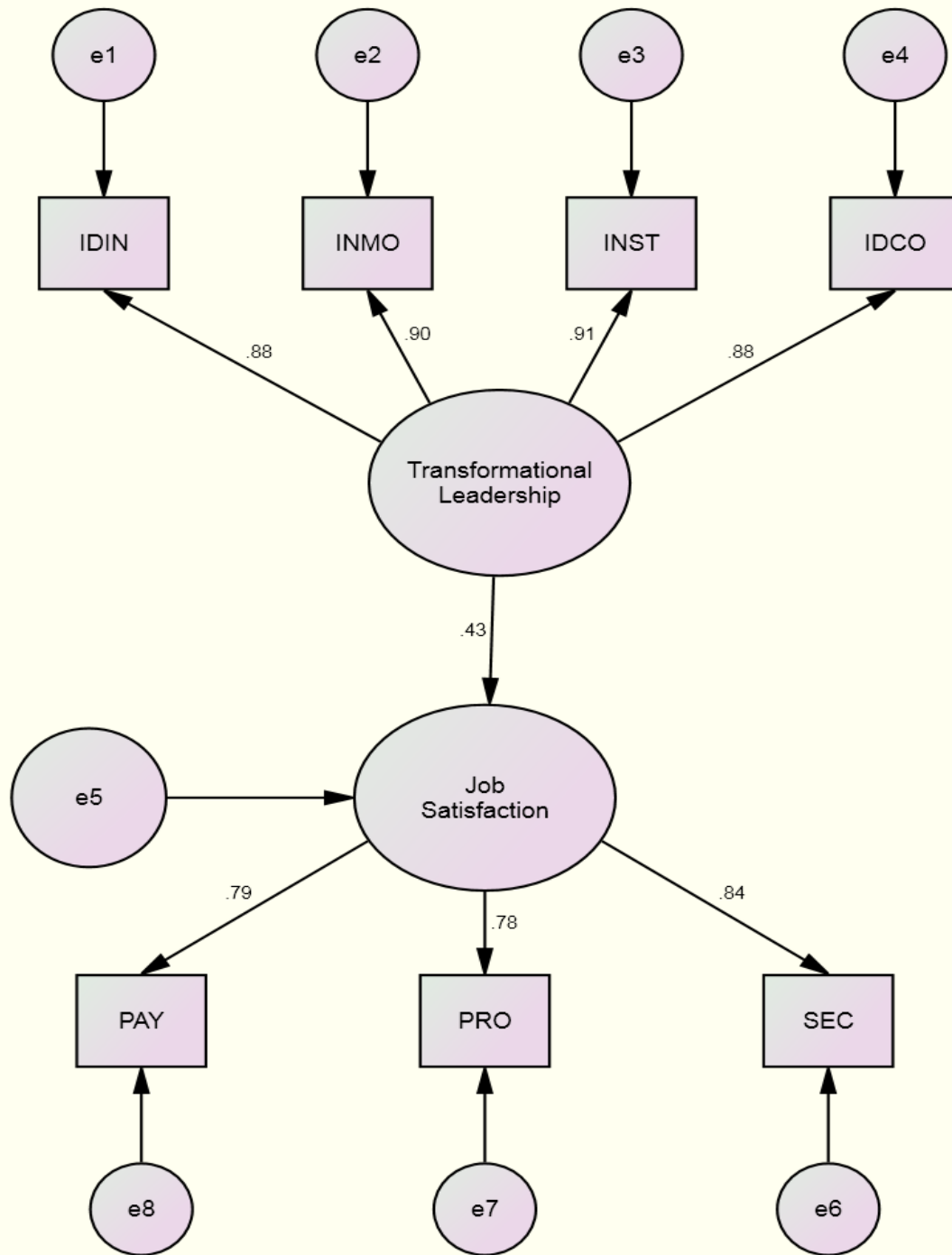
Table 2: Regression Weights/Factor Loadings

			Estimate
JP	<---	TL	.568
Idealized Influence	<---	TL	.880
Inspirational Motivation	<---	TL	.893
Intellectual Stimulation	<---	TL	.915
Individual Consideration	<---	TL	.879
Extra-Role	<---	JP	.860
In-Role	<---	JP	.887

Table 3: Values of Different Indices

INDICES	VALUES
Chi-square	17.994
Degrees of freedom	8
Probability level	.021
GFI	.977
CFI	.992
CMIN/DF	2.249
RMR	.015
RMSEA	.068

Graph 2: Direct Path from TL to JS



The direct path from TL to JS showed a significant regression weight of .43. The factor loadings of all dimensions of TL and JS are within the acceptable range and shown in graph 2

and table 4. The values of all indices including GFI, NFI, CFI are shown in table 5 and are within the acceptable range. Therefore, H1: TL is significantly related to JS of public sector schools' teachers, Pakistan.

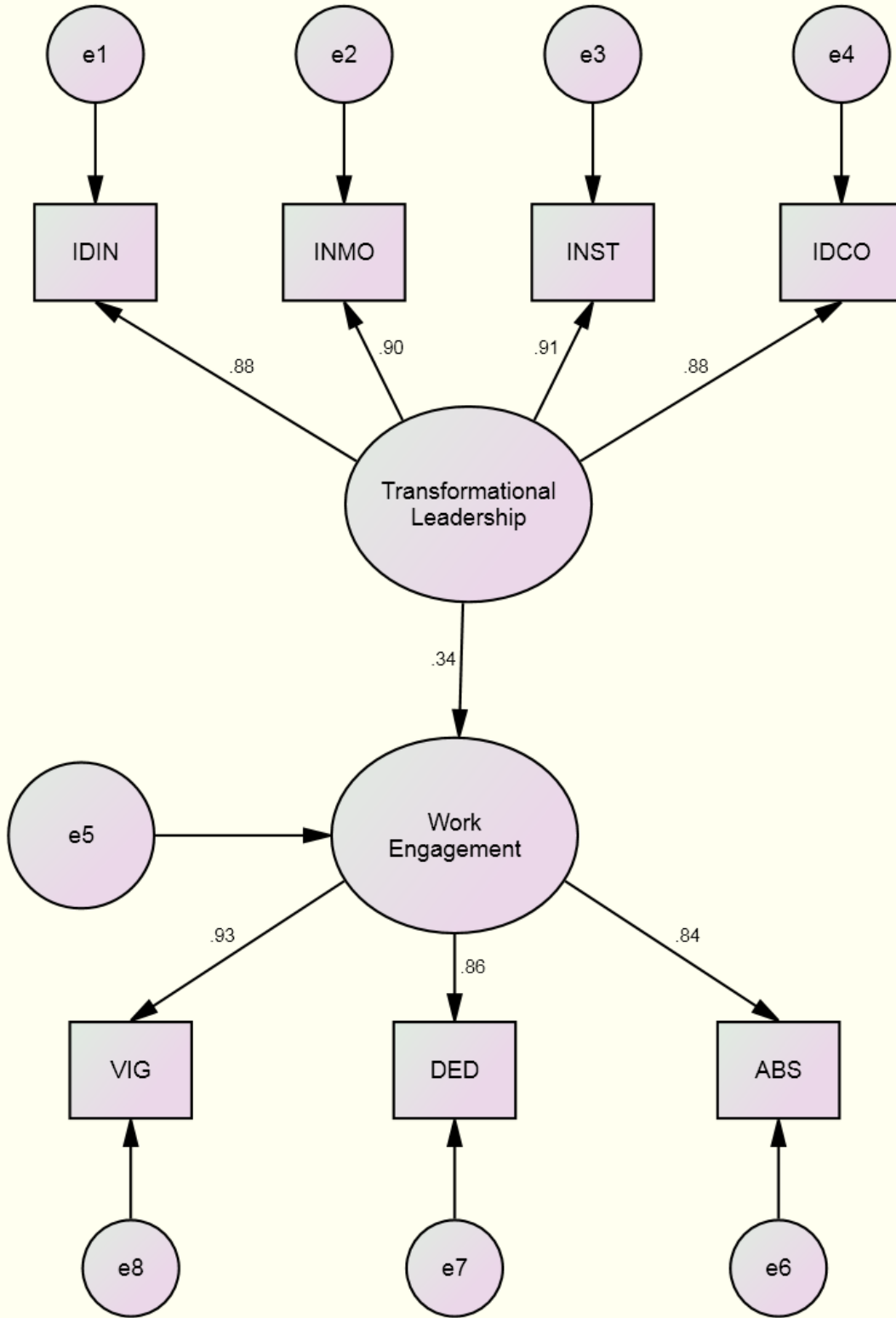
Table 4: Regression Weights/Factor Loadings

INDICES	VALUES
Chi-square	13.939
Degrees of freedom	13
Probability level	.034
GFI	.985
CFI	.999
CMIN/DF	2.249
RMR	.012
RMSEA	.016

Table 5: Values of Different Indices

			Estimate
JS	<---	TL	.428
Idealized Influence	<---	TL	.880
Inspirational Motivation	<---	TL	.896
Intellectual Stimulation	<---	TL	.914
Individual Consideration	<---	TL	.877
Security	<---	JS	.839
Promotion	<---	JS	.780
Pay	<---	JS	.785

Graph 3: Direct Path from TL to WE



The direct path from TL to WE showed a significant regression weight of .34. The factor loadings of all dimensions of TL and WE are within the acceptable range and shown in graph 3 and table 6. The values of all indices including

GFI, NFI, CFI are shown in table 7 and are within the acceptable range. Therefore, H3: TL is significantly related to WE of public sector schools' teachers, Pakistan.

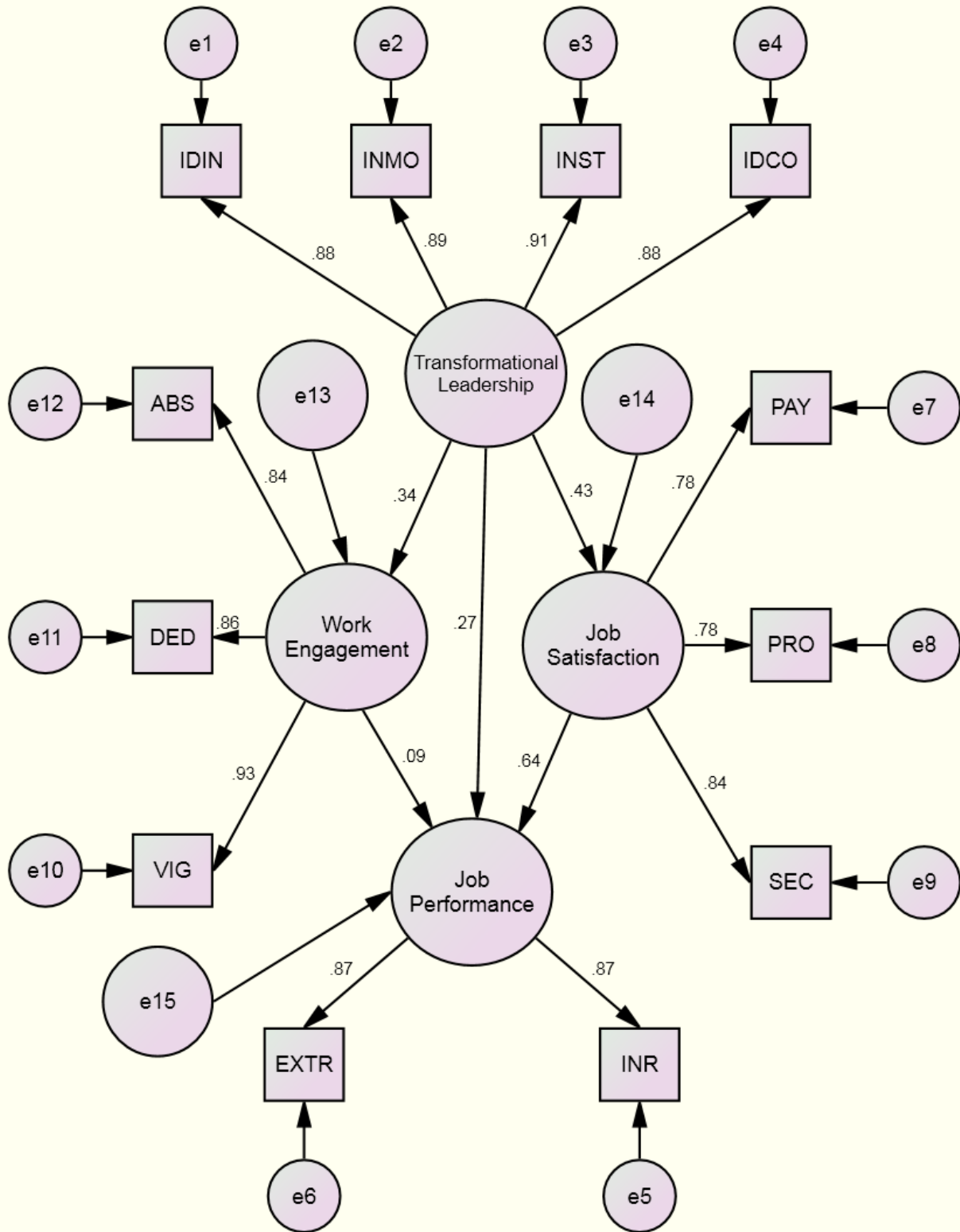
Table 6: Regression Weights/Factor Loadings

			Estimate
WE	<---	TL	.335
Idealized Influence	<---	TL	.882
Inspirational Motivation	<---	TL	.897
Intellectual Stimulation	<---	TL	.912
Individual Consideration	<---	TL	.875
Absorption	<---	WE	.836
Dedication	<---	WE	.864
Vigor	<---	WE	.930

Table 7: Values of Different Indices

INDICES	VALUES
Chi-square	29.097
Degrees of freedom	13
Probability level	.006
GFI	.970
CFI	.989
CMIN/DF	2.238
RMR	.016
RMSEA	.068

Graph 4: Indirect Path from TL to JP through JS and WE



The four factors model (TL, JP, JS and WE) was found to be statistically significant. Both JS and WE partially mediated the relationship of TL and JP. The regression weight of direct path from TL to JP reduced from .57 to .27 when JS and WE was included as mediators. The factor loadings of all dimensions of TL, JS, WE and JP are within

the acceptable range and shown in graph 4 and table 8. The values of all indices including GFI, NFI, CFI are shown in table 9 and are within the acceptable range. Therefore, H7: JS mediates the relationship of TL and JP and H8: WE mediates the relationship of TL and JP, are accepted.

Table 8: Regression Weights/Factor Loadings

			Estimate
JS	<---	TL	.433
WE	<---	TL	.341
JP	<---	JS	.643
JP	<---	WE	.093
JP	<---	TL	.266
Idealized Influence	<---	TL	.881
Inspirational Motivation	<---	TL	.892
Intellectual Stimulation	<---	TL	.914
Individual Consideration	<---	TL	.879
In-Role	<---	JP	.874
Extra-Role	<---	JP	.869
Pay	<---	JS	.779
Promotion	<---	JS	.782
Security	<---	JS	.842
Vigor	<---	WE	.931
Dedication	<---	WE	.864
Absorption	<---	WE	.835

Table 9: Values of Different Indices

INDICES	VALUES
Chi-square	88.011
Degrees of freedom	49

Probability level	.001
GFI	.948
CFI	.983
CMIN/DF	1.796
RMR	.033
RMSEA	.055

Conclusion

This research aims at identifying the mediating role of JS and WE between TL and JP. To test the effect of WE and JS between TL and JP, data were collected from two hundred and sixty eight (N=268) employees of public sector schools of KP, Pakistan through Multifactor Leadership Questionnaire (MLQ-5x/Short Form) adapted from Bass & Avolio (1995), organizational commitment questionnaire adapted from (Meyer and Allen 1991), JP questionnaire adapted from (Goodman & Srivastava, 1999) and JS questionnaire adapted from Spector (1997). SPSS and Amos for structure equation modeling were used to analyze the data. The results revealed a significant positive path from TL to JP, JS and WE. Both JS and WE were found to play a partial mediating role between TL and JP.

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