

ASSESSING THE EMPLOYEE RELATED OUTCOMES OF TRANSFORMATIONAL LEADERSHIP

Jeevan Jyoti* and Sonia Bhau**

Abstract: *The purpose of the present study is to analyse the direct impact of transformational leadership on employee related outcomes i.e. leader member exchange, relational identification, satisfaction with leader and job performance. Further to explore the moderating role of association period between transformational leadership and leader member exchange. The model has been tested in higher education sector. All the permanent teachers working in higher education sector were contacted. The data has been duly validated with the help of confirmatory factor analysis (CFA). Reliability has been assessed through Cronbach alpha and composite reliability. Structural equation modeling (SEM) has been used for hypotheses testing. The results indicated that transformational leadership positively impacts leader member exchange, relational identification, satisfaction with leader and job performance. Further the association period with leader moderates the relationship between transformational leadership and leader member exchange. The managerial implications and future scope has been discussed.*

Keywords: *Transformational Leadership, Leader Member Exchange, Satisfaction With Leader, Relational Identification, Job Performance and Head of Department.*

JEL Classification: *I- Education, M- Business Administration*

INTRODUCTION

Quality workforce is the necessity of every organisation to achieve excellence. In the era of globalization it is very much important to have good leaders in the organisation that can attain and retain the quality workforce (Shanker, 2012). Transformational leaders (TL) play a great role in this context (Dink *et al.*, 2014) as they encourage followers' to learn, achieve their full potential and break through learning boundaries (Chathoth & Olsen, 2002). Their leadership ability helps to attain and retain the quality workforce in different organisations (Sharma & Jyoti, 2006). Today every organisation is paying more attention towards this issue. Like other organisations, service based organisations have started paying more attention towards the needs and goals of their high potential or talented human resources (Martina *et al.*, 2012). On the same lines, the education sector is a service sector based on teachers' knowledge, skill, competence, communication ability and teaching experience, which in turn produces the superlative personnel as well as

* P.G. Department of Commerce, University of Jammu, India

enhances the economic growth of the country (Naz *et al.*, 2012). The success of education sector depends upon the involvement, effort, contribution and the professional expertise of the academic staff in the education institutions/organisations. The working and contribution of academic staff is managed by the leaders especially Head of Department (HOD). HOD is the first line leader in educational institutes who directly influences the quality of his/her department (Bodla & Nawaz, 2010; Sadeghi & Lope, 2013). He acts as a mentor, coach/guide, motivator, spokesperson, deep listener, syllabus designer, enabler and system designer to the members of department (Thomas, & Schuh, 2004). He as a leader has to manage the fellow teachers on the basis of social exchange theory (Cartel *et al.*, 2009; Liden & Maslyn, 1998; Loi *et al.*, 2014) to yield beneficial consequences for the followers such as trust (Childers, 2009; Podsakoff, 1990), career advancement (Dubinsky *et al.*, 1995), self efficacy (Walumbwa & Hartnell, 2011), identification (Humphery, 2012; Juan *et al.*, 2011) job satisfaction (Mohammad *et al.*, 2011), employee turnover (Erturk, 2014) and job performance (Dvir *et al.*, 2002). The literature reviewed has pointed that most of the studies have been conducted in Multinational Corporations (MNC's), banks, financial sector, and educational sector. Earlier research conducted in the education sector has focused school level (Garza, 2014; Stewart, 2006) as well as at University/College level (Brown & Moshavi, 2002; Chipunza & Gwarinda, 2010; Sadeghi & Lope, 2013) but there is a dearth of research in higher education sector on leader/HOD and teacher relationship (Bodla & Nawaz, 2010; Harrison, 2011; Stewart, 2006). Hence, we shall be evaluating the effect of transformational leadership on employee related outcomes i.e. leader member exchange (LMX), relational identification (RI), satisfaction with leader (SWL) and job performance (JP) of followers' (teachers) in education sector. Further, the moderating role of association period between transformational leadership and leader member exchange will also be examined. This association period helps leaders to improve their quality relationships with followers. Hence the objectives of the present paper are as follows:

To study the impact of transformational leadership on leader member exchange in higher education sector.

To examine the effect of transformational leadership on relational identification and satisfaction with leader.

To evaluate the impact of transformational leadership on job performance of teachers.

To explore the moderating role of association period between transformational leadership and leader member exchange.

REVIEW OF LITERATURE AND HYPOTHESES DEVELOPMENT

The theoretical framework includes impact of transformational leadership on leader member exchange, relational identification and satisfaction with leader through and association with leader as moderator between transformational leadership and leader member exchange.

Transformational Leadership and Leader Member Exchange

Burns (1978) conceptualized transformational leadership (TL) as a full-range theory of leadership consists of transformational, transactional, and laissez-faire. Bass (1989) further extended the work of Burns (1978) and viewed that TL comprises four dimensions i.e. idealised influence (attribute and behaviour), inspirational motivation, intellectual stimulation, and individualised consideration (Avey, 2014; James & Ogboma 2013; Pawar, 2003; Singh & Krishnan 2005). These positive attributes of transformational leaders helps to establish positive leader member exchange. Further, the behaviours of transformational leadership determine how followers develop and maintain the quality of leader member exchange relationships with their leaders (Javed & Farooqi, 2013; Wang *et al.*, 2014). In quality relationships the followers' feel a great sense of obligation to the leaders because their leaders often act as mentors and coach (Kocoglu, 2014; Lee, 2005). They are also willing to accommodate their followers' needs and wants. The leaders also take proactive roles in nurturing the talents and potentials of their followers in different situations (Mosley *et al.*, 2014). Followers' experiencing the motivational and concerned behaviour of their leaders characterizes their leader member exchange relationships as invaluable because they perceive their leaders to be reliable and trustworthy in exchange processes and the leaders also provide them with work-related benefits and organisational resources beyond their expectations (Hunt, 2014).

HYP 1: Transformational leadership impacts leader member exchange positively.

Transformational Leadership, Leader Member Exchange and Association Period with Leader

Association with leader is a time component. Association in this research is the measure of existence of longevity of relationship between leader and subordinate (Berk, 2010; Karcher, 2005; Strauss *et al.*, 2009). This variable can also moderate the relationship between transformational leadership and leader member exchange (Rhodes *et al.*, 2006). Associations for longer period help subordinates to feel free and open up with leader. Longer associations help both leader and follower to have longer discussions on their formal and informal relationships. The followers' who spend more time with their leaders get more attention and empathy from their leaders. The relationships develop with passage of time between leader and subordinates. It is argued that longer associations results in development of better understanding among both leader and follower. The more time they spend together, the more they know each other. The leader remains concerned about the followers. Provide them with guidance and mental support whenever required. Followers feel self motivated and confident under the guidance of these leaders. The relationship between transformational leadership and leader member exchange

becomes stronger if there is longer association between both leader and follower as it will help both to come closer and discuss the issues and problems related to their work. Hence on the basis of above stated facts, we can hypothesise that association period will robust this relationship when taken as a moderator variable

HYP 2: The impact of transformational leadership on leader member exchange is higher when the association period between the leader and follower is greater.

Transformational Leadership and Relational Identification with Leader

Transformational leadership is a process whereby ordinary people can bring forth the best in themselves and others too. Transformational leaders results in a mutual stimulation and elevation that converts followers into leaders and in turn leaders in to moral agents (Burns, 1978, p.7). There are four types of transformational behavioural charisma, inspirational motivation, intellectual stimulation and individualised consideration. Charisma arouses strong follower emotions and leader identification by the follower (Dvir *et al.*, 2002). It has been found that the transformational leadership enhances follower development. Relational identification occurs when people adopt attitudes and behaviours in order to be associated with a satisfying, self-defining relationship with another person or group. Transformational leadership involves relational identification because idealised influence results in the perception of leader's charisma, hence this phenomenon establishes relationship between the transformational leader and supervisor-related identification.

HYP3: Transformational leadership is a significant predictor of relational identification.

Transformational Leadership and Satisfaction with Leader

Leadership, research reveals that satisfaction with leader depends on leadership style adopted by the managers (Tan, 2012). Administrative style of leadership adopted by managers has been referred as inappropriate by the subordinates as it negatively affects their motivation (Park & Jeong, 2013). Transformational and situational leadership approaches could constitute an important factor to increase follower's job satisfaction and motivation (Othaman & Wanlabe, 2012). Transformational leader results in mutual stimulation and elevation that converts follower into leaders and in turn leaders in to moral agents. They enhance follower's capacity to think on their own, develop new ideas. The major goal of transformational leaders is to develop follower self management and self development so that they can feel satisfied and perform better job (Dvir *et al.*, 2002). This phenomenon establishes a direct relationship between transformational leadership and satisfaction with leader (Lowe *et al.*, 1996).

HYP 4: Transformational leadership leads to follower's satisfaction with leader

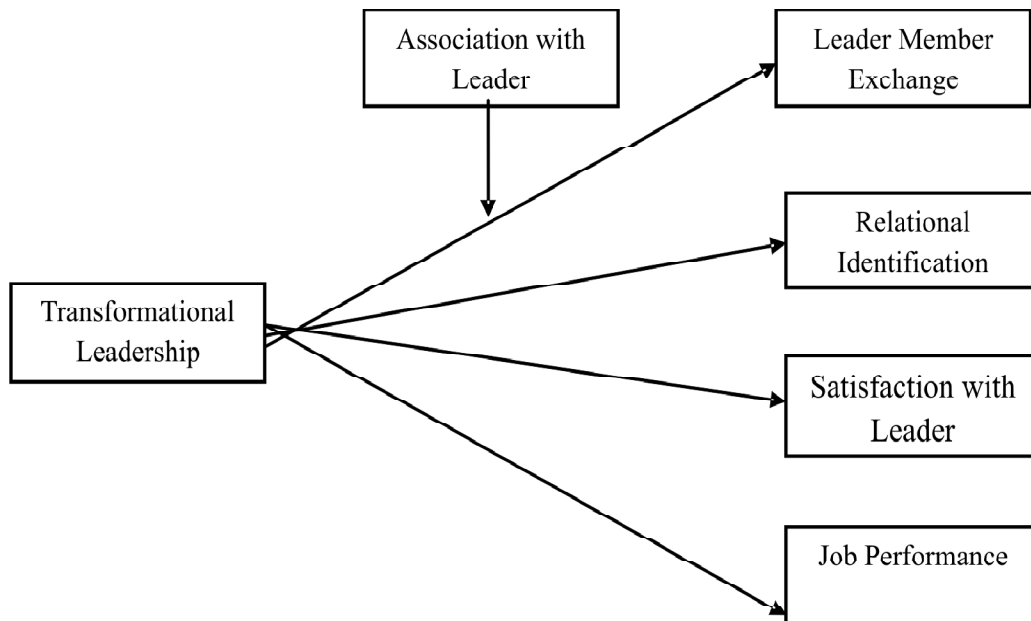
Transformational Leadership and Job Performance

Transformational leadership is a tool that enhances subordinate satisfaction, as employees who are pleased with their supervisors/leaders and feel that they are treated with respect and are valued by their management feel more attachment with their organisations (Judge *et al.*, 2001) and ultimately they feel they perform better. Transformational leaders are supportive, productive and innovative in nature and results in effective supervisory interaction with employees, which positively affects employees supervisory/leadership satisfaction. Happy worker are more satisfied and are more productive at their job (Cynthia, 2003). Though, it was found that good training and development also effect the productivity of the employees but the employees will perform much better in the position when they will be satisfied from their job and leader, hence satisfied employees will be able to perform their job in better way (Qureshi *et al.*, 2011).

HYP 5: Transformational Leadership positively impacts job performance.

Theoretical Framework

Figure 1: Impact of Transformational Leadership on Employee Related Outcomes: Moderation of Association Period



MATERIALS AND METHODS

Data Collection

The population comprised the teachers working in Higher education sector (Government Degree Colleges) in Jammu district (J&K). Census method was used for data collection. Only permanent teachers having experience of more than one year work in eleven Government Degree Colleges were contacted. Research population comprised only those departments, which consisted of at least two teachers (392). All the eleven degree colleges were contacted, out of which ten were found relevant for the study as there were no permanent teachers in the excluded college. All teachers were contacted out of which two hundred and sixty six (60 HODs and 206 teachers) responded back, yielding a response rate of (67.85%). Two sets of questionnaires were used to collect the data. The information regarding transformational leadership, leader member exchange relational identification and satisfaction with leader was procured from the teachers and HODs provided information regarding the job performance of the teachers.

Performance of more than one teacher was procured from HOD, which can cause the problem of dependence of data (Hofmann, 1997). So in order to check whether the job performance rating by the HODs is independent or not ANOVA has been applied and results revealed insignificant difference ($F=2.26, p>0.05$). It reveals that the data does not have dependence problem.

Measures

A seven point Likert scale has been used for the sake of uniformity in measuring the variables. The scales ranged from very strongly disagree (1) to very strongly agree (7). The items were also improvised as per requirement of the sector.

The research instrument consisted of following measures.

Transformational Leadership: Twenty five item scale adapted from Bass and Avolio (1989a), cited in (Bass *et al.*, 1994) has been used to measure transformational leadership. The sample item from this construct is "I feel proud to be associated with my HOD". Cronbach's alpha coefficient is 0.902, which exceeds the recommended level of 0.7 (Nunnally, 1978).

Leader Member Exchange: It has been measured through sixteen items and adapted from Liden and Maslyn (1998). The sample item from LMX construct is "It is fun to work with my HOD". The overall Cronbach alpha coefficient arrived at 0.847.

Satisfaction with Leader: Eighteen items scale by Scarpello and Vandenberg (1987) has been used to measure satisfaction with leader. The sample item from

satisfaction with leader was “I like my HOD fairness in appraising my job performance”. The Cron-bach alpha for this construct is 0.772.

Relational Identification: Ten items scale by Walumbwa and Hartnell (2011) has been used to measure relational identification. The sample item from relational identification is “When someone criticizes my HOD it feels like an insult to me”. The value of Cron-bach alpha is 0.797.

Job Performance: It has been measured through task and contextual performance. Fourteen items for task performance have been generated from Goodman and Svyantek (1999). Motowidlo and Vans’ (1994) five items scale is used to measure contextual performance. A sample item from this construct is “S/he volunteers to carry out tasks/activities that are not formally part of the job”. Cronbach’s alpha coefficient is 0.887.

Control Variable: Work experience, tenure (Kumar & Singh, 2012), age, gender (Avanzi *et al.*, 2012; Mignonac *et al.*, 2006; Walumbwa & Hartnell, 2011) have been taken as control variables as they affect the outcome variables i.e. relational identification, satisfaction with leader and job performance.

RESULTS AND DISCUSSION

Two step approach to structural equation modeling (SEM) using AMOS has been applied as suggested by Anderson and Gerbing, (1988). CFA was conducted in step one to assess the proposed measurement model fit and construct validity while step two aimed at developing and estimating the structural model for testing the significance of theoretical relationships.

Reliability and Validity Analysis

Measurement Models have been designed to access the convergent validity. Second order factor models have been prepared for multidimensional constructs (Transformational leadership, leader member exchange and job performance) and first order factor models have been designed for satisfaction with leader and relational identification construct (Table 1). Items with standardized loading less than 0.5 have been deleted (Hair *et al.*, 2010). Convergent validity has been established through standardized estimates (SRW>0.5) and average variance extracted (AVE>0.05) (Table 2). Further discriminant validity has also been established by comparing Average variance extracted (AVE) with squared correlation. The average variance extracted (AVE) for all constructs is greater than squared correlation thereby establishing discriminant validity (Fornell & Larcker, 1981) (Table 3).

To check the internal consistency Cronbach’s alpha has been used as it is the indicator of the reliability of the construct (Cronbach, 1951). In the present study

alpha values for all constructs are greater than 0.70 (Table 2). Composite reliability for all constructs is above 0.80 (Table 2). Thus, the Cronbach's alpha and composite construct reliability indicate that the scales are quite reliable.

Table 1
Model Summary of Confirmatory Factor Analysis

<i>Scales</i>	χ^2/DF	<i>RMR</i>	<i>GFI</i>	<i>AGFI</i>	<i>NFI</i>	<i>CFI</i>	<i>RMSEA</i>
Transformational Leadership	1.677	0.048	0.910	0.873	0.809	0.954	0.061
Leader Member Exchange	1.894	0.034	0.963	0.916	0.950	0.975	0.070
Relational Identification	3.619	0.050	0.981	0.904	0.973	0.980	0.080
Satisfaction With Leader	1.885	0.014	0.995	0.949	0.991	0.996	0.069
Job Performance	2.084	0.035	0.937	0.899	0.915	0.953	0.077

Table 2
Scale Reliability and Validity

<i>Scales</i>	<i>Standardized Regression Weight</i>	<i>Average Variance Extracted</i>	<i>Composite Reliability</i>	<i>Cronbach Alpha</i>
Transformational Leadership		0.674	0.983	0.902
1. Idealised Influence	0.65			
2. Inspirational Motivation	0.88			
3. Intellectual Stimulation	0.81			
4. Individualised Consideration	0.91			
Leader Member Exchange		0.655	0.975	0.847
1. Affect	0.87			
2. Loyalty	0.67			
3. Contribution	0.89			
4. Professional Respect	0.79			
Relational Identification		0.552	0.961	0.797
1. RI7	0.86			
2. RI9	0.6			
3. RI11	0.75			
Satisfaction With Leader		0.511	0.865	0.772
1. SWL 2	0.84			
2. SWL 4	0.73			
3. SWL11	0.62			
4. SWL13	0.65			
Job Performance		0.859	0.816	0.887
1. Task Performance	0.99			
2. Contextual Performance	0.86			

Table 3
Correlation and Discriminant Validity Analysis

<i>Scales</i>	<i>Transformational Leadership</i>	<i>Leader Member Exchange</i>	<i>Relational Identification</i>	<i>Satisfaction with Leader</i>	<i>Job Performance</i>
Transformational Leadership	0.674				
Leader Member Exchange	(0.353)	0.596**			
Relational Identification	(0.270)	(0.327)	0.522		
Satisfaction with Leader	0.520**	0.572**	(0.315)	0.511	
Job Performance	(0.308)	(0.242)	0.562**	(0.082)	0.859
	0.555**	0.492**	0.225**	0.295**	
	(0.104)	(0.046)	(0.050)		
	0.323**	0.215**			

Note: Values on the diagonal axis represent Average Variance Extracted and values in parenthesis represent squared correlation between the constructs. The values with an asterisk represent correlation values.** Correlation is significant at the 0.01 level

Impact of Transformational Leadership on Leader Member Exchange: Moderating Role of Association Period with Leader

Structural Equation Modeling has been used to check various relations proposed, it is a multivariate technique that seeks to explain the relationship among multiple variables (Kaplan, 2000). In the present study, the relationship between transformational leadership, leader member exchange, relational identification and satisfaction with leader have been assessed. An integrated model has been prepared and all the relationships were checked simultaneously.

TL-LMX (SRW= 0.88, p<0.001)

TL-RI (SRW= 0.73, p<0.001)

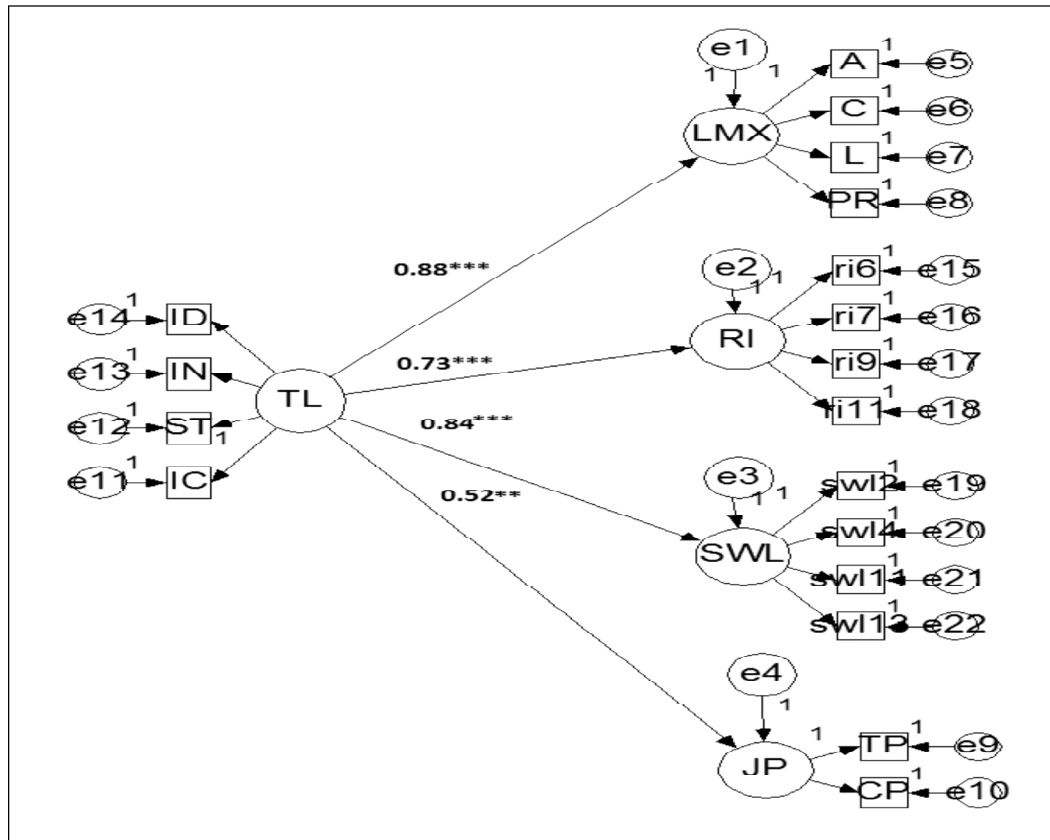
TL-SWL (SRW= 0.84, P<0.001)

TL-JP (SRW= 0.52, p<0.001)

We found that all the relationships were significant. Hence hypotheses 1, 3, 4, 5 stand accepted (Figure 2)

Moderation of Association period with leader has been checked using Multi-group analysis (Gaskin, 2011; 2012). The sample has been split around the mean into two groups. In the first step, we constrained the parameter for hypothesized relationship to be equal. In the second step, we did not constrain the parameter. If the difference between the models is significant ($\Delta\chi^2$), that means the variable used for splitting the sample moderates the relationship studied (Jimenez & Sanz, 2011) (Table 4).

Figure 2: Impact of Transformational Leadership on LMX, RI, SWL and JP



Key: TL=Transformational Leadership, LMX= Leader Member Exchange, RI=Relational Identification, SWL=Satisfaction with Leader, JP=Job Performance, ID=Idealised Influence, IN= Inspirational Motivation, ST=Intellectual Stimulation, IC=Individualised Consideration, A=Affect, L=Loyalty, C=Contribution, PR=Professional Respect, TP=Task Performance, CP=Contextual Performance

Table 4
Comparison of Constrained and Unconstrained Models

	Overall Model	Association period with leader/HOD		
		High	Low	Difference
Transformational leadership → Leader Member Exchange	0.89***	0.86***	0.79**	0.07 (p<0.05)
R ²	0.79	0.73	0.62	
χ ² Constrained Model		28.6	48.8	
χ ² Unconstrained Model		19.4	50.1	
Δχ ²		9.2**	1.3	

Table 4 revealed that the relationship between Transformational leadership (TL) and leader member exchange (LMX) is significant and positive for both the groups. Thus, association with leader moderates the relationship between TL and LMX (Table 4). Although, the relationship between TL and LMX is positive for both the groups but this relationship is stronger when teachers have longer associations with their leaders/HODs. Further, the chi-square difference test revealed that the two models i.e. constrained and unconstrained model are different ($\chi^2 = 9.20, p < .01$, Table 4). Therefore, hypothesis 2 also got accepted i.e. association period with leader moderates the relationship between TL-LMX relationship.

DISCUSSION

The study highlights, the importance of transformational leadership in enhancing leader member exchange, relational identification, satisfaction with leader and job performance. The study has explored two issues: i) the moderating role played by association with leader in between transformational leadership and leader member exchange relationship and, ii) effect of transformational leadership on leader member exchange, relational identification, satisfaction with leader and job performance relationship. The results revealed that association with leader strengthens the relationship between transformational leadership and leader member exchange. In presence of longer associations the transformational leaders are able to develop more quality relationships with their subordinates. The longer the associations, better is the relationships between the two and results in better understanding, more role clarity, feeling of honour, respect, trustworthiness, and belongingness. Both leader and follower work together to achieve the goals for organisation, share common values. Longer associations raises the level of affection between leader and followers which results in more concern for each other. The results of present study have revealed that transformational leadership coupled with longer associations help in developing better quality of relationships. Hence, association period with leader moderates the transformational leadership and leader member exchange relationship. Further, the personality traits of transformational leader increases the professional respect and the affection level for leader which results in the development of stronger bonds between leader and follower resulting in relational identification. The results of the study are consistent with the previous studies (Dvir *et al.*, 2002; Loi *et al.*, 2014). Further, the development of quality relationships results in exhibiting more concern towards the follower by making them confident to solve problems on their own, set clear work goals, clarify the job responsibilities, and appreciate the follower for doing a good job. In this way leaders enhance the satisfaction of their followers and job performance. The results of the study are in line with the previous literature (Cartel *et al.*, 2009; Wang *et al.*, 2014).

Practical Implications for Education Sector

The first imperative implication for the education sector comes from our findings of this empirical paper is that the HODs should spend some quality time with fellow teachers and indulge in informal talks/meetings with them to enhance personal as well as official relationships. This type of culture inculcates a better atmosphere and brings the two relationally closer to each other (superior to subordinate and subordinate to superior), which helps the fellow teachers feel free to share their problems. Further, HODs should follow the timetable, remain punctual, complete his own tasks and should take lectures in time, which make an impression of his personality in the mind of fellow teachers. This can make the HOD a role model, whom the fellow teachers will like to follow and be identified with such leader. HODs should also welcome the valuable suggestions and must agree with the opinion of the subordinates when they come with new ideas so, they can feel confident and transform into future leaders. In quality relationships (LMX), participative decision making should be encouraged and the leader should create open atmosphere in the staffroom and meetings so, that everybody gets involved in management discussions. HODs should defend fellow teacher as and when required in front of other members, while doing work or otherwise, this will help in developing better relationships between the two and increase the respect in mind of fellow teacher towards his/her HOD. The HODs should arrange informal get-together where teachers feel relaxed and free to share their views with HOD, this will help in making the two sides relationally closer to each other. The HOD should make proper arrangement for seminars, conferences and workshops from time to time. This will help teachers to enhance their teaching skills. He should also encourage the teachers to participate more and more in these conferences, seminars in other education institutes also. This kind of attitude of HOD will result in achieving followers' satisfaction.

Limitation and Future Research

This Study Represents A Cross Sectional Investigations as responses were gathered from respondents at a particular point of time. Moreover, the study is confined to government degree colleges operating in Jammu district only. In future longitudinal study can be conducted. Comparative study between private and public colleges can be undertaken in future. Further leadership effectiveness with non teaching staff can also be measured. Other variables can be taken into account e.g., cultural differences, other leadership styles etc. for better understanding of the concept.

CONCLUSION

Transformational leaders are able to develop good relationship (LMX) with followers due to their ability to nurture the subordinates. Teachers identify themselves with their HODs due to clarity of role relationships. These leaders are

admired more by their subordinates because of the concern that leaders have for subordinates. Under the supervision of such kind of leaders the subordinates feel happy and motivated to work hard. They also feel satisfied from their way of supervision. The satisfaction with leader creates a positive attitude amongst the employees. The transformational leaders (HODs) affect the job performance of their followers (teachers). Hence transformational leadership has direct impact on the leader member exchange, relational identification, satisfaction with leader and on job performance of teachers in education sector. Further longer association period between leader and follower strengthens the relationship between transformational leadership and leader member exchange.

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