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Transformational Leadership Matter to Enhance Work Performance of University Academic Faculty: An Empirical Study

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Abstract: *The main objective of the research was to examine the effect of transformational leadership on the performance of academic staff. The correlational research design was administered based on quantitative research. The population of this study was public university academic staff while 243 respondents were selected through a random sampling technique. The primary data was collected by administering the standardized toll through the survey method while SPSS was directed to analyze the study hypothesis. The results indicated a significant correlation between transformational leadership and job performance. Additionally, a significant effect of transformational leadership on job performance was found. Significantly, the findings of this study are beneficial to adopt innovative strategies to develop higher educational institutions through effective leadership styles.*

Key Words: Transformational Leadership, Job Performance, University Academicians

Introduction

In the age of globalization, like other organizations, education institutions are also considered business organizations where the performance of the teaching staff is highly appreciated. The performance of the teaching staff is considered a positive outcome after the completion of the specific tasks for getting the organizational objectives. It can be measured by conferring the setting standards made by the institutions according to the vision and mission of the organizations (Shah, 2017). Thus, the performance of the teaching staff is an important tool for the growth of entire organizations (Dinantara, 2019). The academic faculty perform several professional activities during job hours. These activities relate to the positive and negative behaviour of the individuals. Likewise, the different organizations have different visions and objectives while the activities are based on the setting standards (Ali et al., 2016). The teaching faculty is considered an essential part of the educational institution for the completion of the set objectives. The teachers participate in all the activities performed by the organizations which is why the teaching faculty has a great concern for the leadership (Hakim & Fernandes, 2017). In the modern era, it has been considered that the academic staff play a pivotal role in the development of educational institutions. Conversely, low performance has a

negative impact overall performance of the institutions. In order to show a positive image of the organization, it is necessary to fulfil the responsibilities with efficiency by the academic staff (Anra & Yamin, 2017; Kaiman, 2013).

On the other hand, leadership play a significant role in the enhancement of employees' performance. Different situations need various kinds of leadership, therefore in transformational leadership the leaders help the subordinates in developing professional competencies and provide the confidence to perform specific tasks successfully. The leaders also motivate the employees and urge them to do the activities with efficacy so that common aims can be attained (Baek, Byers & Vito, 2018). Transformed leaders adopt a supportive style and offer a democratic work environment to the employees for performing specific professional activities. These activities enhance the performance of the individuals which is the best source for getting the organizational objectives successfully (Jamalullail et al., 2014). In leadership, the performance of the workers is actually considered the success of leaders. It has been realized that motivated and satisfied workers do well to achieve the desired outcome. Therefore, the leadership focus on the fulfilment of the social needs of the subordinates. The leaders appreciate the suggestions of the employees and make a plan for the completion of common objectives which develop the performance and growth of the whole organization (Nur Ain et al, 2015). Thus, the leaders adopt different kinds of strategies for the development of the job performance of the employees for getting the effective outcome according to the objectives of the organization (Memon & Awan, 2017).

Literature Review

In different organizations, employees need to execute numerous kinds of activities which affect job performance. The performance of the workers is based on their individual capabilities regarding working conditions and situations (Ardakani, 2012; Wen et al., 2019), these activities revealed the vision, mission and belief of the organization (Audenaert et al., 2016;

Zafar et al., 2017). The literature of previous research argued that job performance is a psychological construct based on multiple dimensions (Iqbal et al., 2015; Torlak, 2019). The two-factors theory of performance described that there are two main dimensions of job performance such as; task and contextual performance (Fernandez, 2015; Munaf, 2011). The task performance relates to the professional activities performed by the employees formulated by the organizations, it is revealed around the behaviour of the workers. The behaviour of the employees can be positive and negative which influences their performance (Bhat & Bashir, 2016; Hakim & Fernandes, 2017). Whereas, contextual performance is considered as a workforce to urge the workers towards the activities. It reveals the attitude of the employees (Lang et al., 2012; De Boer et al., 2015). Contextual performance provides enthusiasm and contentment to the employees which helps them to show willingness voluntarily (Uraon & Gupta, 2020).

Transformational leaders have the ability to inspire employees to go beyond their level of work and work more than what is possible. Furthermore, transformational leaders with their effective coordination with followers bring them to a higher level of determination where employees are fully motivated to outperform their job responsibilities. They see the new challenges and environment as an opportunity to excel in their work and perform beyond expectation (Noraazian & Khalip, 2016). Significant attention has been paid towards transformational leadership and it was Burns (1978) is among the major contributor. Moreover, Bass (1985) made further extensions to the definition of transformational leadership. Transformational leadership begins with formulating an idea for the organization and employees, in this way leaders tried to gain their trust and define a way the achievement of a common goal. Burns (1978) exemplified transformational leadership leaders as a process to get motivation, leaders and subservient jointly raise moral ethics and mutual inspiration to reach the designated goals. In addition, explained the characteristics of transformational leadership leaders as they

inspire their subservient at the workplace in the most efficient way and forgo their own interest for organizational betterment. Transformational leaders put their maximum on behalf of an organization to timely meet followers' expectations, especially the needs that are more important.

In this regard, transformational leaders tend to inspire employees and provide them with the required level of motivation to increase organizational effectiveness. The subordinates under their supervisor use their best efforts and strength for superior organizational performance (Wen et al., 2019). Bass (1985) explained the way leaders transform followers towards goals. These include creating a vision and highlighting the importance of specific outcomes of tasks, encouraging followers to move for organizational interest and forgoing personal interest and addressing the followers' higher-order needs (Baek et al., 2018). Uddin et al. (2014) mentioned that transformational leaders are strong and have the ability to influence their followers by inspiring and encouraging them to achieve organizational goals. Transformational leaders help their followers to envision future opportunities related to the organization and this help to increase their commitment towards the organization. Zulfiqar et al. (2016) leadership styles support the idea and argued that transformational leaders affect organizational outcomes of employees such as organizational commitment. This commitment tends to bring superior individual and organizational performance.

The presence of transformational leaders inspired followers, enabling them to think critically and to work in an innovative way to accomplish their job responsibilities. These are the leaders through which followers can bring to the level where they think more about the organization beyond their personal interest. They are eager to devote their personal interest to the betterment of the organization. As a consequence of these efforts, leaders bring a deeper insight and appreciate the efforts of all members (Northouse, 2015). Transformational leaders need their followers to provide their input through creative thinking rather than simply agreeing with that idea (Northouse, 2010). These opportunities of participating increase the level of motivation among the followers and increase their level of involvement in their tasks. Motivation and involvement enhance the level of performance and organizational commitment. The opportunities for critical thinking and reasoning embed in their own job process and they manage their problems at jobs in an innovative way. Researchers such as Ayeni (2011) studied transformational leadership in educational settings. Various research methodological techniques and different concepts have been used to investigate the influence of transformational leadership in higher education. From the perspective of education, transformational leadership not only aimed to transform the institution but the staff working in it. Educational institutes required transformational leadership that is more visionary and reliable. The relationship between the head of department/ dean and staff is very important to smoothen the administration of an educational institute, whereby the transformational leadership style would be more appropriate. The transformational leadership styles in the educational institute can help to build strong ties between leaders and their associated staff members and ensure mutual trust and cooperation among the staff members (Wang et al., 2012). The next section describes the dimensions of transformational leadership in detail.

According to the theory, there are four dimensions of transformational leadership which are known as the 4 I's: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration (Bass, 1985; Burns, 1978). According to Idealized influence qualities and traits such as personal belief, strong conviction, high level of energy and self-confidence pertaining to good leaders. Leaders frequently have a want and a choice for a position of strength and they frequently show excessive degrees of assertiveness closer to others. Besides this, Zulfiqar et al. (2016) said that under idealized

influence leaders play an admired role model which is contended by followers. Employees wish to be known by these kinds of charismatic leaders, who usually have a lot of power great level of confidence and trust, and highly impacted on their followers. In the context of education, transformational change is important for academicians to inspire their followers to adopt new ideas. Leaders in top positions who practice transformational leadership support optimism, promote teamwork, and positive outcomes, emphasize aims and inspire teachers to superior performance (Northouse, 2015).

intellectual stimulation is very important. This stimulation takes place when leaders focus on followers' growth and development needs. In this phase, leaders provide the required support and act as a mentor to increase the level of innovativeness and creativity among the followers (Ali et al., 2016). In addition, leaders motivate and energize juniors/subordinates to become highly creative and innovatively produce their work, evaluate existing issues, handle elderly issues with a fresh approach and challenge existing practices, values and beliefs. This innovativeness stimulates employees and increases their performance. Similarly, Bass (1985) explained that transformational leadership leaders stimulate regularly to their subordinates to exhibit their hidden abilities and greatly do innovative activities and always focus on creative and visionary work, transformational leadership leaders advocate their subservient how to survive in difficult situations and reformulate the issues by leaving old approach and adopting new techniques (Joo et al., 2012). Individual leadership styles have been targeted based on their needs and focus has been paid to their personal growth and achievements (Bass, 1985). This approach of leadership is mainly focused on each subordinate's progressive needs. From an individual consideration perspective, the leaders pay more attention towards differences among the associated followers. So, emphasis is given to the specific needs of individual employees (Avolio et al., 2004; Baek et al.,

2018). Moreover, the need for individual leadership styles and personal development has become a genuine concern of the individual under individual consideration of transformational leadership (Ayeni, 2011). Different responsibilities are assigned to individual leadership styles by this type of transformational leadership leader to improve the problem-solving abilities of followers. Leaders appreciate employees' scheduled work and involved them in different activities for their grooming. They provide positive and constructive feedback to the followers in order to grow their skills in the related field. Their way of growing followers is by shifting their role as a mentor or coaches for the followers (Northouse, 2015).

Methodology

The research design of this study was correlational based on a quantitative approach. Transformational leadership was administered as an independent variable whereas, job performance was directed as the dependent variable. The target population was university academic staff and 243 participants were selected as a sample through a simple random sampling technique. Standardized questionnaires were adopted i.e; Multifactor Leadership Questionnaire (Bass & Avolio, 1995) and the Job Performance questionnaire from (Goodman & Svyantak, 1999). The survey method was applied to collect the primary data by using seven points Likert scale. SPSS was used to analyze the hypothesis; it used descriptive and inferential statistics.

Hypothesis

1. There is a significant association of transformational leadership with the performance of university academic staff.
2. There is a significant effect of transformational leadership on the performance of university academic staff.

Findings

Table 1. Descriptive Statistics

Constructs	M	SD
Idealized Influence	5.34	.99
Inspirational Motivation	4.87	.87
Intellectual Stimulation	5.04	1.04
Individualized Consideration	4.97	.92
Transformational Leadership	5.05	.95
Task Performance	4.97	.95
Contextual Performance	5.17	.98
Job Performance	5.07	.96

To assess the existing level of the respondents about transformational leadership and job performance of university academic staff. It was found that the mean value of the dimensions was from 4.87 to 5.34 and overall M= 5.05, SD= .95 about transformational leadership while from 4.97 to 5.17 and overall M= 5.07, SD= .96 about job performance.

Table 2. Correlate Matrix

Variables	1	2	3	4	5	6
Idealized Influence	1					
Inspirational Motivation	.346(**)	1				
Intellectual Stimulation	.471(**)	.444(**)	1			
Individualized Consideration	.434(**)	.375(**)	.267(**)	1		
Transformational Leadership	.395(**)	.326(**)	.396(**)	.379(**)	1	
Job Performance	.411(**)	.381(**)	.331(**)	.341(**)	.315(**)	1

The relationship between transformational leadership and job performance was administered through Pearson Correlation. The statistical results show a moderate relationship between all the factors of transformational leadership with job satisfaction with an r value of .411, .381, .331 and .341 respectively and cumulative .315. It indicated the positive association between transformational leadership and job performance.

Table 3. Multiple Regression Analysis

DV	Constructs	SE	Beta	T	Sig
Job Performance	(Constant)				
	Idealized Influence	.070	.521	7.40	.00*
	Inspirational Motivation	.062	.359	5.79	.00*
	Intellectual Stimulation	.051	.248	4.82	.00*
	Individualized Consideration	.056	.339	5.98	.00*
	Transformational Leadership	.059	.366	5.99	.00*

Dependent Variable: JP

Multiple Regression Analysis was directed to measure the effect of transformational leadership and job performance. The statistical results show there was a moderate effect of all the dimensions of transformational leadership on job performance with a beta score of .521, .359, .248, .339 and cumulative .366.

Conclusions and Discussion

It was concluded that there was a positive and

moderate significant correlation between transformational leadership and job performance. Moreover, there was a positive and significant effect of transformational leadership and job performance of university teaching staff. Moreover, the abilities of leaders as those who provide directions and vision for the organization; leaders communicate the vision to employees and provide inspiration to employees to overcome hurdles. Past research mentioned that classification is beginning of the scientific research in leadership. Through the scientific literature, leadership is divided into various types on the basis of the characteristics of leadership. In order to explain the transformational leadership style, it is of value to define what a leadership style is. Leadership styles are a series of managerial attitudes, behaviour, characteristics and skill leadership styles based on individual and organizational values, the interest of leadership and the reliability of employees in different situations. Leadership style is a behavioural pattern of an individual that attempt to influence others in order to direct towards a common goal. It can be explained as a set of behavioural model leadership styles that an individual applied to deal with their followers and influence their performance towards the betterment of the individual and organization.

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