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## Transformational Leadership And Job Satisfaction: A Higher Education Perspective

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### Abstract

The third-largest higher education system in the world is in India. Higher education framework has developed in a momentous manner, especially in the post-independence period, to get perhaps the biggest systems of its kind in the world. Even while India's higher education system has had its share of challenges, there are also opportunities to overcome these obstacles and improve the system overall. In this study, an attempt has been made to show the effect of Transformational Leadership on Job Satisfaction while considering managing with Stress as mediator. Our analysis shows that Transformational Leadership is positively related with Job Satisfaction. This finding shows that academic personnel will be happier at their professions if they perceive their department heads to be more transformational. Also the leadership influences employee to cope up with the stress and thus influencing the Job satisfaction indirectly.

**Keywords:** Transformational leadership, Job satisfaction, Coping with stress, Higher Education Institutes.

### Introduction

The important instrument for social, economic and political change is education. Institution also works in society as an integrative power, imparting values that encourage social harmony and national identity (Government of India Planning Commission, 2012-17). The Indian framework of higher education is third-largest in the world (Sharma & Sharma, 2015). According to the Sirswal (2016) report, the architecture for higher education has grown in a significant way, particularly in the post-independence period, to obtain perhaps the world's largest structures of its kind. About the fact that there have been parcel of obstacles to India's higher education sector, but also there are some opportunities to address these challenges and make the structure for advanced education even better (Sheikh, 2017). The country has seen a striking increase in registration, but consistency is a matter of concern to date, which is key to achieving the target and use of national policy.

As Pfeffer and Coote (1991) suggested, consistency as a slippery term that has a varied essence and consequences. Defining consistency, the term quality is not related to the good or service at all; it is often related to entities, systems and the organizational environment. The education sector is a difficult challenge because the standard of service delivery depends not only on the service provider, but also on the service receiver's anticipated high and appropriate degree of focus. Consequently, the quality of higher education depends on the success of the people who deliver it. The foundation of an effective method is high quality teaching workers. Accordingly, recruiting and sustaining outstanding educators is an important prerequisite for an educational institution (Sharma & Jyoti, 2006). An educator plays a crucial role in developing the education sector as a whole and in ensuring and sustaining higher education standards as well (Nagoba & Mantri, 2015). At a time when teachers are content with their work, they will meet their duties with more dedication and engagement (Katoch, 2012).

As a pleasurable or optimistic point of view, Locke (1970) defined job satisfaction as the result of evaluating of the appraisal of one's job performance or work experiences. The key fix that triggers validation, reward, advancement, and the accomplishment of multiple destinations leading to a happiness appraisal is work fulfillment (Kaliski, 2007). Usually, workers who have greater work satisfaction are less absent, less likely to resign, more efficient, bound to demonstrate authoritative obligation, and more content with their lives

(Lease, 1998). Research has shown that the satisfaction of teachers with their job increases their capacity, dynamics, success and growth and allows them to feel motivated and have a more optimistic outlook on their organisations and working conditions (Pepe et al., 2017).

In Today's Higher Education environment there is a huge demand of influencers and leaders who with their exemplary skills and impactful presence inspire others to achieve the vision and Mission of any organisation and corporate as a whole. Transformational leadership (TL) and JS plays a vital role in bringing out the best results and outcomes from a team or group of people working together for a common objective and task. The recent study will try to understand the impact of TL on JS with Coping with stress (CS) as a mediator. CS is an equilibrium; between the positive and negative aspect and feelings with going towards a strong Self-Image.

The present study focuses on the influence of TL on JS of teachers in Higher Education Institutes of Uttarakhand Region of India. The reason for the investigation is to decide the impact of TL on teacher's JS. Moreover, the available literature is based on the meaning and characteristics of leadership in Higher Education Institutes, as well as on the issues that leaders are facing in academic environment (Hempsall, K., 2014). Earlier leadership research in Higher Education has motivated on one or more leadership styles for example transactional (Torlak, N. G., & Kuzey, C., 2019), transformational (Dalati, S., et al., 2017), Servant (Hebert, S. C., 2003); leadership behaviour, work-oriented (Alonderiene, R., & Majauskaite, M., 2016). Nevertheless, as we found no study so far identified the effect of leadership styles on Job Satisfaction accompanied by other controlling variables. Along these lines, a wide choice was made in this study. In spite of the fact the significance of Higher Education system has become meaningfully over the previous decade, no investigations have been directed in Uttarakhand State of India that emphasis because of TL on satisfaction with the job among employee of Higher Education Institutes with nested relation of all constructs used in this particular study. This study will pay to the arena of leadership and JS research.

## **Review of Literature and Hypothesis formulation**

### **Transformational Leadership (TL)**

Transformational leadership has a superior opportunity to push the current multi-faceted work groups and organisations where followers not only search for the charismatic leader to help them handle a questionable situation, but also where followers continue to be questioned and be involved as well. The TL theory is identified by Burns (1978). The theory was further developed by Bass and Avolio (1995). According to them, there are four elements of TL; important role modelling, individualized attention, motivating inspiration, and intellectual stimulation. The leader inspires love, reverence and devotion by means of charm, and emphasises the prominence of devising a shared sense of purpose. Universities are unable to draw learners. In Alonderiene, R., & Majauskaite, M. research, The university's rank, the use of innovative instructional approaches and the skill of teachers are the key factors of choosing a university (2016), among others. Therefore, to determine the adequacy of the Higher Education System, satisfaction with the work of a faculty is important. Previous studies indicate that (Torlak, et al., 2019; Dalati., et al., 2017; Varghese 2018). The suitable leadership style can increase JS of teacher. Nevertheless, it is imperfectly observed in developing countries and not established in northern region of India like Uttarakhand.

### **Relationship between Transformational leadership TL and Job Satisfaction JS**

The priorities of higher education, as articulated by Johnes and Taylor (1990), are to impart through knowledge, search for intellectual growth, provide knowledge to students, as well as to increase national demands. Improving work satisfaction among teachers should be a reliable essential goals when achieving the goals of the university. In order to improve the

morale of Okpara et al. (2005) workers, an appreciation of the factors related to employee satisfaction is important as the basis of inspiration behind whether they will continue employed for the current organisation. There are several influences in literature that impact the work satisfaction of workers. Sluiter, J., Verbeek, J., Van Saane, N. and Frings-Dresen, M. (2003) as in Roelen C. quoted. Eleven factors correlated with JS were recognised by et al (2008): work quality (particularly diversity of skills and job complexity), autonomy, growth / development (training or education), financial incentives, promotion (career advancement), leadership, contact, peers, importance, workload and job demands, work tension. Hoboubi and others, (2017).

Roelen, C., Koopmans, P., & Groothoff, J. conducted another analysis. (2008) assessed workload satisfaction, job speed, range of assignments, workplace environments, working hours, wage, boss, colleagues, and work updates.

Job fulfilment is a much-discovered theme by academics (Austin, 2011; Engstrom, Boozer, Maddox, & Forte, 2010) and means a "pleasurable or optimistic emotional state emerging from the evaluation of one's jobs or work activities (Locke, 1976, p. 1300)." Porter and Lawler (1968) differentiated the effect on work satisfaction from internal satisfactory factors associated with the job itself (such as feeling of success, feeling of liberation, self-esteem, feeling of triumph, feeling of input, feeling of power and other related feelings obtained from the task) and external satisfactory factors not readily correlated with the job itself (supported by the task itself) TL is referred to as a model of leadership that encourages and embraces followers such that they may reach their latent potential Bass & Riggio (2006) and are motivated to go beyond work needs and enhance their success constantly (Podsakoff et al., 1996).

Analysis has shown that happiness (Hatter & Bass; Koh, Steers, & Terborg, 1995) and loyalty towards organisation are affected by TL (Barling et al., 1996; Koh et al.). A happier employee is a good employee! is an idiom that is expressed in studies on the connexion between work satisfaction and efficiency. As an example, Dinham and Scott (1998, 1999, 2000, 2003) recorded fair outcome of teacher satisfaction with a field of school leadership in a series of surveys, including teacher views of administrative and instructional support, and credibility in school. Students are more expected to consider work satisfaction for teachers, touching on school success metrics focused on student progress and achievement. Considering the above argument in, following hypothesis is formulated for the present study,

H1: Transformational Leadership is positively related with Job Satisfaction

### **Relationship between TL and Coping with Stress (CS).**

Coping is simply an individual's emotional attempt to succeed or overcome a traumatic situation (Lazarus, 2000). Coping has been described by Lazarus and Folkman as "the method of addressing requirements (external or internal) that are deemed as demanding as or greater than the person's resources" (p. 283). (p. 283). The process of continuously adjusting one's cognitive and interpersonal energy to specific external and/or internal stresses that are deemed to be overwhelming or beyond one's resources is known as stress coping (Lazarus and Folkman, 1984). Three categories of stress-coping exist: anxiety management, work coping, and avoidance coping. Job coping means that staff take complex and constructive action by deciding on decisions or taking some specific tasks to decide the outcome of the Higgins and Endler (1995) dilemma to improve a distressing situation. Emotion processing is organised under tension by Latack and Havlovic (1992) to control the employee's emotions. Byrne et al. (2014) stated unhappy effects, anxiety and alcohol intake in the workplace to the incidence of leadership in transition.

They suggested that for highly diverse leadership models such as transition, individual capital are fundamental. In addition, Courtright et al. (2014) measured the effect on disruptive leader habits of formative difficulties. They showed that leaders facing immediate problems e.g. high levels of transparency, generating progress suggested greater job engagement, contributing to a higher degree of TL practices. Dóci and Hofmans (2015) have stated that cognitively confusing activities

drain the energy of leaders as TL practices decrease as part of the rising role c Often, by defining and honoring the interests of their supporters, transformational leaders give individualised assistance. By offering informal counselling, considering supporters as people, these engaging activities allow their workers to trackdistressing situations (Bass and Riggio, 2006)., Disruptive leadership has always been proved to empower employees. energise team work and reduce business-related strain, leadingto excellent patient attention (Ferguson, 2015; Riahi, 2011; Schmidt et al., 2014; Weberg, 2010). We would assume that the perception of strain can be minimised to the degree that leaders may minimise vagueness, give guidance to endeavours, encourage adherents to follow new growth routes, (Bass & Bass, 2008; Diebig, Bormann, & Rowold, 2016; Dubinsky, Yammario, Jolson, & Spangler, 1995; Seltzer, 1989; Sosik & Godshalk, 2000). Hence, the following hypothesis is derived for the present study.

H2: Transformational Leadership is positively related with Coping with Stress

### Mediating role of Coping with Stress

Zlate (2007) notes that "Job satisfaction has evolved in the sense of organizational work as a reaction / pleasant affective state." Thus, happiness occurs only when there is a good coincidence of social, physiological and environmental conditions. According to Cox (1993), defining stress is not a semantic excise, but rather a crucial concept for researchers because the wrong definition of stress could lead them to measure something different. Therefore, lack of awareness by experts will build intervention systems at a totally incorrect level of leadership. As seen in the aforementioned literature, coping with stress is closely related to work satisfaction through Transformational Leadership and CS as well. As Dealing with Tension has TL as a precedent and JS as its ramifications for the present research, according to Preacher, K. J. & Hayes (2004)'s concept of mediator. A possible mediator between TL and workplace satisfaction may be dealing with stress.

On the basis of Past studies and above mentioned literature in this field of research, followingHypothesis is derived:

H3: The relationship of Transformational Leadership and Job Satisfaction is positivelymediated by Coping with Stress.

### Hypothesized Model

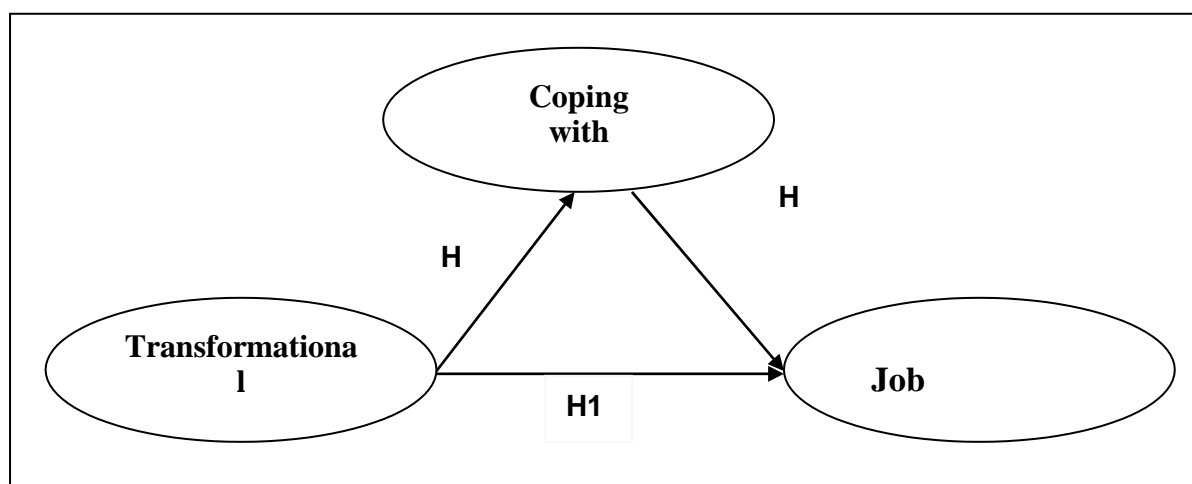


Figure 1: Hypothesized Model

### Research Design

The study was done to understand the influence of TL on JS of higher education teacherswith CS as

mediating factor. The data was collected from the faculty members working in the Higher Education Institutes of Uttarakhand State. The data was collected: a three-part self-administered survey that has three sections: Demographic Profile, TL, CS and JS. The Stratified random sampling technique is used to collect relevant information from 200 Colleges and University Faculties. For the purpose of Data Analysis SPSS 21.0 and SEM is used. The Reliability of Questionnaire was also checked with the help of Pilot Study based on 50 faculties of Higher Education Institutes in Uttarakhand.

The demographic profile of the respondents includes gender, age, year of experience, position held and qualification. By using a multidimensional scale, current reference dimensions of key structures have been used to evaluate the theoretical constructions of the proposed model. All elements of this multidimensional scale were measured by a five-point Likert scale varying from 1 to 5.

## Demographic Profile

Table 1: Demographic Profile

Demography		Frequency	Percent
Gender	Male	239	53.0
	Female	212	47.0
Qualification	Post Graduate	165	36.6
	PhD Enrolled	215	47.7
	PhD Awarded	71	15.7
Age	Up to 25 Years	110	24.4
	25-35 Years	196	43.5
	35-45 Years	104	23.1
	Above 45 Years	41	9.1
Position	Assistant Professor Grade-I	193	42.8
	Assistant Professor Grade-II	170	37.7
	Associate Professor	67	14.9
	Professor	21	4.7

The Demographic Profile of Respondents was divided into Male and Female Faculties of Higher Education Institutes of Uttarakhand. The Age group was in the Range of 25-45 years including Faculties having PG, PhD Enrolled and PhD awarded qualifications. Their designation was Assistant professor, Associate professor and professor. The percentage of Male was more in comparison to Female faculties. In terms of qualification most of them are PhD Awarded or Pursuing from Various universities of India. As far as their designation is concerned majorly most of them are Assistant Professor Grade I & Grade II. The Demographic Profile clearly shows that Faculties Teaching in Higher Education Institutions are in their early stage of Academic Journey.

## Descriptive Statistics

Table 2: Descriptive Statistics

Descriptive Statistics			Pearson Correlation						
	Mean	Std. Dev.	Gender	Qualification	Age	Position	CS	JS	TL
Gender	1.47	.500	1						
Qualification	1.79	.693	-.031	1					

Age	2.17	.901	.041	.309**	1				
Position	1.81	.854	.039	.384**	.240**	1			
Coping Stress	3.0916	.76272	.061	.326**	.457**	.252**	<b>0.886</b>		
Job Satisfaction	3.0983	.72933	.010	.256**	.408**	.264**	.464**	<b>0.886</b>	
Transformational Leadership	3.1962	.76193	-.008	.341**	.485**	.255**	.557**	.402**	<b>0.916</b>

\*\*\*p<.001, Diagonal bold values represent Cronbach Alpha coefficient.

The mean, standard deviation and correlation between each scale are shown in Table 2. All scale factor values between the relationships are significant at  $< .01$ , and all correlation coefficients are below the 0.7 threshold, so the probability of multi-Collinearity (Tabachnick & Fidell, 2007) is low. Moreover, the different inflation factor for all independent variables in regression analysis is less than 2, and therefore, the opposite multi-Collinearity is not a problem in this study, and the indicators were suitable for further analysis. The data in the study are cross-sectional in nature, so we do not examine the causal relationship of the variable. Hence, the result of the study presents non-directional relationships between variables. The slash values shown in Table 2 represent the Alpha Cronbach coefficient of construction. All values above 0.8 indicate excellent internal consistency of the scales.

#### CFA

Table 3 represents statistical fit of the measurement model. As depicted in the table, all the values of model fit indicate excellent fit.

Table 3: Measurement Model Fit

Statistics	Value	Threshold	Conclusion
CMIN	222.804	--	--
DF	132	--	--
CMIN/DF	1.688	Between 1 and 3	Excellent
CFI	0.980	>0.95	Excellent
SRMR	0.030	<0.08	Excellent
RMSEA	0.039	<0.06	Excellent
PClose	0.981	>0.05	Excellent

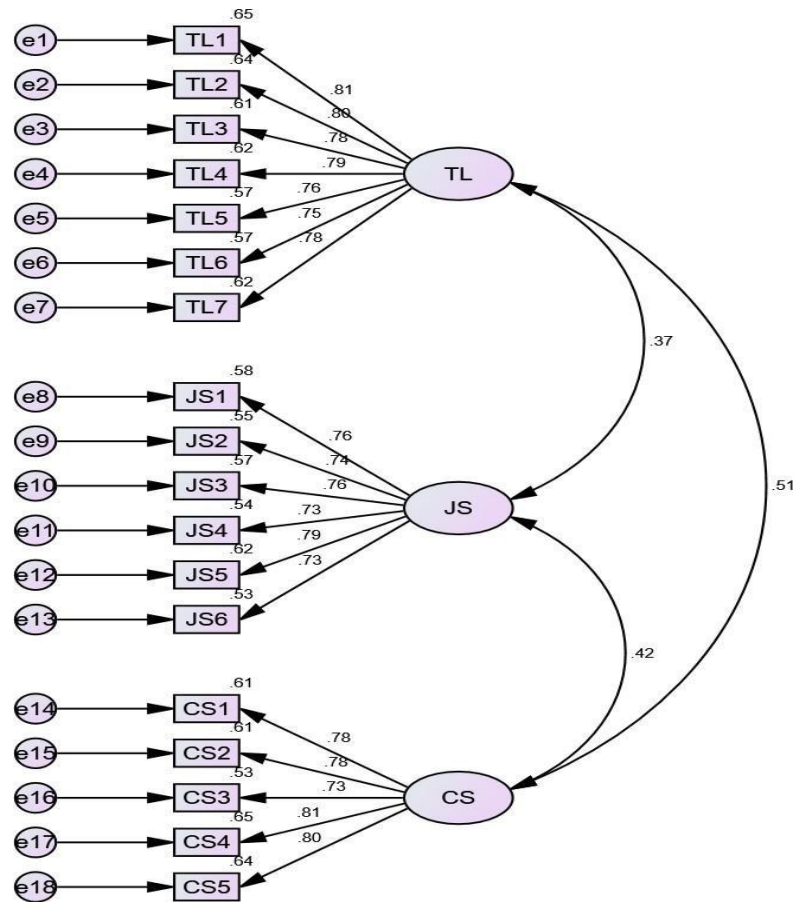


Figure 2: Measurement Model

Figure 2 represents the measurement model. Similarly, table 4 indicates the AVE, CR, regression weight and the t values of construct and items factor loading. Factor loading estimates are above .7 represents good convergent values of items to their respective construct.

Table 4: Standardized Regression Weights

Construct	Item	A V E	CR	MSV	Estimate	t Value
Transformational Leadership	TL1	0.610	0.916	0.260	0.805	
	TL2				0.799	18.975***
	TL3				0.781	18.403***
	TL4				0.785	18.542***
	TL5				0.756	17.637***
	TL6				0.755	17.589***
	TL7				0.784	18.504***
Job Satisfaction	JS1	0.565	0.886	0.175	0.76	
	JS2				0.741	15.661***
	JS3				0.758	16.05***

	JS4				0.735	15.526***
	JS5				0.785	16.689***
	JS6				0.731	15.441***
Coping with Stress	CS1	0.609	0.886	0.260	0.784	
	CS2				0.783	17.29***
	CS3				0.728	15.885***
	CS4				0.807	17.906***
	CS5				0.798	17.681***

\*\*\*p<.001, AVE-Average value extracted, CR- Composite Reliability, MSV- MaximumShared Variance.

The AVE values for all the construct are more than .5, CR values more than .7 and CR is greater than their respective AVE value of the constructs. Hence the convergent validity of the constructs is satisfied. Further, the MSV of all the constructs are less than that of their respective AVE, satisfying the discriminant validity of the measurement model.

### Hypothesis Testing

Structural Model fit were found good as the statistical values were obtained as CMIN= 222.804, DF= 132, CMIN/DF= 1.688, CFI= 0.980, SRMR= 0.030, RMSEA= 0.039, PClose= 0.981. Thus the model is suitable for hypothesis testing.

Table 5: Path Model Analysis

Hypothesis	Path			Estimate	S.E.	t value	p
Direct Effect							
H1	JS	→	TL	0.356	0.051	6.915	***
H2	CS	→	TL	0.518	0.054	9.626	***

\*\*\*p<.001, SE- Standard Error

The table 5 represents the result of hypothesis H1 & H2. As depicted in the table, the JS regressed on the TL significantly ( $\beta=.356$ ,  $t=6.915$ ,  $p<.001$ ) thus accepting the H1. Likewise, CS significantly regressed on TL ( $\beta=.518$ ,  $t=9.626$ ,  $p<.001$ ) confirming the H2.

Table 6: Mediating Effect of Coping Stress

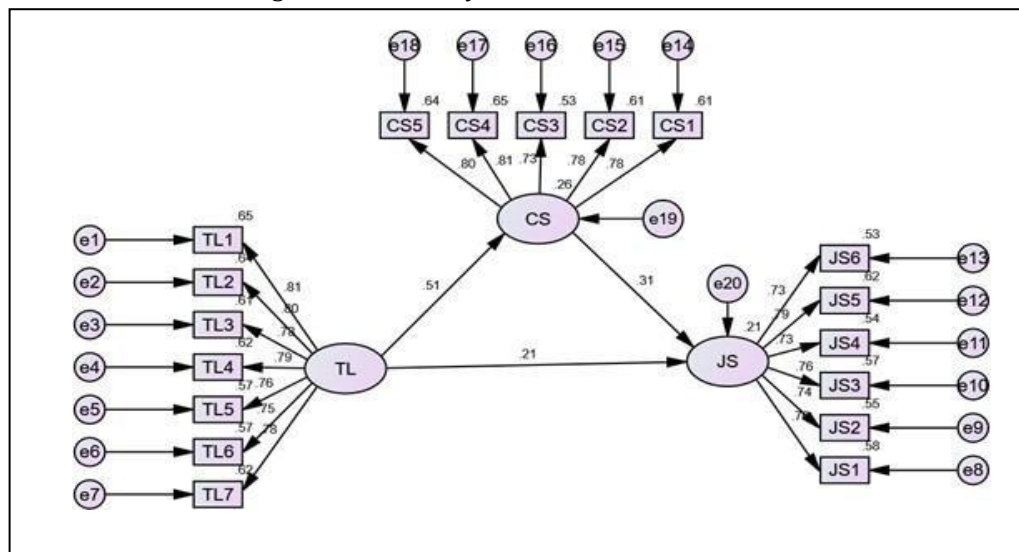
	Effect	SE	LLCI	ULCI
Direct effect of TL on JS	.210	.0473	.1070	.2929
Indirect effect of TL on JS	.158	.0408	.1094	.2690
Number of bootstrap samples for bias corrected bootstrap confidence intervals: 5000Level of confidence for all confidence intervals in output: 95.00				

SE- Standard Error, LLCI= Lower limit confidence interval, ULCI= Upper limit confidence interval.



Table 6 depicts the mediating effect of CS in the relation between TL and JS, as hypothesized in H3. The indirect effect of TL on JS, through CS was found significant ( $\beta = .158$ , LLCI=.1094, ULCI=.269), thus confirming the H3. Also the direct effect of TL on JS in the presence of mediating variable CS found significant ( $\beta = .210$ , LLCI=.107, ULCI=.293), indicating partial mediation. The path structure is depicted in Figure 3.

Figure 3: Path Analysis



## Discussion and findings

In this study, an attempt has been made to show the influence of TL on JS while considering CS as the mediator. Our analysis confirmed that TL is positively related with JS. This is in congruent to the findings of other studies like (Kouni, Z., Koutsoukos, M., & Panta, D. 2018). This finding shows that academic personnel will be happier at their professions if they perceive their department heads to be more transformational. TL convey a sense of purpose and mental excitement it makes a sense, according to Bass (1985), that perceived TL could inherently promote greater Job satisfaction. An et al (2019).’s suggestion that TL and JS are favorably connected is similar. Evidently, academic staff members preferred TL more. Evidently the findings confirm those of earlier studies, such Eliyana, Ma’arif, and Muzakki (2019), which found that TL directly affects JS. according to Puni, Mihammed and Asamoah (2018), each TL dimension has a sizable and interactive impact on JS. The positive and significant link between TL and JS was validated by Abelha, Carneiro, and Cavazotte (2018) as well as Singhry (2018). Head of department as a leader are more innovative when facing a problems and try to solve it by intellectual stimulation characteristic and it ultimately increases their JS. It has been found that Head of department are more careful on academic staff by supporting and enhance their self-development with individualized consideration characteristic and furthermore increase JS at universities among academic staff. The findings of the analysis found that there was a strong statistical association between the leadership style of the boss and the stress level of the staff. Parveen & Adeinat (201) found that management tends to contribute to a lower employee burden at the workplace. In order to alleviate the anxieties and working stresses of junior workers, transition leaders and managers have been acknowledged. This confirms the Gill et al. hypothesis (2010) that transition leadership is one of the methods to facilitate transparent contact with workers, thus reducing employee stress. Employees who experience the change of their leadership are less disruptive in their work and therefore happier with their work. Thus a leader with his analytical skills and personal concern can often help an employee deal with stress with successful dynamic leadership. In order to deal with pressures, an individual lead to better happiness at work. The leaders of transition demonstrate concern, empathy and encouragement for their workers. It is also important to consider the relation between

revolutionary models, work stress and JS. Organizations are also mindful today of the quality and happiness of TL. It is also beneficial to pick and trained leaders who can influence, inspire, promote and take care of the need of the employee. Therefore, companies introduce leadership enhancement strategies by urging their staff to foster transformational behaviour.

### **Implications**

Although various studies focus specifically on TL, stress control and JS, this analysis combines them together to explain their correlations and analyze their interaction empirically. In one integrative model, the interrelationships of transformative leadership and comfort with dealing with tension in higher education have never been investigated before, according to the research. The practical implication of this study shows it is significant for the effort to understand TL, CS and JS in higher education and among academic staff to enrich the body of knowledge in education sector. The higher education institutions must recognize and develop TL behaviour in their leaders because such leaders will inspire and provide a clear vision to their teachers. In order to reduce the amount of job stress and increase JS, leaders should be trained in how to engage in TL behaviour. Such leadership also helps teachers to cope up with stress factors like excessive workload and working hours, poor pupil behaviour, pressure of assessment targets, management bullying and various other factors. The study shows that TL has a significant impact on how JS is experienced by academic professionals. As a result, leaders (head of department) should use these elements to boost and enhance JS among followers. Additionally, leaders, administrators, and department heads should involve the academic staff in decision-making processes that will boost staff happiness and favorably impact their performance and output.

### **Further Scope and Limitation**

Additional research is required, including numerous other mediator variables, to concentrate on the relationship between transformational management and work satisfaction. In order to broaden the studies to another worldwide by confining study into transition leadership alone in the Uttarakhand region. In the sense of this institution's culture a different study could have been performed between private universities, deemed universities and state universities. Our study's results are focused solely on one field-the education sector and the Uttarakhand area too narrowly. Another drawback of this analysis is that it is cross-sectional, so conclusions cannot be made about the path of causality between variables. For future studies, empirical concepts which explore the relational leadership of academics and how they affect the level of satisfaction with stress management as a tool over time should be considered. The use of self-reporting interventions, theoretically reactivating, is another drawback. One potential route for further study may be qualitative approaches, such as open-ended interviews. Further studies in other industries can also be carried out in greater detail to make the findings internationally appropriate.

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