Transformational Leadership Style and its Relationship with Satisfaction

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Abstract
The transformational leadership theory suggests that the leaders who are charismatic and motivate employees by inspiring them, consider them individually, and stimulate their intellectual needs are transformational leaders. The focus of the current study is designed to elaborate the transformational leadership concept and to determine its relationship with satisfaction whether leaders are satisfied from their style. The population of the study is the faculty members in higher education institutes and universities. The data were collected by administering Multifactor Leadership Questionnaire (MLQ) to 265 faculty members in all. Results are presented and implications have been discussed for policy makers and education administrators specifically to develop their faculty for a challenging future. Guidelines for future research are also provided.

Keywords: Leadership, Transformational Leadership Style, Satisfaction.

1. Introduction
The area of study ‘leadership’ has been a focus of researchers since a long time and now a days it is an expanding field of research and has been scholarly recognized as a topic worth research and recognition. The early studies of leadership had a clear focus on persona of leaders and termed as trait theories of leadership. Then it turned towards studying the behavior of leaders and an era of behavioral theories entered the battle with an emphasis on the interaction of leaders with others. Burns (1978) introduced the concept of transformational leadership which soon grabbed the
attention of the researchers and practitioners. This concept was studied and refined to build a Full Range Leadership Model (Bass, 1998; Avolio & Bass, 2004). This model focuses on a complete range of leadership from transformational to passive/avoidant leadership. This theory of leadership practices is called “cutting-edge leadership theory” by Professor Robbins (2005). The theory suggests that the leaders who are charismatic and motivate employees by inspiring them, consider them individually, and stimulate their intellectual needs are transformational leaders. The focus of the current study is to elaborate the concept of transformational leadership style and determine its relationship with follower satisfaction.

2. Literature Review

Leadership is a topic that appeals most of people (Bateman & Snell, 2003). Any research on this topic certainly appeals others as a majority of them is, directly or indirectly, consciously or unconsciously, involved or influenced by leadership or even practicing whole or part of it. Robbins (2005) defines leadership as “process of influencing a group towards the achievements of goals” and a leader as “someone who can influence others and who has managerial authority”. Those managers are considered successful who can adjust their behavior in accordance with the requirements of the organization or according to the demand of the situation that prevails. These managers can adopt a leadership pattern as per needs of the time (Miner, 2006). The environment of business in recent times requires leaders and leadership abilities spread all over the organization (Zenger & Folkman, 2002).

2.1 The Early Research

The studies of 1920s and 1930s were on leader traits and some traits that were part of the study included physical stature, social class, appearance, speaking fluency, emotional soundness, and social recognition or ability to socialize. The final attempts to identify set of traits for successful leaders became successful and seven traits associated with effective leaders were identified. These are drive, honesty and integrity, desire to lead, self confidence, job-relevant knowledge, intelligence, and extraversion (Robbins & Coulter, 2005).

Then it comes to behavioral theories of leadership as elaborated by Robbins & Judge (2006) “theories proposing that specific behaviors differentiate leaders from nonleaders”. This
approach defines three styles of leadership based on leader’s behavior that are autocratic style, democratic style, and liassez-faire style.

2.2 Transformational Leadership

One of the theories which are enjoying importance and continuous research and development is the theory of transformational-transactional leadership. This theory of leadership practices is called “cutting-edge leadership theory” by Professor Robbins (2005). The theory suggests that the leaders who are charismatic and motivate employees by inspiring them, consider them individually, and stimulate their intellectual needs are transformational leaders. Transformational leadership style has five dimensions or factors included that are: Idealized Influence (attributed), Idealized Influence (behavioral), Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration. The description of these five factors is as follows.

2.2.1 Idealized Influence (II)

Idealized Influence (II) transformational leaders’ behavior allows them to act as role models for the people they lead. The leaders get admiration, respect, and a great degree of trust. Followers tend to recognize the leaders and feel proud to be like them, leaders are considered by their subordinates as having an extra level of capabilities, higher degree of persistence and a true determination. Thus, there are two aspects to idealized influence; the behavior of the leader and the elements that are attributed into the leader’s personality by their followers and other associates. In additions, leaders who have a remarkable degree of the trait idealized influence are always ready to take risk and are consistent in their dealings rather than arbitrary. These leaders can be trusted as they tend to do the things rightly, demonstrate a high standard of ethics and moral conduct.

2.2.2 Inspirational motivation (IM)

The leaders who are transformational tend to behave in so they can motivate and also inspire the followers around them by explaining meaning and elaborating the challenge to people around them. They arouse the team spirit and pursue the sense of optimism and enthusiasm. Leaders involve the followers in defining a desirable and considerable future state of affairs. They clearly
communicate what is expected from followers and demonstrate commitment to these goals and the shared vision for future.

2.2.3 Intellectual Stimulation (IS)

The transformational leader stimulates followers’ efforts to be creative and innovative by questioning the assumptions logically, restructuring the problems, and approaching the solutions in new ways other than traditional ways. Creativity and genuineness are highly encouraged. Individual members’ mistakes are not criticized in public. New ideas are encouraged and creative solutions are desired from followers. People are encouraged to experience some new approaches and leaders don’t criticize the followers for just not agreeing with leaders’ point of view.

2.2.4 Individualized Consideration (IC)

Transformational leaders always try to provide special attention to individual follower’s aspirations and needs for growth and achievement by acting as a mentor or coach for them. Leaders tend to develop the followers for higher level of achievements and potential. It is more helpful when there is an open environment for learning and opportunities for advancement. Individual differences are recognized in terms of needs and desires. The leader’s behavior clearly shows the acceptance of differences between individuals like encouragement for some employees and rewards for others. A two-way communication between leaders and followers is encouraged, and “management by walking around” is in practice at the workplace. Interactions with followers are personalized (e.g., the leader remembers previous conversations, is aware of individual concerns, and sees the individual as a whole person rather than as just an employee). The leader proved to be a good listener. The leader tends to delegate different tasks to develop follower skills. Delegated tasks are monitored to see if the followers need additional direction or support and to assess progress. Ideally, followers do not feel they are being checked on.

3. Research Methodology

The current study is a descriptive field study based on a self-administered questionnaire. Following hypothesis is being constructed to find out the relationship of transformational
leadership style with the follower satisfaction among the faculty members in public and private sector higher education institutes and universities.

Hypothesis: Transformational leadership style has a positive relationship with satisfaction.

3.1 Population and Sample

Two stage stratified sampling technique was used to obtain a representative sample. The sampling frame was developed from websites of the different higher education institutions and universities. List of universities along with their web addresses is available with the website of the Higher Education Commission. The study population consists of about 7,500 persons serving as full time faculty members in 36 public and private higher education institutions in the Punjab. Out of 36 institutions 20 are public sector institutions and 16 fall into the category of private higher education institutions. At the first stage, a total of 12 institutions were selected by using stratified random sampling technique to collect data which include 7 public and 5 private sector universities as the proportion of public universities is 57%. There are about 2,700 faculty members in the 12 universities selected as sample among which 2,000 are working in public sector and 700 are in private sector institutes. In the second stage, to represent both the public sector and private sector universities 700 questionnaire were distributed as per the proportion of the faculty, 500 questionnaires to public sector faculty members and 200 questionnaires to private sector employees.

The educational professionals include here the faculty members working in public or private universities with designations of Lecturer, Assistant Professor, Associate Professor, and Professor. The leadership style is measured using the Multifactor Leadership Questionnaire (5x-short) which measures the transformational, transactional and passive/avoidant leadership styles. It also includes questions regarding leadership outcome “satisfaction”.

3.2 Data

Among a total of 700 questionnaires the response rate was 41% and 265 questionnaires were duly filled that are used in analysis. Public sector employees returned a total of 157 (31%) responses while private sector respondents contributed 108 (54%) usable questionnaires.
3.3 Survey Instrument

Yukl (1994) stated that to measure various aspects of transformational and transactional leadership the most widely used questionnaire is the Multifactor Leadership Questionnaire (MLQ). The current study uses a self rating instrument that determines leadership style of the person as per his or her own perception. The instrument is called the MLQ (5x-short) which is validated and includes 45 items in it. This questionnaire helps in getting responses for research purpose and prepares reports on leadership style of individuals. The questionnaire comprises of two different editions. First edition is self rating in which a person describes his or her own leadership style. The other edition is about other in which a person rates his or her supervisor, peer, or subordinate’s leadership style. The questionnaire used in current survey is the self rating questionnaire. The questionnaire uses a 5 point Likert scale that is (0 1 2 3 4) where

0-Not at all,
1-Once in a while,
2-Sometimes,
3-Fairly often,
4-Frequently, if not always

The instrument includes 45 items, the nine factors of transformational, transactional, and passive/avoidant leadership are measured by 36 items while the leadership outcomes are measured by 9 items included therein (Antonakis, Avolio, & Sivasubramaniam, 2003). The 5 factors of transformational leadership include 4 questions for each factor, the two factors of transactional leadership, and two factors of passive/avoidant leadership included 4 questions for each too. In case of the leadership outcomes extra effort is measured by 3 items, effectiveness is result of 4 items and satisfaction is measured by two questions. These items are as follows,

Idealized Influence (Attributed)
I instill pride in others for being associated with me
I go beyond self-interest for the good of the group
I act in ways that build others’ respect for me
I get others to look at problems from many different angles
Idealized Influence (Behavioral)
I talk about my most important values and beliefs
I specify the importance of having a strong sense of purpose
I consider the moral and ethical consequences of decisions
I express satisfaction when others meet expectations

Inspirational Motivation
I talk optimistically about the future
I talk enthusiastically about what needs to be accomplished
I articulate a compelling vision of the future
I express confidence that goals will be achieved

Intellectual Stimulation
I re-examine critical assumptions to question whether they are appropriate
I seek differing perspectives when solving problems
I suggest new ways of looking at how to complete assignments
I emphasize the importance of having a collective sense of mission

Individualized Consideration
I spend time teaching and coaching
I treat others as individuals rather than just as a member of a group
I consider an individual as having different needs, abilities, and aspirations from others
I help others to develop their strengths

Satisfaction
I use methods of leadership that are satisfying
I work with others in a satisfactory way

The questionnaire also includes some personal information of the respondents regarding age, gender, qualification, experience, sector, and designation. This information may be helpful in comparing as per differences are concerned in their personal styles of leadership and overall leadership style as a whole. Antonakis et al (2003) concluded that beside some of the shortcomings in theoretical background and measurement ‘the MLQ form 5X is a valid and reliable instrument that can adequately measure the nine components comprising the full-range theory of leadership’. The internal consistency of scale is 0.78.
4. Analysis and Interpretation

The data was coded and entered into MS Excel 2003 and SPSS 16.0 for the purpose of making analysis. The demographic characteristics of the respondents are as follows,

**Table 1: Demographic characteristics of respondents (N=265)**

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>N</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gender</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>151</td>
<td>57</td>
</tr>
<tr>
<td>Female</td>
<td>114</td>
<td>43</td>
</tr>
<tr>
<td><strong>Age (years)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25-29</td>
<td>99</td>
<td>34</td>
</tr>
<tr>
<td>30-34</td>
<td>111</td>
<td>41</td>
</tr>
<tr>
<td>35-Above</td>
<td>64</td>
<td>25</td>
</tr>
<tr>
<td><strong>Designation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Associate Professor</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>69</td>
<td>26</td>
</tr>
<tr>
<td>Lecturer</td>
<td>193</td>
<td>73</td>
</tr>
<tr>
<td><strong>Experience (years)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1-5</td>
<td>118</td>
<td>45</td>
</tr>
<tr>
<td>6-10</td>
<td>102</td>
<td>38</td>
</tr>
<tr>
<td>11-Above</td>
<td>45</td>
<td>17</td>
</tr>
</tbody>
</table>

The respondents are both male and female faculty members with a majority having an age group 30-34 years. Majority (72%) of respondents is working as lecturer and a reasonable amount of respondents (44.5 %) has an experience of 1-5 years.

**Table 2: Scores (mean, Standard Deviation) of Transformational leadership and Satisfaction (N=265)**

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transformational leadership</td>
<td>3.089</td>
<td>.2502</td>
</tr>
<tr>
<td>Idealized Attribute</td>
<td>3.062</td>
<td>.4521</td>
</tr>
<tr>
<td>Idealized Behavior</td>
<td>3.139</td>
<td>.4279</td>
</tr>
<tr>
<td>Inspirational Motivation</td>
<td>3.184</td>
<td>.4251</td>
</tr>
<tr>
<td>Intellectual Stimulation</td>
<td>3.065</td>
<td>.3932</td>
</tr>
<tr>
<td>Individualized Consideration</td>
<td>2.995</td>
<td>.5068</td>
</tr>
<tr>
<td>Satisfaction</td>
<td>3.223</td>
<td>.5033</td>
</tr>
</tbody>
</table>
The mean score of the transformational leadership style is 3.089 which indicates that this style is practiced “fairly often” by the educationists and academicians. Only the score on the dimension “individualized consideration” is lower than the remaining 4 dimensions of the transformational leadership style.

Table 2-a: Correlation Analysis

<table>
<thead>
<tr>
<th>Transformational</th>
<th>Pearson Correlation</th>
<th>Sig. (2-tailed)</th>
<th>Satisfaction</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>.291**</td>
</tr>
<tr>
<td>Idealized Attributes</td>
<td>Pearson Correlation</td>
<td>.155*</td>
<td>.011</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Idealized Behavior</td>
<td>Pearson Correlation</td>
<td>.126*</td>
<td>.041</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inspirational Motivation</td>
<td>Pearson Correlation</td>
<td>.231**</td>
<td>.000</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intellectual Stimulation</td>
<td>Pearson Correlation</td>
<td>.233**</td>
<td>.000</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Individualized Consideration</td>
<td>Pearson Correlation</td>
<td>.099</td>
<td>.109</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**: Correlation is significant at the 0.01 level (2-tailed)

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

The results of correlation analysis found a significant relationship between the transformational leadership style and the satisfaction (r=0.291, p<0.01). This particular finding confirms the hypothesis that the transformational leadership style has a positive and significant relationship with the satisfaction. The dimension ‘idealized attributes’ also has appositive and significant relationship with the satisfaction (r=0.155, p<0.05). The dimension ‘idealized behavior’ also has appositive and significant relationship with the satisfaction (r=0.126, p<0.05). The dimension ‘inspirational motivation’ also has appositive and significant relationship with the satisfaction (r = 0.231, p<0.01). The dimension ‘intellectual stimulation’ also has appositive and significant relationship with the satisfaction (r = 0.233, p<0.01). The only dimension ‘individualized consideration’ has no significant relationship with the satisfaction (r = 0.099).
5. Discussions

The transformational-transactional theory of leadership represents such a paradigm that may help to understand leadership in a broader context and in different organizational levels and functions. The basic theme of research was to elaborate the transformational leadership style and its relationship with satisfaction. The research found a significant and positive relationship between leadership style and satisfaction. It is advised for policy implication that leaders must also agree the opinion of the followers when they come with sound logic and reasoning so they can feel confidence and transform into future leaders.

5.1 Limitations and Future Guidelines

The study has certain limitations as the factors such as organizational climate and level of authority is not considered. Moreover the study is based upon personal responses and no observation of verification was applied. Moreover the sample size was limited to a provincial region and if we could arrange a survey for the whole country the generalizability would be greater. We only went for the education sector while there is also need to explore the leadership dimension in other industrial sectors like manufacturing, finance, health, etc. future research must also focus on the cultural dimensions such as Hofstede’s values framework. It is also advised that leadership style must be studied in relation with different job characteristics and employee behavior.
References


Kaplan, R. E., (1996). *Forceful leadership and enabling leadership: you can do both*. Center for creative leadership, Greensboro, North Carolina


