

ROLE OF TRANSFORMATIONAL LEADERSHIP STYLE ON EMPLOYEE JOB PERFORMANCE AMONG HIGH AND LOW RANKING INSTITUTIONS OF HIGHER EDUCATION OF KHYBER PAKHTUNKHWA

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ABSTRACT

A leader, who appears to be effective, provides guidance in order to attain the goals of the organization by motivating subordinates to perform in the line with a common or shared vision. A leader may have various leadership qualities and may adopt two or more leadership styles at a time. This research investigated whether the role of transformational leadership on employee job performance and moreover does it varies in high and low ranking Institutes of KPK.

The target population for the study was higher educational institutes in KPK sector recognized by the HEC of Pakistan. Employees of total six universities/institutes from both high and low (three each) were taken as sample respondents. Primary data of the research was collected through questionnaires. 228 questionnaires were distributed among the population of. In total 205 numbers of usable responses were received as a feedback on the survey. The overall response rate for the study is 89%. Transformational leadership style with its characteristics of “Idealized Influence” (Attributed and Behavior), “Inspirational Motivation”, “Intellectual Stimulation” and “Individualized Consideration” were taken as independent variables whereas “employee job performance” was taken as a dependent variable. The results of the study revealed that transformational style of leadership affects the performance of employees in higher educational institutions of KPK sector significantly. While investigating the characteristics of the transformational style of leadership it is found that “Inspirational Stimulation and Intellectual Consideration” is concerned, it is found that it is not significant in relation with employee performance in high ranking institutes and the significant association has been found in low ranking institutes. The association of “Transformational Leadership” is found significantly related to employee performance for both high and low ranking institutes/universities.

Keywords: Transformational Leadership (Idealized Influences Attributed & Behaviors, Inspirational Motivation, Intellectual Stimulation, Individualized Consideration), employee Job Performance, and University context.

INTRODUCTION

Nobody can deny the importance of transformational leadership for improved employee performance. However, conceptually the functionality of transformational leadership is not elaborated in transformational leadership style of management (Dola, 2015). Several studies have discussed the effect of transformational leadership on employee job performance, however, with the slightly narrow approach (Mwongeli, 2016). The literature has also shown that many researchers settle for transformational leadership account for four major factors; idealized influence, inspirational

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motivation, individual consideration and intellectual stimulation, but no study is found in the education sector of Khyber Pakhtunkhwa Pakistan to test this model. Moreover, this research investigated whether transformational leadership has an effect on employee performance and whether it varies in high and low ranking universities of Khyber Pakhtunkhwa, Pakistan. While examining the effect of transformational leadership on employee performance, four factors of transformational leadership taken as independent variables. Furthermore, the inconsistent relationships in the literature among the facets/dimensions of transformational leadership with employee job performance make this study even more important.

Prior researchers had demonstrated the effects of leadership styles on various organizational outcomes in various sectors and less attention has been given in linking transformational leadership with employee performance. Many organizations realize that the total work performance is no longer dependent on the use of material resources but on the human resources and knowledge they possess, which is referred to as the most valuable position in an organization (Masa'deh et al., 2014). As far as human resources are concerned, the performance of the workforce largely depends on the organization's leaders (Kamali, 2014). According to Mehra et al. (2006), organizations can better perform others by focusing on the effects of leadership. This is because leaders play an important role in organizations because they measure external conditions, gives employees the opportunity to tackle challenges and create organizational superiority for ongoing advancement and development (Chu and Lai, 2011; Odumeru and Ifeanyi, 2013).

This study was so; motivated by the fact that, although many empirical studies have boosted the positive association of transformational leadership with job satisfaction (Bolger 2001; Koh, Steers & Terborg, 1995). This area gained empirical research more than other leadership theories and thus matures to provide sufficient evidence for the analysis (Lowe & Gardiner, 2000). Most importantly, transformation leadership is in line with the conventional leadership associated with higher institutions, the context in which the study was conducted.

In recent decades, the impact of transformational leadership has significant attention (Judge & Piccolo, 2004; Wang, Oh, Courtright and Colbert, 2011; Yang, Zhang & Tsui, 2010). Although the link between transformational leadership and work performance sustained and established, the individual mechanisms underlying this relationship remain uncertain.

Despite growing empirical work on leadership and job performance in the west, less focus is paid regarding the effect of leadership that is transformational in nature and on the performance of employees. There is relatively little research on transformational leadership in the service sector, especially in the higher education sector, although this sector is the backbone of any society. Hence, the study aims at investigating the role of transformational leadership on employee performance in the high and low ranking higher educational institutions of Khyber Pakhtunkhwa.

For this purpose, the study intends to answer the questions whether the transformational style of a leadership affects the performance of employees of higher educational institutions of Khyber Pakhtunkhwa, Pakistan? In addition, is there any difference in high and low ranking of higher educational institutions/ universities of Khyber Pakhtunkhwa, Pakistan in relation to transformational style of a leadership and employee performance? In order to answer the questions posed by this

research the objectives were met;

1. To investigate the prevalent level of transformational leadership style among high and low ranking institutes of Khyber Pakhtunkhwa, Pakistan.
2. To examine the important predictor among facets of transformational leadership (idealized influence, inspirational motivation, individualized consideration and intellectual stimulation) upon employee job performance.
3. Further, to assess whether transformational leadership has been more practiced either by high ranking or low ranking Universities.

LITERATURE REVIEW

Leadership

Leadership has always been a vital subject for an organization. (Den. et al., 2011). Cuban (1988), argue that there are numerous description and definitions regarding the leadership, but still, there is a lack of a coherent understanding of what differentiates non-leaders from leaders. Yukl (2006) defines leadership in a four-dimensional perspective as a technique for motivating employees either individually or in groups so that they are able to obtain their desired targets efficiently and effectively. Northouse (2010) viewed leadership as a process whereby leader motivates his or her subordinates so that the organization's collective sense of mission would be achieved as desired. Leaders can set a vision in line with goals and objectives, leaders should have a vision and therefore the ability to articulate that vision, leaders will set a vision through cooperation, and a frontrunner will set a vision by beginning new programmes and initiatives (A. Zulfqar et al., 2016). Mindset theory is often used in the context of learning and education (Asbury et al., 2015; Boyd, 2014). But leaders and coaches have also confirmed the relevance of the growth view (Chase, 2010, Heslin & Keating, 2017), as well as consumers in determining consumer preferences (Murphy & Dweck, 2016). It is plausible that the growth motto is also relevant for work participation. Employees with a growth perspective are characterized by the urge to grow constantly. We argue that these people are likely to be very involved in their work because it offers opportunities for personal growth.

TRANSFORMATIONAL LEADERSHIP

The concept of transformational leadership was derived from studies of charismatic leadership by Weber's in 1947 and the theory was later established in the late 20th century by Burns (1978), who believed that the transformational leadership is a route in which both followers and leaders elevate each other to an increased stage of motivation and morality. Bass (1985) posited that the transformational nature of leader is one that influences employees to surpass their personal or self-interest for benefit of team or organization by increasing awareness regarding the importance of outcomes. Similarly, Roueche et al., (1989) affirmed the transformational leadership as leader's ability to persuade others attitudes, values, beliefs, and behaviors in order to achieve organizational goals. Jandaghi et al. (2009), also affirmed that changes are made by transformational leaders to increase organizational efficiency and performance. According to Northouse (2010), a process that changes and transforms individuals is known as a transformational leader. It entails evaluating the

motives of associates so they become satisfied and worthwhile. As a result, the organization, which follows transformational leadership style, is much more successful because they value their associates. That is why Lai (2014) have termed transformational leadership as one of the principal tactics in educational leadership. This suggests that the extent to which supporters take daily initiatives for their work also depends on the motivation and opportunities that guides provide overnight and that the transformational leaders encourage their employees from bottom to up followers to improving their job performance (Bakker, 2017).

IDEALIZED INFLUENCE

Idealized influence behavior is the leader's wisdom of mission that obliges morality and ethics of followers (Bass & Avolio, 1990; Bass 2003). "Leaders are loved, respected and trusted" (Boerner, Eisenbeiss, & Griesser, 2007). This sort of leaders deal with the admiration of their followers; it's additionally referred to as "source of charisma". They relish loyalty, trust, and pride in their followers (Luthans & Doh, 2012).

INSPIRATIONAL MOTIVATION

Transformational leaders in inspirational motivation inspire and motivate their followers towards the vision of the organization by providing meaning and challenging tasks. A single component of charismatic inspirational leadership is generally formed; by the charismatic leadership and inspirational motivation. A behavior that is elusive or intangible that sways confidence to reach the unreachable is inspirational motivation (Bass, 2000). These types of leaders have the ability in the rationalization of their vision, beliefs, and mission clearly. Thus, they will build simple statement concerning what must be done (Omar & Hussin, 2013).

INTELLECTUAL STIMULATION

Transformational leaders in intellectual stimulation challenge their followers in order to think creatively and to find the solution to difficult problems. New ideas are encouraged and new approaches of employees are supported encouraged and moreover, their viewpoints are not criticized simply because their opinions are in contrast to the opinions of leaders (Bass, 2000). Leaders will simply direct their followers to seek out a brand new resolution for recent issues moreover as encouraging them to be innovative in downside resolution (Marn, 2012).

INDIVIDUALIZED CONSIDERATION

Transformational leaders in individualized consideration treat followers as individuals and not just group members (Dionne et al., 2004). According to Barnett et al., (2001) when leaders make interpersonal relations with followers, individualized consideration takes place. The considerate leader responds and pays attention to individuals in a manner of effectiveness. The leaders having this dimension are ready to describe and develop every one of their followers' demands (Luthans & Doh, 2012). Bass (1985) delineates it as "the degree of non-public attention and encouragement of self-development a frontrunner devotes to the employees" (Marn, 2012).

TRANSFORMATIONAL LEADERSHIP AND EMPLOYEE PERFORMANCE

The success of an institution relies on leadership behavior (Bass & Stogdill 1990) and leadership is known to be effective when the influence exerted by leaders on subordinates leads towards the achievement of organizational outcome (George & Jones, 2000). In various contexts, transformational leadership has been found to have a positive effect on individual performance and further on job performance (Bass & Avolio, 1994; Ristow, 1998). The transformational leadership theory explains transformational leaders as an agent of change who is able to obtain performance beyond the expectations by setting challenging tasks in order to steer and motivate themselves and others for achieving higher levels of performance (Masi & Cook, 2000; Bass et al., 2003; Avolio & Bass, 2004; Northouse, 2010). Numerous studies provide an affirmative relationship, among transformational style of leadership and subordinates behaviors, and outcomes (Lowe, Kroeck, & Sivasubramaniam, 1996; Dumdum, Lowe, & Avolio, 2002; Avolio, Bass, Walumbwa, & Zhu, 2004). Transformational leadership is the predictor of employee job outcomes and there exists a positive relationship between transformational leadership and employee job performance (Arnold, 2000 & Ahearne et al., 2005). They further argued that if transformational leadership style is observed by the leaders, then this would give a sense of empowerment to the employees and as a result employees are able to do their tasks more efficiently and effectively thereby utilizing their creative and innovative abilities, which finally leads to improved performance. In addition, the transformational leadership theory describes different behaviors leaders perform in their work and which posit different influences upon employees and organizations.

In different setting Imran et al., (2012) investigated the influence of the transformational style of leadership and work environment. The study was conducted in Pakistan with sample respondents from the manufacturing sector of Pakistan and found the positive noteworthy impact of both transformational leadership style and working environment on employee's performance. Furthermore, the work environment was also revealed to mediate the relationship between transformational leadership and performance of an employee. Transformational leadership or empowering paradigm is depicted as an effective leader (Evans, 1994). Researchers have found Transactional leaders to be less effective and satisfying than transformational leaders (Bycio, 1995; Bass, 1997). But some other researchers like Afolabi et al., (2008), provided evidence in favor of transactional leadership theory and found it to be more effective than transformational leadership where organizations are desired to achieve their aims and objectives.

Different empirical studies support the effects of transformational leaders' behaviors. In the most recent study, Cavazotte, Moreno, and Bernardo (2013) investigated the relationship among transformational style of leadership and subordinates performance both informal and contextual forms in Brazil. Identification and self-efficacy beliefs were used as mediators. The study revealed transformational leadership to be correlated with task performance at higher levels and helping behaviors. Transformational leadership is suggested and validated to play a vital role in employees' positive work behavior (Den Hartog & Belschak, 2012; Schmitt et al., 2016). Also, Ariyabuddhiphongs and Kahn (2017) argued that transformational leadership helps the employees in

in reducing turnover intention and improving job performance. Hence, subordinates feel autonomy in their routine tasks and are able to take decisions on the behalf of the organization.

TRANSFORMATIONAL LEADERSHIP AND EMPLOYEE JOB PERFORMANCE IN HIGHER EDUCATION

The new era of higher education system demands for more thoughtful, adaptive, versatile and flexible leaders. According to scholars and practitioners, transformational leaders try to work with their subordinates in order to accomplish competence, better performance and to produce fresh and resourceful solutions to theoretical queries (Burns, 1978; Bass, 1985; Dvir et al., 2002). Other scholars like Dvir, et al., (2002) and Day, et al., (2004) have stated that transformational leaders are more efficient in enhancing performance and expectations than transactional leaders.

In current research shows that transformational leadership relates to employee job performance (Breevaart et al., 2014; Kovjanic, Schuh, & Jonas, 2013) Many types of research support the transformational leadership in higher education as the direct rescuer of academic institutions. Besides, some researches oppose this very idea totally. Although leadership does not cure magically it did play an effective role in improving teaching, curriculum, major organizational changes and connection between schools and their communities (Bolman & Deal 1992). According to Maeroff (1980), transformational leadership directly relates to academic leadership. He also explained that the leadership at college and university level was linked to the skill to make tough decisions. In an academic environment, effective university leaders are believed to come from the transformational leadership (Fisher, Tack, & Wheeler, 1988; Tucker, Bass, & Danier, 1992). On the other hand, some investigators hypothesize that transformational leadership is inconsistent with tertiary education (Birnbaum, 1992). Bess and Goldman (2001) who examined leadership in American universities and found lack of transformational leadership at universities where teaching and decentralization of authority are emphasized further supports this stance. However, transformational leaders in an educational setting are also found to lay the groundwork for alteration in the culture of organization, strategies, and structures as well, which are akin to another corporate locale (Yu, Leithwood, & Jantzi, 2002). Strategies may include employee's development to attain a higher professional level that increases their capabilities, creativeness and empower their subordinates to take initiatives that brings about the much-needed changes (Clark et al., 2008). It is also evident and validated in public and private sectors that those leaders who employ transformational leadership style are more effective with better performance (Lowe et al., 1996; Bakar & Mahmood, 2013). It is evident from the literature that transformational leadership significantly affects employee's performance irrespective of sector.

CONCEPTUAL MODEL



Hypotheses

Based on the literature, five subcomponents of the transformational style of leadership are taken as independent variables and the following hypothesis are formulated for empirical testing with respect to the dependent variable of employee performance:

- H1:** Idealized Influence (Attributed) has a significant relationship with Employee performance in high ranking university.
- H2:** Idealized Influence (Behaviors) has a significant relationship with Employee job performance in high ranking university.
- H3:** Inspirational Motivation has a significant relationship with Employee job performance in high ranking university.
- H4:** Intellectual Stimulation has a significant relationship with Employee job performance in high ranking university.
- H5:** Individualized Consideration has a significant relationship with Employee job performance in high ranking university.
- H6:** Idealized Influence (Attributed) has a significant relationship with Employee job performance in low ranking university.
- H7:** Idealized Influence (Behaviors) has a significant relationship with Employee job performance in low ranking university.
- H8:** Inspirational Motivation has a significant relationship with Employee job performance in low ranking university.

H9: Intellectual Stimulation has a significant relationship with Employee job performance in low ranking university.

H10: Individualized Consideration has a significant relationship with Employee job performance in low ranking university.

H11: The Transformational style of leadership has a significant influence on employee's job performance of higher education universities in Khyber Pakhtunkhwa.

POPULATION AND SAMPLING

The target population for the proposed study was higher educational institutes in both high and low ranking Institutes/Universities. It's located in Khyber Pakhtunkhwa, Pakistan duly recognized by the Higher Education Commission (HEC) of Pakistan. The population of the study was taken from institution/university websites and was further confirmed by respective department's heads and In-charge of the concerned academic sections.

Six higher educational universities were used for the study. It included the University of Peshawar, University of Agriculture Khyber Pakhtunkhwa and Abdul Wali Khan University from high ranking in Khyber Pakhtunkhwa. Furthermore, from the low ranking City University of Science and Information Technology, Peshawar, Iqra National University, Peshawar and the University of Haripur were included. Department of Management Sciences was the focus area but since public universities have large faculty in size, therefore other departments of the low ranking university were purposively selected to accumulate an adequate number of responses for computational facilitation.

Questionnaires were filled from the faculty of the selected universities. In total 228 questionnaires were distributed among the population of study i.e. 290. In total 205 numbers of usable responses were received as a feedback on the survey. The overall response rate for the study is 89%.

TRANSFORMATIONAL LEADERSHIP

In order to measure the extent of Transformational Leadership questionnaire was adapted from the Multifactor Leadership Questionnaire (MLQ) developed by Bass and Avolio (1994). The items were drawn from Bass (1985) and further amplified by Bycio et al.,(1995). This instrument has been selected due to its wide research history and it has already been used in an educational setting as well as in high and low ranking public organizations (Nyengane, 2007). These items were rated using a 5-point Likert scale starting from 01 indicating "not at all" up to 05 indicating "frequently, if not always".

EMPLOYEE JOB PERFORMANCE

Employee job performance was measured by using five items scale developed and validated by Al-Dmour and Awamleh (2002). The measure was also assessed on a 5-point scale, ranging from 1 to 5 as follows: 1 = Strongly Disagree; 2 = Disagree; 3 = Neutral; 4 = Agree; 5 = Strongly Agree. The questionnaire comprised of three sections. The first section dealt with bio-data of respondents including their gender, age, qualification, and tenure. The second section consisted (20) questions on 5 points Likert scale for assessing the views of respondents about transformational leadership qualities of their heads. Third section comprised of (04) questions that illustrated employee's job performance.

DESCRIPTIVE STATISTICS

Following table presents the results of Mean and Standard Deviation for all the variables.

Table: 1 Descriptive Statistics for Variables(N=205)

| Variables | Mean | SD |
|---|---------------|----------------|
| Idealized Influence (Attributed) – (Independent Variable) | 3.6780 | 0.80288 |
| Idealized Influence (Behaviors) – (Independent Variable) | 3.6378 | 0.79573 |
| Inspirational Motivation – (Independent Variable) | 3.8293 | 0.65874 |
| Intellectual Stimulation – (Independent Variable) | 3.7671 | 1.05007 |
| Individualized Consideration – (Independent Variable) | 3.5134 | 1.13171 |
| Overall Transformational Leadership | 3.8159 | 0.71396 |
| Employee Job Performance – (Dependent Variable) | 3.6851 | 0.67909 |

All the measures that were used in the questionnaire were on a 5-point scale, ranging from 1 to 5. So, the values of Means which are >2 , displays the positive response of the respondents according to table 1.

RELIABILITY ANALYSIS

Table 2 illustrates the reliability analysis of independent variable transformational leadership and its components and dependent variable employee job performance Cronbach's Alpha (α) has been used to measure the internal consistency of the variables and questionnaire as a whole. The overall reliability of transformational leadership is 0.891 and the corresponding reliability of its facets i.e. Idealized Influence (Attributed), Idealized Influence (Behaviors), Inspirational Motivation, Intellectual Stimulation, Individualized Consideration are 0.768, 0.755, 0.666, 0.678 and 0.668 respectively indicating the high reliability of items. According to Kline (1999) is the Cronbach's Alpha value goes beyond 0.7, it represents satisfactory internal consistency. Since the Cronbach's Alpha (α) for employee's job performance was found 0.694, which is reliable. The overall reliability of questionnaire is 0.893, which is acceptable.

Table: 2 Reliability Analysis

| Variable | Cronbach's Alpha | No. of Items |
|--|-------------------------|---------------------|
| Idealized Influence (Attributed) | 0.768 | 04 |
| Idealized Influence (Behaviors) | 0.755 | 04 |
| Inspirational Motivation | 0.666 | 04 |
| Intellectual Stimulation | 0.678 | 04 |
| Individualized Consideration | 0.668 | 04 |
| Overall Transformational Leadership | 0.891 | 20 |
| Employee Job Performance | 0.694 | 04 |
| Overall (Dependent & Independent) | 0.893 | 24 |

Construct Validity

Construct validity is assessed through evaluation of convergent and discriminant validity. Inside the blessing study convergent and discriminant validity are assessed.

Convergent Validity of High Ranking Universities

Table: 3 Reliability analysis of the constructs of High Ranking Universities

| | Composite Reliability | AVE |
|----------------------------------|------------------------------|------------|
| Idealized Influence (Attributed) | .905 | .704 |
| Idealized Influence (Behaviors) | .796 | .508 |
| Inspirational Motivation | .784 | .483 |
| Intellectual Stimulation | .559 | .343 |
| Individualized Consideration | .762 | .455 |
| Employee Job Performance | .861 | .613 |

Discriminant Validity

The table shows that Square Root for AVE is greater than the inter-construct correlations. Hence, discriminant validity is established.

Discriminant Validity of High Ranking Universities

Table: 4 Fornell and Larcker Criterion

| | EJP | IC | II(A) | II(B) | IM | IS |
|--------------|-------------|-------------|--------------|--------------|-------------|-------------|
| EJP | .783 | | | | | |
| IC | .274 | .675 | | | | |
| II(A) | .670 | .353 | .839 | | | |
| II(B) | .384 | .272 | .766 | .713 | | |
| IM | .291 | .395 | .526 | .533 | .695 | |
| IS | .405 | .485 | .608 | .334 | .362 | .585 |

Convergent Validity of Low Ranking Universities:

Table: 5 Reliability analysis of the constructs

| | Composite Reliability | AVE |
|----------------------------------|------------------------------|------------|
| Idealized Influence (Attributed) | .738 | .426 |
| Idealized Influence (Behaviors) | .873 | .633 |
| Inspirational Motivation | .780 | .484 |
| Intellectual Stimulation | .706 | .417 |
| Individualized Consideration | .744 | .440 |
| Employee Job Performance | .798 | .515 |

Discriminant Validity of Low Ranking Universities

Table: 6 Fornell and Larcker Criterion

| | EJP | IC | IM | II(A) | II(B) | IS |
|-------|-------------|-------------|-------------|--------------|--------------|-------------|
| EJP | .718 | | | | | |
| IC | .492 | .663 | | | | |
| IM | .327 | .435 | .696 | | | |
| II(A) | .692 | .505 | .602 | .653 | | |
| II(B) | .402 | .501 | .650 | .702 | .796 | |
| IS | 0.454 | .635 | .579 | .539 | .529 | .646 |

Table: 7 Correlation Analysis for high ranking universities in KPK sector (N=108)

| | II (A) | II (B) | IM | IS | IC | TL | EP |
|------------------------------|--------|--------|--------|--------|--------|--------|----|
| Idealized Influence (A) | 1 | | | | | | |
| Idealized Influence (B) | .701** | 1 | | | | | |
| Inspirational Motivation | .424** | .349** | 1 | | | | |
| Intellectual Stimulation | .424** | .315** | .451** | 1 | | | |
| Individualized Consideration | .312** | .200* | .366** | .613** | 1 | | |
| Transformational Leadership | .823** | .732** | .693** | .735** | .657** | 1 | |
| Employee Performance | .622** | .289** | .202* | .148 | .170 | .422** | 1 |

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

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

CORRELATION ANALYSIS

Table 7 illustrates the correlation between Transformational Leadership (TL), Idealized Influence Attributed (IIA), Idealized Influence Behaviors (IIB), Inspirational Motivation (IM), Intellectual Stimulation (IS), Individualized Consideration (IC) and Employee Performance (EP) in high ranking. It indicates that Idealized Influence (Attributed) have medium but positive correlation with employee performance (i.e. 0.622), which is significant at 99% level. Idealized Influence (Behaviors) is also a positive correlation with employee job performance (i.e. 0.289), which is significant at 99% level. Inspirational Motivation has a medium but positive correlation with employee job performance (i.e. 0.202), which is significant at 95% level.

Intellectual Consideration and Individualized consideration has no significance to employee performance. Whereas, overall transformational leadership has a positive correlation at 99% level with employee performance (i.e. 0.422) in high-ranking universities.

Table: 8 Correlation Analysis for low ranking universities in KPK sector (N=97)

| | II (A) | II (B) | IM | IS | IC | TL | EP |
|------------------------------|--------|--------|--------|--------|--------|--------|----|
| Idealized Influence (A) | 1 | | | | | | |
| Idealized Influence (B) | .728** | 1 | | | | | |
| Inspirational Motivation | .569** | .677** | 1 | | | | |
| Intellectual Stimulation | .388** | .487** | .539** | 1 | | | |
| Individualized Consideration | .288** | .398** | .369** | .669** | 1 | | |
| Transformational Leadership | .773** | .867** | .811** | .776** | .670** | 1 | |
| Employee Performance | .552** | .391** | .300** | .288** | .266** | .461** | 1 |

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

Table 8 shows a correlation between transformational leadership and its components with employee performance in low ranking universities. It employs that Idealized Influence attribute has a positive correlation with employee performance (i.e. 0.552), which is significant at 99% level. Idealized Influence behavior, Inspirational Motivation, Intellectual stimulation and Individual Consideration are a positive correlation with employee job performance and has a good positive and significant relationship with employee performance (i.e. 0.391, 0.300, 0.288 and 0.266 respectively) at 99% level. Overall, Transformational leadership has also a positive and significant correlation with the performance of an employee at 99% level (i.e. 0.461).

Intellectual stimulation and Individualized consideration has no relationship with employee performance in high ranking universities in KPK sector but have a positive relationship with employee performance of Intellectual stimulation and Individualized consideration has been found in low ranking universities. When overall results of transformational leadership with employee job performance is compared for both high and low ranking universities, it can be concluded with the help of empirical results that Transformational Leadership with Employee Job Performance is found to be more positive and significant in relationship in low ranking institutes in comparison to the high ranking universities/institutes.

REGRESSION ANALYSIS AND TESTING OF HYPOTHESIS

Table: 9 Model Summary of Hypothesis

| Hypothesis | Model | R | R Square | Adjusted R Square | Std. The error of the Estimate | Sig. F Change |
|----------------|--------------------------------|------|----------|-------------------|--------------------------------|---------------|
| H ₁ | II (A) and EJP in High Ranking | .622 | .387 | .381 | .59356 | .000 |
| H ₂ | II (B) and EJP in High Ranking | .289 | .084 | .075 | .72557 | .002 |
| H ₃ | IM and EJP in High Ranking | .202 | .041 | .032 | .74241 | .036 |
| H ₄ | IM and EJP in High Ranking | .148 | .022 | .013 | .74961 | .126 |

| | | | | | | |
|-----------------------|-------------------------------|------|------|------|--------|------|
| H₅ | IS and EJP in High Ranking | .170 | .029 | .020 | .74689 | .078 |
| H₆ | IC and EJP in High Ranking | .552 | .305 | .298 | .53890 | .000 |
| H₇ | II (A) and EJP in Low Ranking | .391 | .153 | .144 | .59514 | .000 |
| H₈ | II (B) and EJP in Low Ranking | .300 | .090 | .080 | .61672 | .003 |
| H₉ | IM and EJP in Low Ranking | .288 | .083 | .074 | .61899 | .004 |
| H₁₀ | IS and EJP in Low Ranking | .266 | .071 | .061 | .62318 | .008 |
| H₁₁ | Overall TL and EJP | .331 | .110 | .105 | .67537 | .000 |

This section illustrates regression results for testing the hypothesis. Regression analysis defines the dependence of dependent variable (employee performance) on independent variable (transformational leadership and its components) and further explains the degree to which dependent variable responds to changes in independent variables.

Table: 10 Coefficients

| Model | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. | Results |
|--|-----------------------------|------------|---------------------------|--------|------|--------------|
| | B | Std. Error | Beta | | | |
| (Constant) | 1.639 | .277 | | 5.912 | .000 | Accepted |
| Idealized Influence (A) in High Ranking | 0.564 | .069 | .622 | 8.177 | .000 | |
| (Constant) | 2.648 | .395 | | 6.710 | .000 | Accepted |
| Idealized Influence (B) in High Ranking | 0.318 | .102 | .289 | 3.111 | .002 | |
| (Constant) | 2.866 | .473 | | 6.062 | .000 | Accepted |
| Inspirational Motivation in High Ranking | 0.248 | .117 | .202 | 2.120 | .036 | |
| (Constant) | 3.046 | .530 | | 5.746 | .000 | Not Accepted |
| Intellectual Stimulation in High Ranking | 0.201 | .130 | .148 | 1.543 | .126 | |
| (Constant) | 3.100 | .431 | | 7.196 | .000 | Not Accepted |
| Individualized Consideration in High Ranking | 0.200 | .112 | .170 | 1.780 | .078 | |
| (Constant) | 1.974 | .286 | | 6.912 | .000 | Accepted |
| Idealized Influence (A) in Low Ranking | 0.533 | .083 | .552 | 6.459 | .000 | |
| (Constant) | 2.784 | .249 | | 11.175 | .000 | Accepted |
| Idealized Influence (B) in Low Ranking | 0.290 | .070 | .391 | 4.135 | .000 | |
| (Constant) | 2.716 | .354 | | 7.672 | .000 | Accepted |
| Inspirational Motivation in Low Ranking | 0.293 | .096 | .300 | 3.064 | .003 | |

| | | | | | | |
|---|-------|------|------|-------|------|----------------------|
| (Constant) | 2.860 | .321 | | 8.922 | .000 | Accepted |
| Intellectual Stimulation in Low Ranking | 0.270 | .092 | .288 | 2.937 | .004 | |
| (Constant) | 2.78 | .378 | | 7.358 | .000 | Significant Accepted |
| Individualized Consideration in Low Ranking | 0.290 | .108 | .266 | 2.690 | .008 | |
| (Constant) | 2.533 | .261 | | 9.711 | .000 | Significant Accepted |
| Overall Transformational Leadership | 0.348 | .070 | .331 | 4.998 | .000 | |

COMPARISON RESULTS FOR HIGH AND LOW RANKING INSTITUTES/ UNIVERSITIES IN KPK SECTORS

| | | Levene's Test for Equality of Variances | t-test for Equality of Means | | | |
|----------------------------------|-----------------------------|---|------------------------------|-------|---------|-----------------|
| | | F | Sig. | T | df | Sig. (2-tailed) |
| Idealized Influence (Attributes) | Equal variances assumed | 4.808 | .029 | 5.078 | 203 | .000 |
| | Equal variances not assumed | | | 5.138 | 200.440 | .000 |
| Inspirational Motivation | Equal variances assumed | 1.157 | .283 | 4.062 | 203 | .000 |
| | Equal variances not assumed | | | 4.047 | 196.935 | .000 |
| Individualized Consideration | Equal variances assumed | 1.159 | .283 | 2.607 | 203 | .010 |
| | Equal variances not assumed | | | 2.688 | 166.345 | .008 |
| Intellectual Stimulation | Equal variances assumed | .132 | .717 | 5.345 | 203 | .000 |
| | Equal variances not assumed | | | 5.467 | 184.184 | .000 |
| Idealized Influence (Behaviors) | Equal variances assumed | 1.327 | .251 | 3.259 | 203 | .001 |
| | Equal variances not assumed | | | 3.219 | 182.692 | .002 |

When comparing the results as shown in table No. 11 of high and low ranking institutes in KPK sector for Idealized Influence (Attributed) and Idealized Influence (Behaviors) with EJP, it is observed that variance in EJP has positively associated with EJP. Moreover, Intellectual Stimulation and Individualized Consideration in low ranking KPK sector higher education institutes have positive associated with employee job performance, whereas no association of IS and IC has been observed with EJP in high ranking institutes.

RESULT

In responses to the questionnaires, demographic variables showed that females sample respondents were comparatively more than males in the overall sample. Majority of the respondents were among the age group of 31 to 40 years. In high ranking universities in KPK sector, there were more Ph.D.

teachers in the sample, whereas in low ranking universities in KPK sector majority of the sample respondents were MS/M. Phil. As far as experience is concerned, the majority of the sample respondents in high ranking universities were laying in 5 to 10 years, however, for low ranking universities, it is seen that majority of the respondents had their experience between 2 to 5 years. Overall high reliability of the questionnaire was also observed. The correlation revealed constructive relationship among the variables in high ranking universities. However, in high ranking universities only three independent variables that are Idealized Influence (Attributed), Idealized Influence and Inspirational Motivation were positively associated with employee job performance. Moreover, if all the components/variables of transformational leadership are seen collectively, correlation shows that in both high and low ranking institutes. Transformational leadership is positively associated with employee job performance but in low ranking universities, it is more strongly associated than the high ranking public sector institutes. Regression analysis revealed that overall transformational leadership has 99% significance for effecting or causing a change in employee job performance. Whereas, in high ranking institutes variation in employee job performance was explained by Idealized influence (Attributed), Idealized influence (Behaviors) and Individualized consideration with confidence intervals of 99%, 99%, and 90% respectively. However, low ranking institutes change in employee job performance were explained by Inspirational Motivation, Intellectual Stimulation and Individualized consideration with confidence intervals of 99%, 99%, and 95% respectively.

DISCUSSION

On the basis of results, the following discussion shows the arguments support of the results in the light of literature with respect to the research variables.

“Idealized Influence (Attributed) and Employee Job Performance” Idealized Influence (Attributed) showed a significant relationship with Employee job performance in high ranking institutes. Correlation among both the variable shows a positive relationship with each other for high ranking institutes. This argument is supported by the study of Ha and Nguyen (2014) they indicated that there is a significant association among “idealized influence attributed” and “employee performance”. It is concluded that among those independent variables which had significantly and positive relationship with employee job performance for high ranking institutes, “idealized influence attributed” was most significant and is absolutely in line with the findings of Li and Hung (2009) whose study also reported “idealized influence” was significant and positively associated with “individual job performance”. In similar to this, in low ranking institutes it is observed that “Idealized Influence (Attributed)” has a positive significant association with employee job performance and the study of Insan et al., (2013) completely contradicts this finding.

“Idealized Influence (Behaviors) and Employee Job Performance” it is represented in the results that for the high ranking institutes “Idealized Influence (Behaviors)” has a significant relationship with Employee job performance; acceptance of this hypothesis is in line with the findings of Ahmad, Abbas, and Rasheed (2014). Whereas it is agitated that for the low ranking institutes this is in similar, as the significant relationship has been found among Idealized Influence (Behaviors) and Employee Performance.

Inspirational Motivation and Employee Job performance; for the high ranking institutes, it has been revealed from the results that there is a significant relationship with “inspirational motivation” and “employee job performance”. The results of the current study contradict with that of Ha and Nguyen (2014) who found that there is not not any significant influence of “inspirational motivation” on “individual employee performance”. In contrast to the public sector institutes, it is revealed

surprisingly that “Inspirational Motivation” has a significant and positive effect on employee job performance in low ranking higher educational institutes, which is supported by the findings of previous researches (Li & Hung, 2009; Firestone, 2010).

Intellectual Stimulation; Results for Intellectual Stimulation is found to have a positive and significant relationship on the job performance of an employee in low ranking, whereas, the current findings show no significant association between Intellectual stimulation and employee job performance. The literature shows that intellectual stimulation and employee job performance are positively correlated in both high and low ranking institutes, but, the current research results partially support the study of Yasin et al., (2014).

Individualized Consideration; For the high ranking institutes it was found by the results that “**individualized consideration**” has no significant relationship with “employee job performance”. Whereas, it was revealed that in low ranking institutes “individualized consideration” has a significant and positive relationship with “employee job performance. This result is fortunately in line with the study of Reichenau (2005) who reported: “Even though individualized consideration was a popular leadership approach it did not have a high correlation to performance”.

TRANSFORMATIONAL LEADERSHIP AND EMPLOYEE JOB PERFORMANCE

It is found in “empirical results” that the transformational leadership style significantly and positively associated with employee job performance and is aligned with the previous studies of Bass (1990); Howell and Avolio, (1993); Lowe, Kroeck and Sivasubramaniam (1996); Masiand Cooke (2000);Dumdum, Lowe and Avolio (2002); Avolio, Jung and Bersen (2003); Avolio, Bass, Walumbwa and Zhu (2004); Judge and Piccolo (2004); Walumbwaetal.,(2005); Jabnounand Al Rassi (2005), Ngunital.,(2006); Breevaart et al., 2014; Kovjanic, Schuh, & Jonas, 2013Ejimofor(2007) and Bakker, (2017).

CONCLUSION

The thesis aims to find that either the transformational style of a leadership affects the performance of employees in higher educational institutions of KPK, Pakistan or not. Moreover, it also aims to explore that either there is any difference in high and low of higher educational institutions of KPK, Pakistan in relation to transformational style of a leadership and employee performance or not. The results of the study revealed that transformational style of leadership affects the performance of employees in higher educational institutions of KPK, Pakistan significantly and positively. While investigating the characteristics of the transformational style of leadership it is found that “Idealized influence (Attributed, Behaviors and Motivation)” had a significant association with employee performance in both high and low ranking institutes. As far as “Inspirational Stimulation and Intellectual Consideration” is concerned, it is found that it is not significant in relation with employee performance in High ranking and the significant association has been found in low ranking institutes. The association of “Transformational Leadership” is found significantly related to employee performance for both high and low ranking universities.

Implications/recommendation of the study for Academicians

- As stated earlier, despite growing empirical work on leadership and job performance, less focus was paid regarding the effect of leadership that is transformational in nature and on the performance of employees with specific reference to the higher educational institutes of

KPK, Pakistan and further strengthened the foundation for more studies to be conducted in national and global context.

Implications of the study for the Industry or Practitioners

- It may serve as a tool to enhance the employee performance for the higher educational institution's employees in both high and low ranking institute of KPK, Pakistan.
- Since the results of the thesis indicate, the overall positive influence of the transformational style of leadership on employee performance, it is suggested that the training of the employees both seniors and their subordinates must be inculcated in order to achieve the better employee performance for the higher educational institutes of KPK, Pakistan. Furthermore, according to the results of the study; it is recommended that specialized training with the aim to improve employee performance should be designed for the following specific areas of transformational leadership in both high and low ranking institutes:
 - Benefits of “Idealized Influence (Attributed and Behaviors)” for low ranking higher educational institutes.
 - “Inspirational Motivation” should be focused more on the managers of the high ranking sector institutes.
 - “Individualized Consideration” should also be given more attention to employees (with specific reference to the top management) of the public sector institutes in order to gain increased performance.

In conclusion, it may be agitated that the major implication of the study is to enhance the performance of employees in high and low ranking higher educational institutes by addressing appropriate implementation of the transformational leadership style which may govern better employee performance.

LIMITATIONS

Likewise other researches this study has some limitations which could not be overlooked. Although the number of institutions studied was good enough the results could not be generalized in higher education of KPK, Pakistan as relatively other institutes/universities are based in different cities and localities, where their culture and management practices vary. Also, the data was collected from high and low institutions which might not affect the results of the study but a generalization of the result to the entire population is not suggested. The studies in future may focus specifically on either of the institutes (public or private) for the provision of comprehensive details in specified contexts. Another limitation of the study is that employee performance was assessed through the self-administrated instrument. According to Bretz et al., (1992) the performance may be overrated when assessed through their selves.

FUTURE RESEARCH DIRECTIONS

- Leadership has been a vital aspect of any organizational success. In order to enhance competencies and leadership skills, it is necessary to provide training, organize workshops and seminars. This study finding had an important contribution to understanding the leadership (transformational) and employee's performance in higher education. It was restricted to only one variable i.e. employee's performance; hence further research in this area could be extended with other variables like organizational commitment, outcomes, and effectiveness.

- This study may also be personalized and conducted for the purpose of investigating the effects or association of transformational leadership style on student's performance using structural equation modeling (SEM).
- As this study was carried out for the partial fulfillment of the degree of MS Management Science, due to restricted time this research focused on higher educational institutes of KPK. This research could be carried out while taking into account various institutions in other provinces of Pakistan.

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