

TRANSFORMATIONAL LEADERSHIP AMONG ACADEMICIANS: MODEL, MEASURES AND RELATIONSHIP WITH OTHER CONSTRUCTS

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Abstract

The present study is a literature review of transformational leadership. Specifically, this paper tries to review the practice of transformational leadership among academicians. Additionally, literature review explores the relationship of transformational leadership with various constructs like organizational performance, job satisfaction, change, personality etc. it was found the transformational leadership style had a positive impact on the performance of academicians.

Keywords: Transformational leadership, Academicians

1.1 Introduction

In this global business era, leadership plays a significant role in every sphere of life and it plays an even more crucial role in the education sector. Marzano et al. (2005) had mentioned that school leadership is no different than leadership in other institutions. Many researchers have detailed leaders' roles in organizations. In this regard, transformational leadership had been frequently studied in the leadership fields (Bass, 1998; Heck & Hallinger, 1999). Transformational leadership style is one that focuses to improve the creative intent of the subordinates. Terborg (1995) also mentioned that transformational leadership played an important role in the prediction of organizational commitment, organizational citizenship behavior, and teacher satisfaction. It is believed that transformational leadership style could bring desired changes in the school (Eppard, 2003, Valentine 2004) Moreover, the

transformational leader provides direction and accountability, efficacy and support, and stakeholder engagement and influence. Wahlstrom et.al(2010).According to Leach (2005), Transformational leadership was the simulation of commitment that gives vision for future steps.

1.1.1 Brief evolution of the Concept

The term transformational leadership was first used in 1973 by Downton, but the model of Transformational leadership had come into picture by James MacGregorBurns in 1978 for the first time in his book entitled *Leadership*. Burns (1978) defined the transforming leadership process as to how “one or more persons engage with others in such a way that leaders and followers raise one another to higher levels of motivation and morality” (p.20). Bass (1985) further associated the process with motivating followers to perform “beyond expectations” and look for the larger interest of the group than self-interest. Burns originally said that leaders can transform the lives of followers by altering their perceptions, aspirations, expectations, values, and so forth.

According to Moolenaar et al., (2010) transformational leadership was very closely related to the schools’ dynamic and creative climate that also motivates followers to do extra effort for increased productivity. (Bass, 1985; Bass &Avolio, 1994; Day, Harris, Hadfield, Tolly& Beresford, 2000; Geijsel, Slegers, Van den Berg &Kelchtermans, 2001; Leithwood, Harris & Hopkins, 2008), changed teacher practices (Geijsel et al., 2009; Leithwood et al., 2004; Stewart, 2006), organizational learning (Silins, Mulford&Zarins, 2002), organizational commitment and extra effort for change (Geijsel, Slegers, Leithwood&Jantzi, 2003; Nguni, Slegers&Denessen, 2006; Yu, Leithwood&Jantzi, 2002), and collective teacher efficacy (Ross & Gray, 2006) in a variety of international settings (Bommer, Rubin & Baldwin, 2004; Geijsel et al., 2003; Leithwood, Steinbach &Jantzi, 2002; Leithwood&Jantzi, 2005; Nemanich& Keller, 2007; Rafferty & Griffin,2004).Elearn (2008, p. 32) also added that “transformational leadership is to do with winning the hearts and minds of employees”.

2.1 Model of transformational leadership

Originally, Bass discussed transformational leadership based on three factors: charismatic-inspirational,intellectual stimulation and individual consideration (Bass 1985), where, the charismatic-inspirational factor was divided into two components; idealized influence and

inspirational motivation (Avolio& Bass 2004). Later, Avolio, Waldman and Yammarino (1991) established the concept of the four I’s of transformational leadership. The four I’s were idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. Then, Bass (1997) extended the concept of transformational leadership given by Burns a decade later and discussed various transformational leadership style behaviors. These are also known as four Is of Transformational Leadership. Here, the view point began to develop that supported the very fact that it was truly beneficial to individuals, organizations and society as whole, transformational leaders needed to possess some inner qualities beyond characteristics of effective charisma and transformational leadership. (Avolio, Gardner, Walumbwa, Luthans, & May, 2004; Bass and Steidlmeier, 1999; Gardner &Avolio, 2005).

Table 2.1.1: Factors associated with Transformational Leadership (Bass 1997)

Transformational leadership style behaviors	
1) Idealized influence	<ul style="list-style-type: none"> Act as a role model for others; the organizational purpose is clearly mentioned and connected to values and beliefs; moral and ethical consequences are of great importance to the organization’s decisions.
2) Inspirational Motivation	<ul style="list-style-type: none"> Express an undeniable vision of the future in an optimistic view by which the leader challenges and encourages his followers to be ready for what it takes to achieve future goals.
3) Intellectual Stimulation	<ul style="list-style-type: none"> Reassess the current and old assumptions and consult others about how to deal with problems from different perspectives in an innovative way.
4) Individualized Consideration	<ul style="list-style-type: none"> Offer teaching and coaching, counseling and listening to followers based on individual needs to promote self and followers’ development.

Factor 1: Idealized Influence

Idealized influence is a behavior where the leader motivates the subordinates and they respect their leader as a role model.(Sarros&Santora 2001).According to (Northouse 2007

&Hamidifar 2010), transformational leaders exhibited ethical conduct and had high levels of moral reasoning. Sarros&Santora (2001) mentioned three types of qualities that represented the idealized influence and that are personal, social and fighting qualities.

Table 2.1.2 Idealized Influence qualities (Sarros&Santora 2001, p 387)

Personal qualities	<ul style="list-style-type: none"> • Resourcefulness • Candour • Devotion • Curiosity • Independence
Social qualities	<ul style="list-style-type: none"> • Comradeship • Ancestry • Patriotism • Chivalry • Leadership
Fighting qualities	<ul style="list-style-type: none"> • Coolness • Control • Audacity • Endurance • Decision

Factor 2: Inspirational Motivation

(Northouse 2007) talked about inspirational motivation and believed that it represents the leader’s ability to motivate followers by presenting an attractive vision and hence, followers remain committed towards the organization. A transformational leader is particular in keeping team spirit high characterized by inspirational motivation factor.(Northouse 2007; Shibu&Darshan 2011).The key indicators of inspirational motivation are the role of the leader in setting the organizational vision, communicating this vision, challenging workers, giving continuous encouragement, working in teams, and maintaining autonomy (Sarros&Santora 2001). Kaur (2012) explored that leaders with inspirational motivation are appreciated by followers for their optimism and giving meaning to the assignments for the accomplishment of the goals.

Factor 3: Intellectual Stimulation

In intellectual stimulation, the leader encourages the followers to adopt new ideas by challenging the old methods and try to induce creativity among followers Gheith (2010). Furthermore, Shibru&Darshan (2011, p 286) claimed that “Innovation and creativity are in the heart of the intellectual simulation factor”.

Factor 4: Individualized Consideration

Kaur (2012, p 127) claimed that individualized consideration is “the degree to which the leader attends to each follower's needs, acts as a mentor or coach to the follower and listens to the follower's concerns and needs”. Transformational leaders supported the growth of their followers by delegating responsibilities (Northouse 2007).

Hall et al. (2012) argued that the four factors of transformational leadership enhance the organization's performance beyond set expectations. Furthermore, (Avolio& Bass 2004; Bass 1985; Avolio& Bass 1991), who advocated transformational leadership, it had a significant impact on the achievement of the planned goals as transformational leaders empower the followers and embrace the characteristics of success that are needed to challenge today's constant change.

2.2 Application of transformational leadership model in academics

Baylor (2012) purposed a study to understand the transformational leadership behaviors among schools Principals and found that its four major characteristics idealized influence, inspirational motivation, individualized consideration, and intellectual consideration played important role in exhibiting effective leadership and hence results in high job satisfaction among teachers and better performance at school. Also, Bass (1985) argued that the transformational leadership style resulted in higher job satisfaction and effectiveness among employees.

In the context of nursing education in Oman also, it was argued that the unique combination of the four factors (idealized influence, inspirational motivation, intellectual stimulation, individualized consideration) could help to extract the best out of its employees regardless the type of organization. The overall findings revealed that the transformational leadership style emerged as the preferred style to achieve faculty satisfaction and enhance productivity in the changing times Ali-Maqbali (2017). On the other hand, Griffith (2003) examined various elements of transformational leadership (charisma and inspiration, individualized

consideration, and intellectual stimulation) and mentioned that they did not directly impact teacher attrition and student achievement progress but his research mentioned that this leadership style had a positive impact on teachers' work environment, which ultimately reduced teacher attrition and increased student achievement.

Achua&Lussier (2013) recognized that the transformational leadership model is associated with positive outcomes in an organization because the leader impacts on employees' behavior and hence shifts the focus from individual to organization. Also, Kelloway et al. (2012) presented a positive relationship between transformational leadership and employees' psychological wellbeing. The transformational leadership model integrates the key characteristics of effective management such as future-oriented planning, balanced achievements, and inclusive understanding of self and others (Caldwell et al. 2011). According to Bass (1985), employees need transformational leadership as this style addresses a number of areas: (1) it creates awareness among employees regarding the importance of the task and their roles, (2) it motivates employees to work for the interest of the organization, and (3) it triggers a thought process among employees to recognize organization's higher needs.

3.1 Measures/Instruments of Transformational leadership

There are many instruments for various leadership styles. Many researchers have developed leadership inventories to understand leadership style and its effect on the performance of subordinates. They are:-

1. Student's Leadership Practices Inventory (LPI) - by Kouzes& Posner (1998)
2. Leader Attributes Inventory (LAI) - by Warner Burke (1994)
3. CK Scale of Charismatic Leadership - by Conger, Kanungo, Menon&Mathur (1997)
4. Collaborative Leadership Self Assessment Questionnaire - by TurningPoint
5. Leadership Traits Questionnaire (LTQ) - by P. G. Northouse
6. Path-Goal Leadership Questionnaire - by Indvik (1985, 1988)
7. Team Leadership Survey - by Hill (based on Hill's Team Leadership Model)

For transformational leadership, there are few questionnaires on transformational leadership. There are:-

1. Multifactor Leadership Questionnaire (MLQ) - by Bass & Avolio (1985)
2. Transformational Leadership Behavior Inventory (TLI) - by Podsakoff, MacKenzie, Moorman & Fetter (1990)
3. Global Transformational Leadership Scale (GTL) - by Carless, Wearing & Mann, (2000)

3.2 Multifactor leadership Questionnaire

Multifactor Leadership Questionnaire is the most popular and used instrument. This inventory deals with the transformational and transactional leadership style of leaders. It is a psychological inventory that consists of 36 items pertaining to leadership styles and 9 items pertaining to leadership outcomes. The MLQ contains 9 scales that measure three leadership styles-

3.2.1 Transformational Leadership Scale

Transformational leadership is measured by 5 scales (20 items). Higher scale scores in these subscales correspond to the higher frequency of transformational leadership behaviors. These 5 scales are:

- **Builds Trust (formerly Idealized Influence - Attributes):** This 4-item scale measures the frequency in which leaders build trust, inspire power and pride, and go beyond their own individual interests for their followers.
- **Acts with Integrity (formerly Idealized Influence - Behaviors):** This 4-item scale measures the frequency in which leaders act with integrity, talk about their values and beliefs, focus on a desirable vision, and consider the moral and ethical consequences of their actions.
- **Encourages Others (formerly Inspirational Motivation):** This 4-item scale measures the frequency in which leaders behave in ways that motivate those around them by providing meaning and challenge to their followers' work.
- **Encourages Innovative Thinking (formerly Intellectual Stimulation):** This 4-item scale measures the frequency in which leaders stimulate their followers' effort to be innovative and creative by questioning assumptions, reframing problems, and approaching old situations in new ways.

- **Coaches & Develops People (formerly Individual Consideration):** This 4-item scale measures the frequency in which leaders pay attention to each follower's needs for achievement and growth by acting as a coach or mentor.

3.2.2 Transactional Leadership Scales

Transactional leadership is measured by 2 scales (8 items). Higher scale scores in these subscales correspond to the higher frequency of transactional leadership behaviors. These are:

- **Rewards Achievement (formerly Contingent Reward):** This 4-item scale measures the frequency in which leaders reward their followers in return for the achievement of expected levels of performance.
- **Monitors Deviations & Mistakes (formerly Management-by-Exception: Active):** This 4-item scale measures the frequency in which leaders monitor for deviations, mistakes, and errors and then take immediate corrective action.

3.2.3 Passive/Avoidant Behaviours

Passive/Avoidant behavior is measured by 2 scales (8 items). Higher scale scores in these subscales correspond to the higher frequency of passive or avoidant behaviors during leadership activities.

- **Fights Fires (formerly Management-by-Exception: Passive):** This 4-item scale measures the frequency in which leaders wait for a problem to appear before taking corrective action.
- **Avoids Involvement (formerly Laissez-Faire):** This 4-item scale measures the frequency in which leaders refuse to assume the responsibilities that are a part of their position as leaders.

3.2.4 Outcomes of Leadership

Outcomes of leadership are measured by 3 scales (9 items) and are only asked for raters (the leader does not answer these questions). Higher scale scores in these subscales correspond to the higher frequency of desired outcomes of leadership.

- **Generates Extra Effort (formerly Extra Effort):** This 3-item scale measures the frequency in which leaders are perceived to be able to influence their followers to do more than they are expected to do.

- **Is Productive (formerly Effectiveness):** This 4-item scale measures the frequency in which leaders are perceived as being effective when interacting at different levels of the organization.
- **Generates Satisfaction (formerly Satisfaction with the Leadership):** This 2-item scale measures the frequency in which raters are satisfied with their leader's methods of working with others.

The MLQ can be used to differentiate effective and ineffective leaders at all organizational levels and has been validated across many cultures and types of organizations. It is used for leadership development and research.

The MLQ is designed as a multi-rater (or 360-degree) instrument where the leader does a self-assessment and assessment of leadership style is done by his/her superiors, peers, subordinates, and others. The Leader (Self) Form and the Rater Form of the MLQ can be completed and assessed separately.

Following the publication of the original MLQ in 1990, new versions of the MLQ were gradually developed to fit different assessment needs. The current versions of the MLQ are:

- Multifactor Leadership Questionnaire 360 (MLQ 360)
- Multifactor Leadership Questionnaire Self Form (MLQ Self)
- Multifactor Leadership Questionnaire Rater Form (MLQ Rater Form)
- Team Multifactor Leadership Questionnaire (TMLQ)
- Multifactor Leadership Questionnaire Actual vs. Ought.

The MLQ is often combined with the **Authentic Leadership Questionnaire (ALQ)** to assess the self-awareness, transparency, ethics/morality, and processing ability of leaders (the ALQ was constructed by Avolio with William L. Gardner and Fred O. Walumbwa in 2007)

3.3. Transformational Leadership Behavior Inventory (TLI) - by Podsakoff, MacKenzie, Moorman & Fetter (1990)

Transformational Leadership Behaviour Inventory was developed by Podsakoff, MacKenzie, Moorman & Fetter in 1990. It was used to measure transformational leadership behaviors with the help of 22 items, and it measured six dimensions of transformational leadership:

articulating a vision, providing an appropriate model, fostering the acceptance of group goals, high performance expectations, providing individualized support, and intellectual stimulation.

3.4 Global Transformational Leadership Scale (GTL) - by Carless, Wearing & Mann, (2000)

To measure transformational leadership, Carless, Wearing, and Mann developed a scale in 2000 known as the Global Transformational Leadership scale (GTL) which was an alternative to the traditional measurements and it was shorter, reliable and valid. The GLT contains seven questions related to leader's vision, ability to develop his/her staff, ability to lead in a supportive fashion, propensity to lead, effectiveness in empowering others, innovative thinking and ability to be seen as being highly competent which translates into being respected by their followers.

4.1 Transformational leadership & other constructs

4.1.1 Transformational Leadership and organizational performance

Northouse (2001) presented that transformational leadership style guided people to improve and to lead which was done by measuring subordinate's behavior, encouraging them and guiding them. In addition to this, many researchers supported transformational leadership as it increase organizational members' commitment, capacity, and engagement in meeting goals (Bass & Avolio, 1997; Chew & Chan, 2008; Den Hartog, House, Hanges, Ruiz-Quintanilla & Dorfman, 1997; Geijsel, Sleegers, Stoel & Krüger, 2009; Jung & Avolio, 2000; Kreitner & Kinicki, 1998; Leithwood & Jantzi, 2006; Marks & Printy, 2003; Yammarino, Spangler & Bass, 1993). Hallinger (2003) had mentioned that transformational leadership models worked as an organizational entity. In this context, Evers & Lakomski (1996) suggested that these models rely too heavily on the transformational skills of the leader.

It is claimed by many types of research that transformational leadership behaviors have direct and indirect effects on followers' behavior, their psychological states and organizational performance (Leithwood, Jantzi & Steinbach, 1999; Leithwood & Jantzi, 2006; Leithwood, Jantzi, Earl, Watson, Levin & Fullan, 2001; Moolenaar, Daly & Sleegers, 2010; Marks & Printy, 2003; Nemanich & Keller, 2007; Osborn & Marion, 2009; Rafferty & Griffin, 2004; Shao & Webber, 2006; Walumbwa & Lawler, 2003). Furthermore, Anderson (2008) also reported that a number of studies have done that presented positive relationships between

transformational leadership and various school and teacher organizational conditions.

4.1.2 Transformational Leadership and Job satisfaction

Silins (1994) reported that transformational leadership exhibited positive effects on teacher behavior as well as school, program, and student outcomes. Results indicated that teachers' job satisfaction and principal's leadership style and decision-making strategies are closely related and teachers showed higher levels of job satisfaction where principals were visionary, innovative, supportive, and collaborative decision makers Bogler (2001). In the Maldives, (Ngang 2011) examined the effect of transformational leadership in schools and confirmed a positive correlation between transformational leadership and school culture. He further mentioned that the transformational leadership dimension 'providing individualized support' had a strong and positive relationship. In another research, Rost (1993) concluded that transformational leaders work with their followers together keeping morale high. Lai et.al (2014) explored the effects of the principal's leadership styles on teacher organizational commitment among performing schools in Malaysia and indicated that transformational leadership was the most influential leadership style. Nemanich & Keller's (2007) findings suggested that engaging in transformational leadership behaviors is an effective strategy to help managers meet the continuous new challenges in the work environment. Transformational leadership behaviors, such as idealized influence, inspirational motivation, individualized consideration, and intellectual stimulation, are positively related to organizational performance and employee job satisfaction. Similarly, Goertzen (2012) found that transformational leadership played a major role in solving conflict situations. The transformational leader was able to detect dissatisfaction among his followers and took the initiative to diagnose and resolve their concerns. In general, current research had correlated transformational leadership styles to various job dimensions such as increased job satisfaction for followers, increased satisfaction with the leader, decreased absenteeism, increased employee acceptance of change, increased staff emotional health and decreased staff burnout, as well as increased job commitment (Registered Nurses' Association of Ontario 2013).

4.1.3 Transformational Leadership and Interpersonal relationships

Gheith (2010) favored transformational leadership as it was closely related to interpersonal relationships. It worked to integrate the motives, desires, values, and goals of leaders and followers into a common goal. Further, transformational leaders stimulate followers' non-conscious motives and this has strong and long-term behavioral consequences that lead to

increased engagement of the self, self-monitoring, and self-evaluation (Bass 1999).

Although the studies cited above indicated that the transformational model, in general, has positive outcomes, a large body of empirical research has demonstrated specifically the positive value of transformational leadership on follower performance outcomes, such as in-role performance (actions to meet the job requirements) and extra-role performance (additional actions beyond the job requirements) (Biswas 2012).

4.1.4 Transformational Leadership and Change

“Although the transformational leader plays a pivotal role in precipitating change, followers and leaders are inextricably bound together in the transformation process.” (Northouse, 2016). Chou (2013) conducted a study to explore the mechanism through which transformational leadership influences employees' affective commitment to change at farmers' associations in Taiwan and found that transformational leadership directly affects employees' commitment to change. Uddin (2013) examined the relationship of transformational leadership and organizational change in the banking sector of Pakistan and found that there was significant relationship between the transformational leadership with organizational change and trust was playing the mediating role. Gorgani, and et al, (2014) believed that transformational leadership in the cognitive skills, practical skills and social skills of managers had a significant positive impact on organizational change. In another study, Carl, et al. (2016) presented a survey that indicated that transformational leaders had an influence on each type of organizational justice which had positive impact on followers' motivation. Furthermore, Al-Quraan (2015) investigated the impact of the transformational leadership on organizational change management at Jordan Ahli Bank and resulted revealed that transformational leadership dimensions (idealized influence, inspirational motivation, intellectual stimulation, individualized consideration and empowerment) were affecting organizational change management at the structural, technological and people level from the perspective of branches managers.

4.1.5 Transformational Leadership and Personality

Gracia et al (2014) explored the relationship between personality traits and leadership styles and found that open, agreeable, and emotionally stable principals were perceived to be Transformational Leaders. Judge, Bono, Llies, and Gerhardt's (2002) also mentioned in meta-analysis of 222 correlations from 73 samples of the traits perspective in leadership that a

personality trait extroversion was related to the emergence of a leader. Lord De Vader, and Alliger (1986) believed that personality traits were associated with leadership perceptions. Furthermore, Moss and Ngu (2006) reported through regression analysis that Extraversion and Conscientiousness and extroversion were closely related to transformational leadership. While studying leadership and personality traits, Anderson and Vecchio (2009) declared relationship between the personality dimension of social dominance (Extraversion) and leader effectiveness.

Bono and Judge (2000) studied a meta-analysis of the relationship between personality and ratings of transformational and transactional leadership behaviors. Personality trait extraversion was the strongest and most consistent correlate of transformational leadership. Results also supported that personality trait charisma had relationship with transformational leadership. Also, Bass (1985) believed that 'charisma' is the key component of transformational leadership that makes a strong connection between the leader and followers which paves the way for task accomplishment.

Conclusion

This paper sought to study the existing review on transformational leadership and it supported the idea that transformational leadership can help in motivating the employees and directing them to achieve organizational objectives. Leaders can learn transformational leadership style for the smooth functioning of educational institutes and this type of leadership can not only influence teachers positively but has the power to touch the hearts of students as well. The door is now open to future, more robust research in this area of Transformational Leadership theory.

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