

Multi-Dimensional Role of Transformational Leadership on the Staff Motivation of Higher Education Institutions in Oman

Anwar Nasser Abdulla Al Ishaqi, Dr. Al-Amin Bin Mydin, Abdul Ghani Kanesan bin Abdullah

Abstract

The current research aims to assess the multi-dimensional role of transformational leadership on the staff motivation in the higher education institutions in Oman. Four dimensions of transformational leadership such as individualized characteristics, Intellectual Stimulation, idealized influencing and inspiring motivations were conceptualised. Data was collected from 391 participants from the higher education institutions in Muscat. Using SmartPLS 3.3.2, data was analysed by employing structural equation modelling. The findings revealed that all four dimensions of transformational leadership, individualized characteristics, Intellectual Stimulation, idealized influencing and inspiring motivations have significant impact on the staff motivation. The study contributed to the body of knowledge by examining multidimensional role of transformational leadership on staff motivation. To the best of our knowledge, no such study has been conducted and the current study is one of its own kind.

Keywords: Staff Motivation, Transformational Leadership; Individualized Characteristics, Intellectual Stimulation, Idealized Influencing, Inspiring Motivation

Universiti Sains Malaysia

anwar.alishaqi@student.usm.my, alamin@usm.my, agk@usm.my

Received: , Accepted:

Introduction

To achieve organizational performance and competitiveness, ensuring proper management of human resources is very critical (Sadj, Othman, & Mohammed, 2020). A happy work atmosphere may enhance positive organizational leadership, which is critical to the overall performance of organizations. Several authors believe that organization-wide cultures and leadership styles are significant precursors of healthy work environment (Rahmadani & Schaufeli, 2020; Sarwar, Ishaq, Amin, & Ahmed, 2020; Zheng, Graham, Epitropaki, & Snape,

2020). There are various concepts of leadership but transformational leadership is an increasingly prominent research topic in the modern day (Amor, Vázquez, & Faíña, 2020; Lai, Tang, Lu, Lee, & Lin, 2020). Lai et al. (2020) indicated that transformational leadership has a major impact on organizations' success. In their article J. M. Burns (1977) stated that transformational leadership is an overall process of developing and enhancing commitment to organizational objectives, as well as empowering followers to successfully accomplish those objectives (D. M. Burns, 1978). Boerner, Eisenbeiss, and Griesser (2007) found that companies may alleviate occupational stress and burnout by employing transformational leaders. Researchers in the past asserted that transformative leadership was important to employees' job satisfaction, management styles, and work performance.

This paper merges two key points of education administration research: The first point is known as leadership styles, which defined the concepts of transformational leadership. and “transactional leadership” (Bass & Avolio, 1993); the second point of consideration is to look at the staff motivation. Transformational leadership, which aims to bring about complete transformation in the way individuals lead and inspire others, is one of the most well-known ideas in education leadership today (Spillane, 2004). The influence of leadership styles in educational organizations has been shown by the body of work done by Smyth (1989); Beck and Murphy (1994); (Hodgkinson, 1991). As a result of which the theory gained a prominent position and influenced the field of education (Hodgkinson, 1991). Transformational leadership is a type of leadership in which the leader has the capacity to change others to a higher purpose, specifically their psychological view of the world, ideals, interests, and values. Then, the leader motivates others to perform better than they originally expected.

While most management studies concentrate on these two distinct areas, a few researches have connected the two disciplines and proven how fusion between the two areas leads to unique insights on leadership styles and motivational capabilities (Rahmadani & Schaufeli, 2020; Richardson, Karabenick, & Watt, 2014; Sarwar et al., 2020; Zheng et al., 2020). These studies were prominently representing business samples, and each case study narrative employed just a single transformational leadership style that is insufficient for educational institutions. This study is new and has an impact on the literature of educational administration and transformational leadership. In other words, the current study holds that transformational leadership styles are ethical for the purpose of motivating the staff morale, but it is assessed through multidimensional perspective. The aim of current study is to examine the literature on

leadership and ethics, and investigate how transformational leadership impact motivation of staff.

Literature Review

Motivation

The understanding of motivation as described by Geen (1991) is “the desire in a person that drives the individual to do action”. While trying to predict outcomes of motivation in leader-subordinate situations, a leader should be able to assess varied motives for a group of individuals. In the view of Schunk and DiBenedetto (2020), motivation is required in order to increase the overall performance of an organization. Motivation is defined as a system that accounts for an individual's strength, significance, and hard work in attaining a goal. It may be deduced from this statement that motivation is a crucial aspect of a person in order to accomplish anything or to reach a given objective. A specific motivation theory was established by Herzberg, who named his idea the hygienic theory (Gawel, 1996). According to this theory, many workplace circumstances are either inspiring a high level of motivation or making people miserable. Herzberg theorizes that, under his two factors theory, there are two motivators that employees can feel, namely the intrinsic motivator, which is an internal driving force that arises from each individual, and the extrinsic motivator, which is an external driving force that emanates from the organization where he works. People who are intrinsically driven will like employment that allow them to use their creativity and provide them the freedom to work with a high degree of autonomy. Those who are more motivated by external factors are likely to consider what the organization has to offer, and are primarily focused on obtaining the rewards and benefits they desire from the leaders and the organization.

Transformational Leadership

Leadership-style theory is based on the ideas of J. M. Burns (1977), who studied political leaders. According to Goethals and Allison (2016), the idea was further developed for corporate executives. Soon afterward, educational administration practitioners began using the theory in their work. A primary user of the theory was Leithwood, Harris, and Hopkins (2008), for example, applied it to the study of school principals in the 1990s (Leithwood, 1994). Leadership of this kind, which emphasizes transformational style, was prominent in this decade, since it was regarded to be an ideal kind of leadership and responsive to the education difficulties of the 21st century. There appears to be an assumption that before this time Leithwood (1994) and other researchers and reviewers thought that research on transformational school leadership and school values intersected. However, latest research on transformational school leadership reports that the vast majority of investigations have looked

at student achievement, school conditions, teachers' states and behaviors. Little emphasis is given to the transformational leadership dimensions and staff motivation. A survey of research on transformational school leadership from the US and China, including research that focus on the issue of leaders' internal states, has discovered just two research that discuss leaders' values (Wang, Oh, Courtright, & Colbert, 2011). Nonetheless, certain philosophical constructs and empirical data in general development and leadership administration indicate that there is a link between leadership styles and follower's motivation

Transformational Leadership and Motivation

More than two decades ago, the authors indicated institutions of higher education suffered substantial employee turnover (Metcalf, Rolfe, Stevens, & Weale, 2005; Topping, 1996). Despite all, employee turnover and student accomplishment might be defined indirectly by the complaints of academic staff members on their work environment. Their relationship connects with their connection with leaders, and their influence over leaders' work happiness leads to better work satisfaction which ultimately will affect their work performance. Walumbwa, Wang, Lawler, and Shi (2004) went on to conduct an additional study, and found that healthy work environment, which could be applied to the area of education, has the ability to determine attitude and feelings of educators in the classroom. Due to the significant roles, these two factors such as transformative leadership and employee workplace motivation are vital in fostering an organization's overall well-being.

Transformational Leadership

A transformational leader may have a favourable influence on the people they lead. The leaders in this category often are full of energy, excitement, and emotion. Their focus is not limited to their personal approach or the performance of their group but is also oriented toward the well-being of everyone inside it in order to yield improved results (Walumbwa et al., 2004). According to Tsai, Chen, and Cheng (2009), the aim of transformational leader is to transform individuals and institutions by altering their ideas and emotions, as well as broadening their foresight and capability to comprehend. It is useful in understanding the main objectives, therefore making it possible to align people's behavior with the scope of the organization. It is to be expected that the new features they just brought in will stick around for the long haul. Avolio, Bass, and Jung (1999) defined the transformational leadership qualities as four (i.e., Idealized influence, Inspirational motivation, Intellectual stimulation, and Individualized consideration). Leaders are among the primary sources of influence on work-related

behaviours, performance and job commitment (Lai et al., 2020; Leithwood, 1994; Leithwood et al., 2008; McCollum & Kajs, 2007; Rahmadani & Schaufeli, 2020). Leaders in an organization must be extremely vigilant in their approach to leadership. They must abide by the rules set forth for the type of relationship they have with their management counterparts. Any organizational performance in changing business climate is contingent on leadership conduct. If it does not fit the standards, it must promptly implement corrective measures so as to assure organization success.

The organizations that place a larger focus on training and development of subordinates tend to be more successful and efficient. The researchers discovered that the leaders are especially concerned with both the job and the people they were working with. According to Avolio et al. (1999), workers' degree of job characteristics affects the rate of their productivity as well as their degree of originality and creativity. According to them, other scholars have also discovered this to be true, they link between the participation and passion of workers and the workplace factors. The link between transformative leaders and their followers is strengthened through trust. Employee perceptions of the leader's efficacy and increased levels of motivation are necessary for transformational leadership.

It is widely noted that organizations value employees who are thorough, industrious, honest, and have outstanding personal character. At the same time, these employees recognize that their own interests must be subordinate to the organization's benefit. Transformational leadership can lead to such behaviors being a standard amongst the workforce. Therefore, the current study hypothesises that:

H1: Individualized Consideration of transformational leadership have significant impact on staff motivation

H2: Intellectual Stimulation of transformational leadership have significant impact on staff motivation

H3: Idealized Influencing of transformational leadership have significant impact on staff motivation

H4: Inspiring Motivation of transformational leadership have significant impact on staff motivation

Methods

In this study, we decided to utilize convenience sampling since there is no education administration have teacher database which contains information on instructors in degree programs, and since the use of convenience sampling resulted in a shorter and less expensive data gathering procedure (Khaleel, Chelliah, Rauf, & Jamil, 2017). In order to mitigate any

biases that may stem from this sampling process, we took steps to include many academic institutions. These steps include things like representativeness and outliers. The study's sample was sourced from four different institutions, including one university, and three colleges located in two different metropolitan districts of the middle of the county. This survey was conducted in a cross-sectional method, and the data was collected at a single time. The participants in the study consisted of people employed at the universities and colleges of Muscat.

A traditional method of data collection in which teachers are sent questionnaires in paper format. Participation was completely optional, and participants were aware that they might stop the activity at any time (response rate was 67 percent). Written consent was acquired for informed consent. Participants were asked to self-assess their transformational and their level of motivation.

Instruments

The Multi-Factor Leadership Questionnaire (MLQ) was used to investigate transformational leadership actions and behaviors (Bass & Avolio, 1993). We employed four subscales of the MLQ to measure the aforementioned factors. Transformational leadership's four components - individualized consideration, intellectual stimulation, inspiring motivation, and idealized influencing behavior were examined by utilizing four items each. Motivation of the Staff was measured using 5 items scale adopted from the study of Mawoli and Babandako (2011). All items on the instrument measured on five point Likert scale.

Analysis

Descriptive statistics revealed that as per the profile of the respondents, 68% of the respondents were male and 32% of the respondents were female. Almost 73.2% of the respondents hold postgraduate education. 57.9% of the respondents falls under the age group of 35 to 40 years old. Among all the participants only 47.2% of the respondents hold formal education on the leadership.

Measurement model

SmartPLS 3.2.3 was employed to analyse the study's model. The theoretical description was provided by analysing various sources. Most commonly, we use the reliability to test the calculation. Hair, Ringle, and Sarstedt (2013) employed tool to estimate the constructs. According to their advice in reflective model, discriminant validity, internal consistency such as Cronbach alpha and composite reliability, must be used to test the measurement model.

For the significance results on convergent validity or how well the predictor correlate with overlap the same models, Hair, Celsi, Ortinau, and Bush (2010) suggested additional internal consistency elements and the average variance extracted (AVE). Table 4.4 shows the loadings and AVE of the observed latent variables. Overall, the AVE and loading should be greater than 0.5.

It is clear that the project has fulfilled its analysis goals since the study was based on the PLS method. The convergent model validation statistics were determined first: Model AVE, and Composite reliability. The number of substantially positive loadings for each of the five adopted scales can be seen in Table 1, the values are within the benchmark values as suggested by Hair Jr, Hult, Ringle, and Sarstedt (2016). These all recommended values show that the Model of the study is appropriate and the structural analysis to assess hypothesis can further be proceeded.

Table 1 Convergent Validity

Variable	Items	Loading	Cronbach's Alpha	CR	AVE
Individualized Consideration	IC1	0.81	0.756	0.843	0.576
	IC2	0.806			
	IC3	0.776			
	IC4	0.63			
Inspiring Motivation	IM1	0.876	0.903	0.932	0.774
	IM2	0.868			
	IM3	0.895			
	IM4	0.882			
Idealized Influencing	IN1	0.857	0.801	0.855	0.6
	IN2	0.829			

Multi-Dimensional Role of Transformational Leadership on the Staff Motivation of Higher Education
Institutions in Oman

	IN3	0.789				
	IN4	0.596				
Intellectual Stimulation	IS1	0.862	0.897	0.928	0.764	
	IS2	0.86				
	IS3	0.901				
	IS4	0.871				
Motivation	MO1	0.905	0.928	0.946	0.777	
	MO2	0.897				
	MO3	0.848				
	MO4	0.882				
	MO5	0.875				

The model was tested by comparing the effects of the heterotrait-monotrait ratio test. This modern approach is viewed as more superior than other conventional approaches. To define unequal validity, there was one criterion used with either 0.85 or 0.90. Based on the criteria of 0.90, this is a valid test (i.e., HTMT.90). The model has discriminant validity because all the results of the HTMT.90 were below the cut-point of 0.90. Overall, both discriminant validity and convergent validity were appropriate in this study. As shown in table 2.

Table 2 HTMT

Variables	Mean	SD	1	2	3	4	5
Idealized Influencing	4.163	0.845					
Individualized Consideration	3.725	1.058	0.526				
Inspiring Motivation	4.195	0.853	0.545	0.423			
Intellectual Stimulation	3.703	1.161	0.604	0.657	0.395		
Motivation	4.315	0.805	0.509	0.474	0.464	0.536	

Structural Model

A valid multiple regression analysis was done to evaluate this research model. Hair et al. (2013) mentioned that the five steps for assessing the structural model are: First, the collinearity values. In this study all the VIF values exceeds the cut-off poin, then path coefficients, thirdly the equation's R² value. In the current study the R² value is 37.7 which

shows that 37% of the variance on motivation due to transformational leadership dimensions. Fourthly the f2, which is also medium and strong in this study. Lastly how much the approximation can be relevant and it is measured using t values. Table 3 shows that the relationship between individualized consideration and motivation have t value = 2.15; intellectual stimulation have t value = 3.548; idealized influencing had t value = 4.250 and the inspiring motivation had the t value = 2.960. which shows that all the hypothesis were found significant.

Table 3 Hypothesis Testing

Hypothesis	Path	Beta	SD Error	T values	P Values	Decision
H1	Individualized Consideration -> Motivation	0.12	0.056	2.150	0.016	Supported
H2	Intellectual Stimulation -> Motivation	0.21	0.062	3.548	0.000	Supported
H3	Idealized Influencing -> Motivation	0.26	0.062	4.250	0.000	Supported
H4	Inspiring Motivation -> Motivation	0.18	0.062	2.960	0.002	Supported

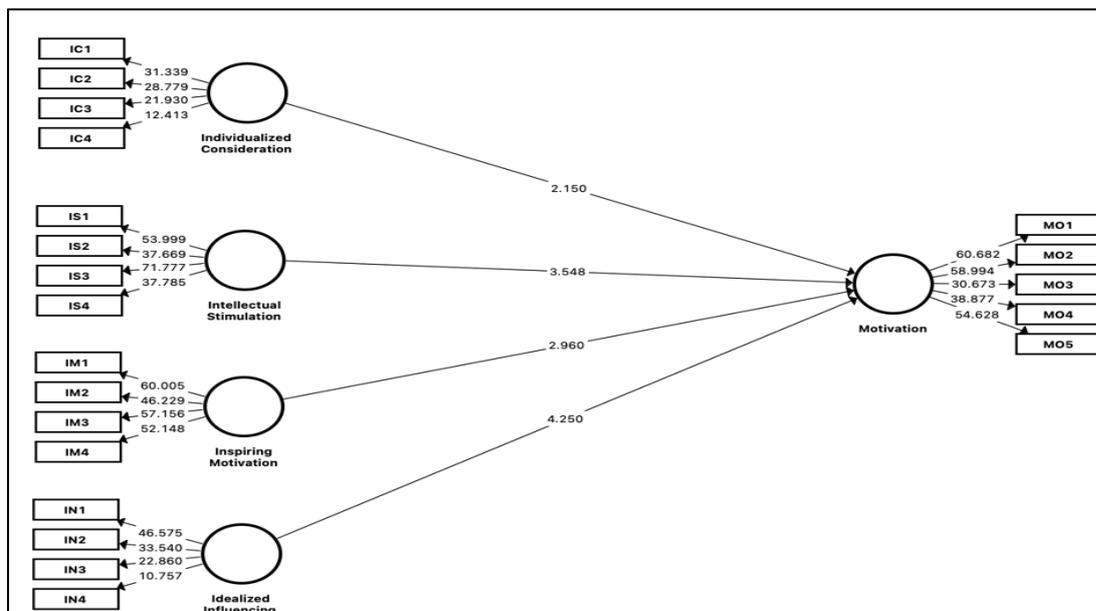


Figure 1 Structural model of the Study

Discussion

The current study aimed to identify the impact of transformational leadership on the motivation of the teachers working the Oman higher education sector. The results of the study revealed that individualized consideration, intellectual stimulation, idealized influencing and the inspiring motivation have significant impact on the motivation of the teachers. This research is important to the exploration of leadership traits because of how it will assist with several other studies. This research contributes to the goal of discovering leaders' problem-solving logic, which is another research stream that is in the process of being developed. The study serves to support the theory that transformational leadership styles are related to teacher motivation..

In terms of education administration, this contribution is quite noteworthy. Staff motivation is vital to educational leadership, because it is associated with instructional aims (Marzano, Waters, & McNulty, 2001). Educational leaders are confronted with various motivational considerations on every action they make. Although the study indicated that the association between leadership styles and motivational aspects was weak, it should be noted that it was only moderately strong. Although this is congruent with prior empirical research, results such as these are compatible with earlier findings (Hodgkinson, 1991; Spillane, 2004), who found correlations that ranged between .01 and .26. In our investigation, the minor impact size and statistical variance distribution seen in the research may be of choosing a rigorous data collecting strategy that decreased common method variance. as indicated by Podsakoff, MacKenzie, Lee, and Podsakoff (2003), we separated the assessment of the predictor and criteria variables in our study. Since a consequence, these findings are more valid as they have minimized biasness caused by single-factor.

Furthermore, the study explored several dimensions of leadership styles, showing that it is really far more complicated than previously assumed to relate transformational leadership with motivation. Our research indicated that caring for human needs, which is known as individual-consideration leadership, is connected to a critical approach that calls for social influence. Individual consideration was shown to be connected to the underlying trait of transformational leadership, which is defined as the ability to change the way things are done. This conclusion adds to the existing evidence supporting the idea of “transformative leadership,” which describes leaders that use transformational leadership along with a critical approach. The

research findings revealed that transformative educational leaders are dedicated to societal transformation.

When all the different leadership styles, personality traits, and more are considered, we finally come to the conclusion that leadership is a real process that incorporates study of different leadership styles, the personality traits of the leaders, and what best fits with the personalities, attitudes, emotions, work cultures, work experiences, and motivational preferences of those who are your subordinates. Applying behavioral analysis during an activity in which leaders and followers freeze, unfreeze, and re-freeze, together with environmental conditions, is essential to identifying the optimal fit between personality, age, experience, and attitude. The data identified a variety of influences on transformative leadership. Personal characteristics of leaders, personal characteristics of followers, organizational influences, and relationships between leaders and followers can all be lumped together as personal characters of leaders that influence staff motivation.

Limitations and Future Recommendations

The data for the current study was collected before the Covid 19, therefore pen and paper criteria was used to collect the data. Physical interaction should be minimised in order to collect the data from the participants with safety during the Covid 19. There are many other outcomes of transformational leadership it is recommended to examine more factors that exhibit variance due to multi-dimensions of transformational leadership such as employee morale.

Conclusion

The current research identified the role of transformational leadership on the motivation of the staff working higher education institutions in Oman. It is found from the results that all the dimensions of the transformational leadership are the antecedents of staff motivations. Organizations should appoint transformational leaders in their institute to sustain the motivation of their employees which can result in to the higher level of learning and organizational performance.

REFERENCES

1. Amor, A. M., Vázquez, J. P. A., & Faíña, J. A. (2020). Transformational leadership and work engagement: Exploring the mediating role of structural empowerment. *European Management Journal*, 38(1), 169-178.
2. Avolio, B. J., Bass, B. M., & Jung, D. I. (1999). Re-examining the components of transformational and transactional leadership using the Multifactor Leadership. *Journal of Occupational and Organizational Psychology*, 72(4), 441-462.

3. Bass, B. M., & Avolio, B. J. (1993). Transformational leadership and organizational culture. *Public administration quarterly*, 112-121.
4. Beck, L. G., & Murphy, J. (1994). *Ethics in educational leadership programs: An expanding role*: ERIC.
5. Boerner, S., Eisenbeiss, S. A., & Griesser, D. (2007). Follower behavior and organizational performance: The impact of transformational leaders. *Journal of leadership & organizational Studies*, 13(3), 15-26.
6. Burns, D. M. (1978). Human Resources in Academe: Challenge for Leadership. *Journal of the College and University Personnel Association*.
7. Burns, J. M. (1977). Wellsprings of political leadership. *The American Political Science Review*, 71(1), 266-275.
8. Gawel, J. E. (1996). Herzberg's theory of motivation and Maslow's hierarchy of needs. *Practical Assessment, Research, and Evaluation*, 5(1), 11.
9. Geen, R. G. (1991). Social motivation. *Annual review of psychology*, 42(1), 377-399.
10. Goethals, G. R., & Allison, S. T. (2016). Transforming motives and mentors: The heroic leadership of James MacGregor Burns. In *Politics, Ethics and Change*: Edward Elgar Publishing.
11. Hair, J. F., Celsi, M., Ortinau, D. J., & Bush, R. P. (2010). *Essentials of marketing research* (Vol. 2): McGraw-Hill/Irwin New York, NY.
12. Hair, J. F., Ringle, C. M., & Sarstedt, M. (2013). Partial least squares structural equation modeling: Rigorous applications, better results and higher acceptance. *Long Range Planning*, 46(1-2), 1-12.
13. Hair Jr, J. F., Hult, G. T. M., Ringle, C., & Sarstedt, M. (2016). *A primer on partial least squares structural equation modeling (PLS-SEM)*: Sage Publications.
14. Hodgkinson, C. (1991). *Educational leadership: The moral art*: Suny Press.
15. Khaleel, M., Chelliah, S., Rauf, S., & Jamil, M. (2017). Impact of perceived corporate social responsibility on attitudes and behaviors of pharmacists working in MNCs. *Humanomics*.
16. Lai, F.-Y., Tang, H.-C., Lu, S.-C., Lee, Y.-C., & Lin, C.-C. (2020). Transformational leadership and job performance: the mediating role of work engagement. *SAGE Open*, 10(1), 2158244019899085.

17. Leithwood, K. (1994). Leadership for school restructuring. *Educational administration quarterly*, 30(4), 498-518.
18. Leithwood, K., Harris, A., & Hopkins, D. (2008). Seven strong claims about successful school leadership. *School leadership and management*, 28(1), 27-42.
19. Marzano, R. J., Waters, T., & McNulty, B. A. (2001). *School leadership that works: From research to results*: ASCD.
20. Mawoli, M. A., & Babandako, A. Y. (2011). An evaluation of staff motivation, dissatisfaction and job performance in an academic setting. *Australian Journal of Business and Management Research*, 1(9), 1.
21. McCollum, D., & Kajs, L. (2007). *A confirmatory factor analytic study of the goal orientation theory of motivation in educational leadership*. Paper presented at the Allied Academies International Conference. Academy of Educational Leadership. Proceedings.
22. Metcalf, H., Rolfe, H., Stevens, P., & Weale, M. (2005). Recruitment and retention of academic staff in higher education. *National Institute of Economic and Social Research*.
23. Podsakoff, P. M., MacKenzie, S. B., Lee, J.-Y., & Podsakoff, N. P. (2003). Common method biases in behavioral research: a critical review of the literature and recommended remedies. *Journal of applied psychology*, 88(5), 879.
24. Rahmadani, V. G., & Schaufeli, W. B. (2020). Engaging leadership and work engagement as moderated by “diuwongke”: an Indonesian study. *The International Journal of Human Resource Management*, 1-29.
25. Richardson, P. W., Karabenick, S. A., & Watt, H. M. (2014). *Teacher motivation: Theory and practice*: Routledge.
26. Sadq, Z., Othman, B., & Mohammed, H. (2020). Attitudes of managers in the Iraqi Kurdistan region private banks towards the impact of knowledge management on organizational effectiveness. *Management Science Letters*, 10(8), 1835-1842.
27. Sarwar, H., Ishaq, M. I., Amin, A., & Ahmed, R. (2020). Ethical leadership, work engagement, employees' well-being, and performance: a cross-cultural comparison. *Journal of Sustainable Tourism*, 28(12), 2008-2026.
28. Schunk, D. H., & DiBenedetto, M. K. (2020). Motivation and social cognitive theory. *Contemporary Educational Psychology*, 60, 101832.
29. Smyth, J. (1989). *Critical perspectives on educational leadership*: Taylor & Francis.

30. Spillane, J. P. (2004). Educational leadership. *Educational evaluation and policy analysis*, 26(2), 169-172.
31. Topping, K. J. (1996). The effectiveness of peer tutoring in further and higher education: A typology and review of the literature. *Higher education*, 32(3), 321-345.
32. Tsai, W.-C., Chen, H.-W., & Cheng, J.-W. (2009). Employee positive moods as a mediator linking transformational leadership and employee work outcomes. *The International Journal of Human Resource Management*, 20(1), 206-219.
33. Walumbwa, F. O., Wang, P., Lawler, J. J., & Shi, K. (2004). The role of collective efficacy in the relations between transformational leadership and work outcomes. *Journal of Occupational and Organizational Psychology*, 77(4), 515-530.
34. Wang, G., Oh, I.-S., Courtright, S. H., & Colbert, A. E. (2011). Transformational leadership and performance across criteria and levels: A meta-analytic review of 25 years of research. *Group & Organization Management*, 36(2), 223-270.
35. Zheng, Y., Graham, L., Epitropaki, O., & Snape, E. (2020). Service leadership, work engagement, and service performance: The moderating role of leader skills. *Group & Organization Management*, 45(1), 43-74.