

Transformational Leadership and Academic Staff in Iraqi Public Universities

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Abstract: *In today's world the role of leadership in controlling the organizational factors varies. This is mainly because the humans possess abilities that differ across humans. These abilities are either acquired through experience or through intellectual training. These abilities help some individuals to influence others. The higher education in Iraq face many challenges such as employee morale or satisfaction, ranking of universities in the world and brain drain in the sector leading to lower job satisfaction. Therefore, the aim of this study is to examine the influence of transformational leadership style on both (intrinsic job satisfaction, extrinsic job satisfaction) in Iraq higher education. The quantitative data was collected through survey instrument. The population for this study consisted of academic staff in 10 public universities distributed throughout Iraq. The sample consists of 280 academic staff members selected through random sampling technique. The results found that there are significant strong relationships between the transformational leadership style and both the (intrinsic job satisfaction, extrinsic job satisfaction). Thus, the study contributes to the existing pool of knowledge on the empirical impact of transformational leadership on both (intrinsic job satisfaction, extrinsic job satisfaction). Different aspects of these variables were tested, so as to provide a wider and more comprehensive lead to understanding of the factors or elements that affect public universities in Iraqi higher education.*

Keywords: Transformational Leadership style, intrinsic Job Satisfaction, extrinsic job satisfaction Higher Education and Iraq.

1. Introduction

Transformational leadership has played a vital role in organizational change due to the rapidly changing trends of higher education [1, 2]. Universities and organizations across the globe have been forced to adapt to the radical changes that have transpired within the last two decades [3, 4]. The result is that the academic leaders have to change and adopt procedures that would make them competitive or risk losing and becoming obsolete [3]. With the emergence of universities that offer non-traditional methods of education yet following the core values of traditional education, have but challenged the existence of traditional universities [5]. The rapid expansion of internet technology changed everything, including the way people learn [6]. The studies related to leadership styles and job satisfaction are lacking in the higher education sector especially in the context of Arab world and Iraq [7]. From 1950 till 1990 Iraq had one of the most advanced higher educational systems in the Arab world [7]. In 1991, economic sanctions were imposed by the United Nations Security Council on Iraq after its occupation and subsequent release of Kuwait. These sanctions lasted from 1991 till middle of 2003. These decade long economic sanctions had hurt the Iraqi higher education sector badly leading to destruction of infrastructure, information technology and reduced support for the higher education academic community. Among other things many of the universities such as University of Basra and Al-Mustansiriya were plundered by the people. These abilities are either acquired through experience or through intellectual training. These abilities help some individuals to influence others. Similarly, leaders have the abilities based on experience, traits and characteristics to influence other people within an organization. In the wake of the technological explosion universities began to harness the power of the internet in order to deliver educational opportunities to individuals unable to attend a university campus [8]. Further, state

universities have started adopting the non-traditional way of education like online learning, weekend classes, semesters and quarters comprising of modular format. Relatively young, but highly successful universities have sprung up all over the world [8]. As a result many traditional universities find themselves in the midst of changing circumstances [2]. The leadership theories that have been presented earlier had their focus on leader-follower exchange. For organizational change to occur, especially in this competitive age, there is a need of a leadership that not only helps increase the motivation and commitment levels of employees but also takes the organization forward. Leadership researchers have highlighted that transformational leadership model has the prerequisite to bring about changes in the organizations that leads to higher performance by the employees and the organizations [9-13]. According to Burns (1978), transformational leadership occurs when leaders and their followers bring about higher levels of motivation and morality within each other through personal interactions. Further, he elaborates that transformational leadership brings about higher motivation among employees instilling satisfaction and engagement of the employees in his task achievement. The principles of transformational leadership are embedded in the charismatic leadership work of Weber [14], and is part of neo-charismatic paradigm (Downtown). Previous research indicates that motivation and satisfaction of employees is directly related to the leadership style [15-18]. Further, it is also been empirically proved that employees' job satisfaction is enhanced when superiors have participative or consultative leadership style [19-22] which encourages and helps employees to set goals and activities for themselves under the guidance of the leadership [23]. Previous literature has shown that various styles of leadership are possible according to the situation, the task, and the employee. The literature cites a positive and significant relationship between leadership style and job satisfaction. [24] found that people do not dislike work. If they are helped

to understand mutual objectives, they will drive themselves to unbelievable excellence. Since faculty members' desire leadership, it is up to the president to articulate the vision that will call this excellence. Thus, for effective leadership, appropriate leadership is needed. [25] found that the appropriateness of a leader's style for maximizing group performance is contingent upon favorableness of the group-task situation. Thus, if the president weighed the situation, the persons involved, and the leadership styles that could be used, an appropriate match-up could increase job satisfaction. From developing the models of causality variables to affect job satisfaction, [26] proposes that the entire internal organization environment include organizational climate, leadership types and personnel relationship can affect the job satisfaction of an employee. An organization that is able to improve its transformational leadership would be able to sustain academic staff. Previous research have shown that organizations with a more persuasive and guiding leadership style would be able to improve the organization's goals, increase the work effectiveness of employees and will job satisfaction. The study was conducted under the framework as shown in figure.1. It demonstrates the variables transformational leadership dimensions (Idealized influence attribute, Idealized influence behavioral, Inspirational motivation) and

both Intrinsic Job Satisfaction and Extrinsic Job Satisfaction that were used in the study.

In line with the view suggested in the literature, the study formulated the research hypotheses as below:

H1: There is significant relationship between transformational leadership and Intrinsic Job Satisfaction.

H1a: There is significant relationship between Idealized influence attribute and intrinsic job satisfaction.

H1b: There is significant relationship between Idealized influence behavioral and intrinsic job satisfaction.

H1c: There is significant relationship between Inspirational motivation and intrinsic job satisfaction.

H2: There is significant relationship between transformational leadership and Extrinsic Job Satisfaction.

H1a: There is significant relationship between Idealized influence attribute and extrinsic job satisfaction.

H1b: There is significant relationship between Idealized influence behavioral and extrinsic job satisfaction.

H1c: There is significant relationship between Inspirational motivation and extrinsic job satisfaction.

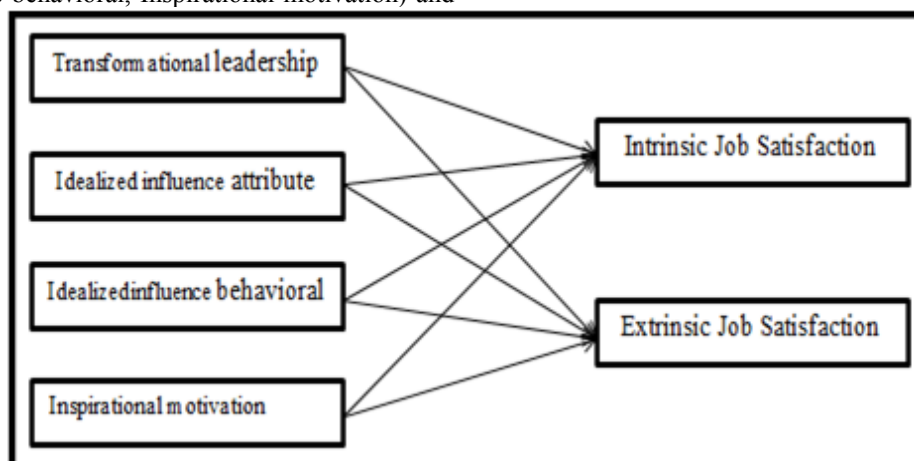


Figure 1: the Proposed Model of Study

2. Methodology

2.1 Sample and Data Collection

The research used a quantitative data was collected through survey instrument. Using five-point Likert scales. The population for this study consisted of all academic staff in 10 public universities distributed throughout Iraq. The sample consists of 280 academic staff members in public universities located in Iraq selected through random sampling technique.

2.2 Transformational Leadership Questionnaire

For the transformational leadership was measured using [27] and developed by [2], Multifactor Leadership Questionnaire (MLQ) Form also known as 5X-Short [28], MLQ-5X has been shown to be a psychometrically sound instrument [10, 27]. The MLQ has been extensively used in prior research and is considered to be a well-validated measure of transformational leadership [29]. which is one of

the most widely used and tested measures of transformational leadership [30]. The MLQ 5x is a recent version of the scale which has been in development for nearly 20 years and used extensively to measure leadership practices, particularly transformational leadership. The five subscales (Idealized influence (attributed), Idealized influence (behavioral), Inspirational motivation, Intellectual stimulation, Individual consideration) that measure transformational leadership were extracted from the MLQ, and a composite transformational leadership score was computed from those items (Carless, 1998). The transformational leadership 20 items 5x short form (Idealized influence (attributed) 4 items, Idealized influence (behavioral) 4 items, Inspirational motivation 4 items represented by these subscales employ a five-point scale ranging from 1="Not at all" to 5= "Frequently, if not always".

2.3 Job Satisfaction Questionnaire

To measure the job satisfaction of the academicians the short form of the Minnesota Satisfaction Questionnaire [31], was used. The Minnesota Satisfaction Questionnaire (MSQ) is one of the most widely used instruments in the measurement of job satisfaction [32] and its validity and reliability has been proven over the 40 years that it has been in use. The MSQ short form consists of 20 items/facets which measures of job satisfaction, [33] found that a two factor model (intrinsic and extrinsic job satisfaction) is superior to a one-factor model (total job satisfaction). [34] confirmed a two-factor model of job satisfaction, consisting of Intrinsic and Extrinsic Job Satisfaction, in a sample of South African Police Service (SAPS) members. Alpha coefficients for the two scales of the MSQ short form were 0.84 and 0.89 respectively [34]. Namely intrinsic satisfaction and extrinsic satisfaction. Of these 20 facets, 12 measure intrinsic factors/occupational conditions (ability utilization, achievement, activity, authority, creativity, independence, moral values, responsibility, security, social status, social service, and variety) and 8 of them measure extrinsic factors/environmental conditions (advancement, organization policies and practices, compensation, recognition, supervision-human relations, and supervision-technical) [35, 36]. Respondents were asked to express the extent of their satisfaction with each of the 20 items on a five point likert scale ranging from 1=very dissatisfied to 5= very satisfied.

2.4 Data Collection

The sample size for this study was (280) academic staff in 10 universities in Iraq. Analytical methods included Correlation and Regression, reliability. The SPSS (version 21) was used to carry out the dissipative statistical analysis.

3. Findings

Reliability was tested for each variable of Transformational Leadership and job satisfaction (intrinsic job satisfaction, extrinsic job satisfaction). To measure the consistency of the scale, Cronbachs alpha was used as a measure of reliability. After factor loading was carried out, , reliability coefficients of 0.7 or more are considered adequate for social studies table 1 showed an acceptable range of reliability where the results score.

Table 1: The Reliability result variables

No.	Variables	Number of items	Cranach's Alpha
1	Transformational leadership	20	.93
2	Idealized influence (attributed)	4	.85
3	Idealized influence (behavioral)	4	.84
4	Inspirational motivation	4	.85
5	Intrinsic job satisfaction	12	.85
6	Extrinsic job satisfaction	8	.79

3.1 Correlation Analysis

In this section, Pearson Correlation Coefficient was used to determine the relationship among the study variables. In addition, it identifies significant that opposites the potential

value of the error from first type, and it is the amount probability uncertainty value is at significance (.05) and (.01) to determine the moral differences between the study variables. The statistical results given in Table2 show that there are significant correlations between the transformational leadership and job satisfaction (extrinsic job satisfaction, intrinsic job satisfaction). The details are as in the following.

Table 2: The Correlation result Transformational Leadership and job satisfaction

Variable	1	2	3	4	5	6	Mean	SD
TL	(.93)						3.43	.60
IJA	.83**	(.85)					3.46	.76
IJB	.81**	.65**	(.84)				3.37	.76
IM	.82**	.62**	.52**	(.85)			3.44	.79
IJS	.65**	.60**	.57**	.53**	(.85)		3.56	.55
EJS	.61**	.56**	.51**	.47**	.67**	(.79)	3.56	.56
NO. of items	20	4	4	4	12	8		

**significant < 0.01

(TL Transformational leadership, IJA Idealized influence (attributed), IJB Idealized influence (behavioral), IM Inspirational motivation, IJS Intrinsic job satisfaction, EJS Extrinsic job satisfaction, SD Standard Deviation)

As the statistical results shown in table 2, Pearson Correlation Coefficient value on the relationship between Transformational Leadership Dimensions and both Intrinsic job satisfaction and Extrinsic job satisfaction is (Transformational leadership = .61**, Idealized influence (attributed) = .56**, Idealized influence (behavioral) = .51**, Inspirational motivation= .47**, Intrinsic job satisfaction= .67**, Extrinsic job satisfaction= .79**) at a significance smaller than 0.01. It is a significant positive correlation. This means transformational leadership has strong significant relationship with job satisfaction levels (Extrinsic job satisfaction, intrinsic job satisfaction). This in turn supports the first hypothesis mentioned below.

3.2 Testing Hypothesis

H1: There is significant relationship between transformational leadership and Intrinsic Job Satisfaction.

H1a: There is significant relationship between Idealized influence attribute and intrinsic job satisfaction.

H1b: There is significant relationship between Idealized influence behavioral and intrinsic job satisfaction

H1c: There is significant relationship between Inspirational motivation and intrinsic job satisfaction.

Pearson Correlation Coefficient value on the relationship between Transformational leadership and Intrinsic job satisfaction was (.65**) at a significance smaller than 0.01. It is a significant positive correlation. This means Transformational leadership has strong significant relationship with Intrinsic job satisfaction. This in turn supports the hypothesis mentioned above.

Pearson Correlation Coefficient value on the relationship between Idealized influence (attributed) and Intrinsic job satisfaction was (.60**) at a significance smaller than 0.01. It is a significant positive correlation. This means Idealized influence (attributed) has strong significant relationship with Intrinsic job satisfaction. This in turn supports the sub hypothesis mentioned above.

Pearson Correlation Coefficient value on the relationship between Idealized influence (behavioral) and Intrinsic job satisfaction was (.57**) at a significance smaller than 0.01. It is a significant positive correlation. This means Idealized influence (behavioral) has strong significant relationship with Intrinsic job satisfaction. This in turn supports the sub hypothesis mentioned above.

Pearson Correlation Coefficient value on the relationship between Inspirational motivation and Intrinsic job satisfaction was (.53**) at a significance smaller than 0.01. It is a significant positive correlation. This means Inspirational motivation has strong significant relationship with Intrinsic job satisfaction. This in turn supports the sub hypothesis mentioned above.

H2: There is significant relationship between transformational leadership and Extrinsic Job Satisfaction.

H1a: There is significant relationship between Idealized influence attribute and Extrinsic job satisfaction.

H1b: There is significant relationship between Idealized influence behavioral and Extrinsic job satisfaction.

H1c: There is significant relationship between Inspirational motivation and Extrinsic job satisfaction.

Pearson Correlation Coefficient value on the relationship between Transformational leadership and Extrinsic job satisfaction was (.61**) at a significance smaller than 0.01. It is a significant positive correlation. This means Transformational leadership has strong significant relationship with Extrinsic job satisfaction. This in turn supports the hypothesis mentioned above.

Pearson Correlation Coefficient value on the relationship between Idealized influence (attributed) and Extrinsic job satisfaction was (.56**) at a significance smaller than 0.01. It is a significant positive correlation. This means Idealized influence (attributed) has strong significant relationship with Extrinsic job satisfaction. This in turn supports the sub hypothesis mentioned above.

Pearson Correlation Coefficient value on the relationship between Idealized influence (behavioral) and Extrinsic job satisfaction was (.51**) at a significance smaller than 0.01. It is a significant positive correlation. This means Idealized influence (behavioral) has strong significant relationship with Extrinsic job satisfaction. This in turn supports the sub hypothesis mentioned above.

Pearson Correlation Coefficient value on the relationship between Inspirational motivation and Extrinsic job satisfaction was (.47**) at a significance smaller than 0.01. It is a significant positive correlation. This means Inspirational motivation has strong significant relationship with Extrinsic

job satisfaction. This in turn supports the sub hypothesis mentioned above.

4. Conclusion

The above statistical results prove that there are significant strong relationship between the transformational leadership dimensions (Idealized Influence Attribute, Idealized Influence Behavioral, Inspirational Motivation and both Intrinsic job satisfaction and Extrinsic job satisfaction. More importantly, In others words, it indicates that all of the transformational leadership components are contributing significantly to both Intrinsic job satisfaction and Extrinsic job satisfaction. Leaders are the key personnel within organizations giving directions and guiding employees to be more creative in their approaches. They are the ones who are responsible for ensuring a conducive environment that could lead to Job satisfaction.

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