

**IMPACTS OF LEADERSHIP STYLES ON PERSONAL AND JOB  
OUTCOMES AMONG TEACHING FACULTY OF PUBLIC  
SECTOR UNIVERSITIES**

**By**

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A dissertation submitted to

**Department of Psychology, Faculty of Social Sciences,  
International Islamic University Islamabad**

In partial fulfillment of the requirements of the

**DEGREE OF DOCTOR OF PHILOSOPHY  
IN  
PSYCHOLOGY**

**2017**



Accession No TH-16724 ✓ 

PhD

658.4092

GHI

1. organizational behavior
2. Leadership

## CERTIFICATION

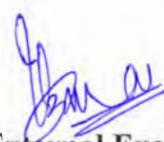
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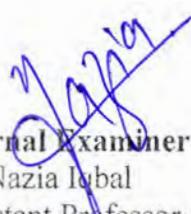
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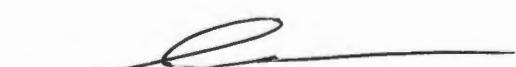
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It is certified that PhD dissertation entitled "Impacts of leadership styles on personal and job outcomes among teaching faculty of public sector universities" prepared by Mr. Ghulam Abbas is approved for submission to the Department of Psychology, International Islamic University Islamabad.



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Chapter No	CONTENTS	Page No
	List of Tables	iii
	List of Figures	v
	List of Annexures	vi
	Acknowledgement	vii
	Abstract	
<b>Chapter-I</b>	<b>Introduction</b>	01
	Leadership styles	03
	1. Transformational	05
	2. Transactional	10
	3. Laissez Faire	13
	Leadership and Personal Outcomes	16
	Leadership and Job Outcomes	24
	Rationale of the Study	54
<b>Chapter-II</b>	<b>Pilot Study</b>	
	Method	59
	Results	67
<b>Chapter-III</b>	<b>Main Study</b>	
<b>Chapter-III</b>	<b>Method</b>	77
<b>Chapter-III</b>	<b>Results</b>	89
<b>Chapter-IV</b>	<b>Discussion</b>	116
	Implications	134
	Limitations	136
	Summary	137
	References	139
	Annexures	208

Table No	LIST OF TABLES	Page No
<b>Table 1</b>	Descriptive statistics, alpha reliability coefficients and zero-order correlation among study variables ( $N = 150$ )	68
<b>Table 2</b>	Item-total correlations for subscales of Multifactor Leadership Questionnaire ( $N = 150$ )	69
<b>Table 3</b>	Item-total correlations for Well Being Scale ( $N = 150$ )	70
<b>Table 4</b>	Item-total correlations for Job Satisfaction Scale ( $N = 150$ )	71
<b>Table 5</b>	Item-total correlations for Job Stress Scale ( $N = 150$ )	72
<b>Table 6</b>	Item-total correlations for Organizational Commitment Scale ( $N = 150$ )	73
<b>Table 7</b>	Item-total correlations for Innovative Work Behavior Scale ( $N = 150$ )	74
<b>Table 8</b>	Psychometric properties of variables	90
<b>Table 9</b>	Pearson correlation among variables	91
<b>Table 10</b>	Multiple Regression analysis demonstrating effect of leadership styles on the prediction of well-being	94
<b>Table 11</b>	Multiple Regression analysis demonstrating effect of leadership styles on the prediction of job stress	95
<b>Table 12</b>	Multiple Regression analysis demonstrating effect of leadership styles on the prediction of job satisfaction	96
<b>Table 13</b>	Multiple Regression analysis demonstrating effect of leadership styles on the prediction of organizational commitment	97
<b>Table 14</b>	Multiple Regression analysis demonstrating effect of leadership styles on the prediction of turnover intention	98
<b>Table 15</b>	Multiple Regression analysis demonstrating effect of leadership styles on the prediction of innovative work behavior	99
<b>Table 16</b>	Hierarchical Regression analysis demonstrating mediation of job satisfaction between transformational leadership style and well-being	101
<b>Table 17</b>	Hierarchical Regression analysis demonstrating mediation of organizational commitment between transformational leadership	102

Table No	LIST OF TABLES	Page No
<b>Table 18</b>	style and well-being	
<b>Table 19</b>	Hierarchical Regression analysis demonstrating mediation of turnover intention between transformational leadership style and well-being	103
<b>Table 20</b>	Hierarchical Regression analysis demonstrating mediation of innovative work behavior between transformational leadership style and well-being	104
<b>Table 21</b>	Hierarchical Regression analysis demonstrating mediation of job satisfaction between transactional leadership style and well-being	106
<b>Table 22</b>	Hierarchical Regression analysis demonstrating mediation of organizational commitment between transactional leadership style and well-being	107
<b>Table 23</b>	Hierarchical Regression analysis demonstrating mediation of turnover intention between transactional leadership style and well-being	108
<b>Table 24</b>	Hierarchical Regression analysis demonstrating mediation of innovative work behavior between transactional leadership style and well-being	109
<b>Table 25</b>	Hierarchical Regression analysis demonstrating moderation of job stress between laissez-faire leadership style and organizational commitment	111
<b>Table 26</b>	Hierarchical Regression analysis demonstrating moderation of job stress between laissez-faire leadership style and turnover intention	112
<b>Table 27</b>	Mean, standard deviation and t-values on self-reported and subordinates-reported leadership styles and facets	113
<b>Table 27</b>	Mean, standard deviation and t-values of Male and Female leadership styles and facets (N=573)	114

Figure No	LIST OF FIGURES	Page No
<b>Figure 1</b>	Schematic representation of effect of leadership styles on the prediction of personal and job outcomes among teachers	93
<b>Figure 2</b>	Mediation of job outcomes between perceived transformational leadership style and well-being of university teachers	100
<b>Figure 3</b>	Mediation of job outcomes between perceived transactional leadership style and well-being of university teachers	105

<b>Annexure No</b>	<b>LIST OF ANNEXURES</b>	<b>Page No</b>
<b>Annexure A</b>	Informed Consent	208
<b>Annexure B</b>	Demographic Information Sheet	209
<b>Annexure C</b>	Warwick Edinburg Mental Well-Being Scale	210
<b>Annexure D</b>	Job Satisfaction Scale	211
<b>Annexure E</b>	Job Stress Scale	212
<b>Annexure F</b>	Organizational Commitment Scale	214
<b>Annexure G</b>	Innovative Work Behavior Scale	216
<b>Annexure H</b>	Turnover Intention Scale	217
<b>Annexure I</b>	Multifactor Leadership Questionnaire	218

## **Acknowledgement**

Verily, all praise is due to Allah for His apparent and concealed bounties at all times, and His Prophet and Messenger Muhammad (SAW), the most perfect and the best among the born on the surface of the earth that enabled me to recognize my creator and live an exemplary life.

I would like to acknowledge Prof. Dr. Muhammad Tahir Khalily, Professor Department of Psychology for unconditional support and kindness that he has shown for my work which simply cannot be expressed in words. It is worth mentioning that he is my respected teacher, exemplary mentor, and supervisor of my research. All the strengths of this research are credited to my supervisor and all the limitations are my own mistake. I have completed this project just because of his kind cooperation, unconditional support, and proficient guidance.

I would like to acknowledge my respected teachers Prof. Dr. Asghar Ali Shah, Prof. Mazhar Iqbal Bhatti, Prof. Dr. Javed Iqbal, and Prof. Dr. M. Anis-ul-Haque for their consistent guidance throughout my career. They helped me in every difficulty of my research project and assisted me academically and morally. Their soft nature, helping attitude and emotional empathy for others make them ideal teacher. Best teachers, who are always praised, loved and respected due to their kind nature and cooperative attitude. I found them matchless and among the best persons ever came into my life.

I am cordially thankful to my friends Dr. M. Naveed Riaz, Dr. Masud Akhtar, Dr. Azhar manias , M. Azeem, Akbar Karim, Rana Ijaz, Mohyuddin, Murtaza Bodla, M. Akram Riaz, Irshad Ahmad Khan, Abdul Wahab Liaqat, Sara Ferdous, Anam and Maryam for their nice company, positive attitude, unconditional support and kind cooperation in data collection process. Their helping attitude is widely recognized, loved and appreciated. I am cordially thankful to all those who helped me in data collection in general and my research participants in

particular. I would like to acknowledge the prayers and contribution of my family especially my parents, especially my wife Dr Aasma Munir, brother and sisters.

I would like to sincerely acknowledge my teacher, my mentor Ms. Huma Waseem Siddique who motivated me for higher studies and helped me by all means throughout my academic career.

I am cordially thankful to the worthy foreign reviewers and external reviewers who accepted my thesis for review process. In the end I am very thankful to all those who either directly or indirectly contributed in this study.

Ghulam Abbas

08-04-2017

## **Abstract**

This study is conceptualized on Full Range Leadership Theory (Bass & Avolio, 2006) which comprises of three leadership styles that includes transformational, transactional and laissez-faire leadership. It aims to investigate the impact of these leadership styles of heads of departments from a number of universities on personal related outcome (i.e. well-being) and job related outcomes (i.e. job satisfaction, job stress, organizational commitment, turnover intentions and innovative work behavior) of their subordinate teaching staff (including lecturers, assistant professors, associate professors, and professors). The study also aimed to investigate the mediating role of job outcomes between leadership styles and well-being and the moderating role of job stress between laissez-faire leadership and organizational outcomes. Multifactor Leadership Questionnaire (Bass & Avolio, 1990), Job satisfaction Scale (Guimaraes & Igbaria, 1992), Organizational Commitment Scale (Mowday, Porter, & Stear, 1982), Turnover Intention Scale (Seashore, Lawler, Mirvis, & Cammann, 1982), Innovative Work Behavior Scale (Jenesson (2000), job stress (Parker & De Cottis, 1983) and Warwick-Edinburg Mental Well-Being Scale (Tennant et al., 2007) were used in data collection. Sample comprised of 756 teachers (including 156 Head of Departments and 600 subordinates) based on purposive sampling technique. The present study was comprised of two phases. Phase-I was basically a pilot study carried out to establish psychometric properties of scales and questionnaires intended to be used in the main study. Phase-II was basically the main study. Initially, the normality of data was ensured, and then reliability and validity were established. All the scales have alpha coefficients ranging from .70 to .90, zero-order correlation was developed in the desired directions for addressing the construct validity issues. The normal distribution of data was confirmed with the values of kurtosis and skewness. Most of the findings of the phase-II were in

the line of hypothesized assumptions. Results of Multiple Regression analysis demonstrated that transformational leadership style positively predicted well-being, job satisfaction and innovative work behavior. Laissez-faire and transactional leadership styles were predicted job stress. Laissez-faire leadership style negatively predicted organizational commitment. Transformational leadership style negatively predicted whereas transactional and laissez-faire leadership styles positively predicted turnover intentions of university teachers. Hierarchical regression analysis confirmed the mediating effect of work-related attitudes (job satisfaction, job commitment, turnover intentions and innovative work behavior) between leadership styles (transformational and transactional) and well-being of teachers. However, work-related attitudes partially mediated. Analysis of Hierarchical Regression also confirmed that job stress significantly moderated the relationship between perceived laissez-faire leadership style and two outcomes including turnover intention and organizational commitment. Discussion of the key research findings and some directions for the future research were also provided. Important implementations of the present study in the field of organizational psychology were also discussed.

**IMPACTS OF LEADERSHIP STYLES ON PERSONAL AND JOB OUTCOMES  
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## INTRODUCTION

**Introduction**

Currently, leadership style is considered an art by many individuals around the world. It is an art to influence others for achievement of some common goal. It is a strategy in which leadership could be utilized for coordination to lead organization prudently. Leadership styles have been found to be associated with certain job outcomes (Wu, 2009; Epitropaki & Martin, 2005). These researchers found job satisfaction and organizational identification as more associated with transactional leadership style as compared to transformational leadership styles. The leadership styles recently have been found to have an influence on personal affective dimensions as well. Dutton, Frost, Worline, Lilius, and Kanov (2002) presented some research based results in which mental health of their worker can be affected by compassionate leaders, and psychological well-being appeared to have a relationship with leadership styles as well (Turner, Barling & Zacharatos, 2002)

This study aims to investigate the leadership styles as predictor of personal and job outcomes among teaching faculty of public sector universities. The present study is grounded in one of the most modern theories of leadership i.e. Full Range Leadership Theory which emerged in the post-modern era of leadership. It is also included in the New Leadership Approaches (Bass & Avolio, 2006). As Leadership is a process by which a man influences others to achieve a common goal and coordinates the association in a way that makes it more strong and intelligible. It is the procedure of influencing the general population. Moreover, in the achievement of a specific task one person can obtain the support and aid of others in the process of social influence. Leadership is sorting out a gathering of individuals to accomplish a

typical objective. Historically, leadership styles can be traced back to Greeks, Plato, Egyptian and Chinese societies. Leadership goes back to Renaissance when "The Prince" book of Machiavelli was published. On the onset of 20<sup>th</sup> century, theory of great men developed on the basis of pioneering work of various researchers (Fairhurst, 2007). Time to time, hypotheses, theories, models and findings of researchers on leadership are being tested to verify various aspects of leadership presented in them (Lowe and Gardner, 2000).

Leadership is universal human phenomenon (Bass, 1981). It is evident in Who's Who in America (2000) that there were approximately 125,000 people including teachers, rulers and heroes changed the living standard of people by their actions and ideas (Avolio, & Bass, 2002). Leadership is the most vital, basic, and complicated job that serves as the basis of strong organizational performance (Manning & Curtis, 2003). A substantial amount of research has been carried out on leadership qualities. Bass (1990) clarifies in his studies conducted at Ohio state university that leadership is both an art and a science. The logical point of view of leadership has been explained in more than 8000 research studies. Though leadership studies share various common themes, still there is nearly the same number of meanings of leadership as there are persons who have endeavored to work on this construct (Stogdill, 1974). Hence, it is quite hard to get a settled upon, valid, comprehensive and proper meaning of leadership as a universal phenomenon (Yukl, 1981).

Yukl (2002) characterizes leadership as far as "qualities, behavior, patterns of interaction, relationship role, control of an organization position, and the capacity to influence employees to take part in achievement and organizational objectives.

Similarly, leadership is the process of influencing organizational goal setting (Stogdill, 1950)". According to Fairhurst (2007) leadership lies "in the eye of the beholder".

### **Leadership Styles**

During 1940s and 1950s studies conducted at Ohio State University explored leadership behavior and stated two leadership styles; one is developing mutual trust and respect with subordinates and the other is initiating structure; and be able to specify what a leader should be doing. Another research conducted at the University of Michigan characterized two types of leadership styles including employee-centered and job-centered leadership styles, wherein, leadership was plotted on two axes. The horizontal axis (i.e. employee centered) concerns for people while the vertical axis (i.e. job centered) deals with concern for production (Barron, 2004; Johnson, 2004).

Robin & Roevens, (1999) have presented a situational model of leadership, according to which there are two styles of leadership, people oriented and task oriented style of leadership. Some leaders focus more on personal attributes of their subordinates show great concern for them while some leaders are more interested in successful completion of tasks

Based on Path-Goal Theory of Leadership four leadership styles were introduced by House and Mitchell (1974) that include directive, achievement-oriented, supportive and participative leadership styles. Burns (1978), the popular political researcher, distinguished two sorts of leadership styles including transformational and transactional leadership. To gain the organizational goals transactional leadership established a common goal between the leaders and followers. Transformational leadership would be characterized as sincere concern by

the leaders towards their followers and value based stimulation. Burn's (1978) ideas were matched by Bass (1985) into organizational setting and gave three styles of leadership which included transactional, transformational, and laissez-faire leadership styles.

Avolio, (1995) and Antonakis, Avolio & Sivasbramaniam (2003) explained organizational leadership into different categories which included the trait approach which dominated until 1940's; the style approach kept away till the late 1960's; from 1960's to 1980's the zenith of the contingency approach dominated; and Full range leadership theory which was a part of new leadership approaches influenced the leadership researches in early 1980's. Post charismatic and post transformational leadership approaches appeared in late 1990's (Storey, 2004). These approaches mostly emphasized on change. In 2000's the research on transformational leadership is still popular because every time period is associated with change (Parry & Bryman, 2006).

### **Hypothetical Framework**

According to Avolio and Bass (2002), the Full Range leadership prototype varies from one extreme to other extreme. It is comprised of two dimensions (i) active and effective and (ii) ineffective and passive styles of leadership dimension which includes laissez faire or uninvolved type leadership. The effective leadership style in organizational settings is transformational leadership which is characterized by leader's ability to make rapid changes, to focus on creativity and to encourage innovation. It has further categorized and comprised of five essential factors which are individualized consideration, idealized influence attributed, idealized influence behavior, inspirational motivation, and intellectual stimulation. The two important

factors of transactional leadership include management by exception and contingent reward.

Every leader should show each style of leadership to some extent, is the main focus of Full Range Leadership Model. It indicates that the leader becomes ineffective and passive when leader moves from transformational style of leadership down to laissez-fair style of leadership; similarly in contrast, as leader ascends up to transformational leadership from laissez faire leadership style, the leader becomes active and effective (Bass & Riggio, 2006; Bass & Avolio, 2003).

**Transformational Leadership Style.** In the main stream of leadership literature, Bass' theory of leadership (1986) is recently included.

Transformational leaders concern with the growing needs of subordinates, by helping them to look at problems with new prospective, where the leader is able to stimulate and inspire subordinates to attain extraordinary results and excites subordinates to achieve mutual goal (Robbins & Coulter, 2007). Theory of transformational leadership is all about leadership by taking care of each other's comfort or interest and working for the interest of group that creates a significant change in subordinates of organization (Warrilow, 2012). To measure various dimensions of leadership styles in organizational and administration settings, Blazes and Bass (1985) developed a Multifactor Leadership Questionnaires (MLQ). Bass had recognized three components of transformational administration/leadership that included charisma, intellectual stimulation and individual consideration Bass and Avolio (1990) included another component, for example, motivation to depict transformational leadership. The ability to motivate is seen as immovably related to appeal and is in this way frequently seen as the same constituent. Later on, Leithwood

and Jantzi (2000) recognized six essential characteristics of educational leaders whose attributes are transformational; giving objectives and vision to class, insightful intellectual thoughts, personalized support, model proficient practices and values, and developing a culture to participate in decisions of schools.

Contingent reward is one sub factor of transformational leadership where on achieving the agreed upon goal leader gives reward to followers. Similarly, management by expectations is another sub factor of transactional leadership where the leader interrupts when things go wrong. Staffing, monitoring the activities of school, focus on community has been described as four dimensions of transactional leadership in relation to educational setting (Leithwood & Jantzi, 2000).

*Dimensions of Transformational leadership.* Avolio, Bass, and Jung (1997) described five dimensions of transformational leadership; that include idealized influence attributed, idealized influence behavior, inspirational motivation, intellectual stimulation and individualized consideration.

*Idealize influence.* In this dimension, the transformational leaders viewed by their subordinate as inspirational personality. Among their colleagues and followers they are able to enjoy high self-esteem and status. Subordinate views that leaders are having strong willpower, determination and potential. Leader conduct and devotees traits about the leader are two sorts of idealize influence. Two elements of MLQ measures the two dimensions of idealize influence .These two types of dimension mutually form interactional idealize influence. Leaders with idealize influence are always willing to take risk and consistent with their task. They are always in a struggle to do right things and to set a higher ethical standard and morals. Attributes

of Idealize influence depends on subordinate's attributions about the characteristics of Idealize influence (Avolio & Bass, 2002).

*Inspirational motivation (IM).* Transformational leader inspires to their followers by their behavior. In addition by providing different challenges and new meaning they add something new in the subordinates' work and also they stimulate team spirit. Leader demonstrates full confidence and passion by imitating others. Leader motivates subordinates that they would be a part of bright future. Leaders set expectations about openly communicated set standard. To meet these expectations follower's exhibit shared vision and commitment to goal (Avolio & Bass, 2002).

*Intellectual Stimulation (IS).* To be creative and innovative in their task transformational leader encourage followers by means of reviewing problems in new prospective and step by step analysis of a problem. Mistakes are acceptable, not criticized in the crowds and creativity is encouraged by leaders. Through dealing with problems and detecting different solutions followers are able to generate creative and new ideas. Similarly, when follower's ideas are apart from the leader ideas than there is no criticism on the part of leader to followers (Bass & Avolio, 2002).

*Individualized consideration (IC).* Transformational leaders are like to be a coach and mentors. For the achievement and development of followers they give consideration to individual's needs. They raised follower's potentials to higher level. New learning environment can be provided to the subordinates via healthy communicational relation. With respect to desires and needs individual differences are accepted, followers find support, formal standards are set and structure task received by others. By walking around, leader practice management and involves in two way communication. Keeping in consideration the previous talks and giving importance to

individual needs the leader set his or her interaction with followers and also listen well. To build up followers leader allocates tasks to its subordinates. If the followers need extra help and assistance the leaders is always there to help so that the tasks run smoothly. Avolio and Bass, (2002) describes that Followers never get idea that they are being observed by leaders.

***Research on Transformational Leadership Style.*** Transformational leadership would be considered as the wellspring of advancement that fortify and organize their subordinates towards new plans of action and practices. Likewise, the word transformational and charismatic utilize conversely as though they have the same significance. Nevertheless, charismatic leadership and transformational leadership both are distinctive. Charismatic leadership is a type of social interaction which incorporates high self-esteem and a strong belief in the charismatic leader. Conversely, transformational leadership is mostly about actions that followers utilized to lead the process of change. Significant features of transformational leadership include, planning, informing, commitment and to transforming the vision (Steven & Annvon, 2003).

There are Three types of leadership styles including transactional, laissez-fair and transformational would, always predict the organizational outcome, leader performance and follower' satisfaction. According to bass (1985), transformational and transactional styles are common in leaders, but one style of leadership is being extra predominated. Multi-factor Leadership Questionnaire (MLQ) classifies the behavior under these leadership styles. Bass and Avolio (1993) practiced their model across various organizations, organizational culture, management practices use inside the organization, and also even organizational health. Effective leadership now in

recent era is usually represented through transformational style of leadership (Evans, 1994). Results of different researches (Bycio et al., 1995; Bass, 1997; Dunham-Taylor, 2000) shows that most effective and satisfactory style of leadership is transformational style as compared to transactional leadership style. Similarly, results show that in contrast to their male leaders, females are more likely to be more transformational (Bass, 1997). Both transactional and transformational leadership in predicting the Individual and group performance of employee can extensively affect by several moderators which consist of goals clarity, organizational culture and conflicts. Moreover, rational decision maker and problem solver are the characteristic of transformational leadership (Riaz, 2006). According to Howell and Avolio (1993) followers and transformational leader could involve in communicating and exchanging information with one another.

Theories support that transactional leaders remained unflawed by their followers (Bass; 1985 & Lowe' et al., 1996). Avolio and Bass (1988) give their attention to leadership Style. By addressing the individual differences in the behavior and promoting people with such differences in their mind are important component of forming the transformational leaders as well as creating an empowered working situation.

Several researches (Podsakoff, Mackenzie & Bommer, 1996) focused on a significant positive relationship between the subordinates satisfaction and transformational leaders. In every aspect of work there exists a difference between transformational and transactional leaders. Transformational leaders always give concentration on their subordinates needs as well as focused on individual's attention (Base, 1996)

Bass (1985) describes that charisma is one of the four main characteristics of transformational leadership. Charismatic personality retains energy, passion and above and beyond the hours of duty is able to producing desired outcomes (Klein & House, 1995).

**Transactional leadership.** Managerial leadership which is also called transactional Leadership concentrates on the association, role of supervision and performance of a group. Thorough both rewards and punishments transactional leadership style promotes followers complain. Transactional Leaders are not focusing to change the future of organization and employee, they work on merely keeping things same as compared transformational leadership. In order to find the faults and deviations of follower's works this style of leadership is consider important. This style of leadership is important when different projects need to be worked out in a specific fashion and situation of emergency as well as in crisis.

When view through the context of Maslow's hierarchy of needs, basic levels of need satisfaction is the main focus of transactional leaders. By using an exchange model in transactional leadership, rewards being given for positive outcomes or good work. On the other hand, negative and poor work can also punish by this style of leadership. By emphasizing specific task performance, transactional leadership give emphases on lower level of needs (Hargis et al, 2001).

Transactional leaders are proved to be effective in completing specific task by handling each portion individually. Rather than forward thinking ideas leaders with transactional style are concerned with processes. These leaders focus on positive reinforcement and negative reinforcement. Positive reinforcement such as praise are given when on-time accomplishment of goal is achieved, followers working through

good pace at different time while completing task, ahead of time. Negative reinforcement is given when task are not met at all and quality or quantity of performance drops below production standards. Sometimes, on a management negative punishment are handed down by exceptional basis. The exceptions sometimes never prove true. There are active and passive courses within management by desire. At the point when leader watches the performance of every subordinates and finds a way to rolls out improvements of subordinate's work to make corrections all through the procedure is called active administration by exception. In passive management by exception leaders usually before fixing the problem wait for issues to come up. Being more managerial and being concerned to the lower level of need, it can give the establishment for transformational leadership in which includes higher level of requirements. Timely recognize and giving reward to followers are the characteristic of transactional leader. Therefore, the subordinates of this style of leadership are not able to give innovative ideas and checked on the basis of foreordained criteria. More effective transactional leaders take action in time whereas passive transactional leadership may be less likely to face the problems and to intervene before problems come. Transactional style of leadership can suitable in various situation as well as supporting adherence to standard of practice, but not essentially honesty to innovation. In the umbrella of transformational leadership style makes subordinates to struggle beyond required expectations, while extrinsic motivation is most focused by the transactional leadership in the performance of job tasks.

Transactional style of leadership would be defined as the valued outcome exchange. Although it is suggested that different types of exchanges are not equivalent (Dienesch & Liden, 1986). There are two level of transactions; high quality

and low-quality exchanges. Both types of exchanges had an impact on turnover of employees. Employee who experience relationship that engaged in agreed upon agreement (e.g., eight hours of pay will be given if worker engaged in eight hours of work) (low quality) were more likely to leave an organization than employee who engaged in relationships of the emotional exchange and support ( high quality). Moreover, high quality transactions are based upon by an interpersonal relationship between followers and leaders whereas low quality exchanged of transactions are based upon goods (Landy, 1985).

Similarly, Burns and Bass (1978, 1985) identified two levels of transactional leadership. According to Burns, in this leaders and followers engaged in range from the obvious including votes for jobs etc to less obvious condition including respect, commitment and exchange of trust. Promises that can root in exchangeable value including trust and respect are less common form of transactional style of leadership. Burns mentioned to these values as model values. In an attempt to understand the needs and requirements of leaders and followers; it is important to understand model values. Consequently, employer control of resources including social benefit, pay increases depend upon by lower level transactions (Yukl, 1981). Leader bargaining power will be weakened if such rewards are not under the leaders' direct control. On the other hand, for maintaining good performance, higher order transactional style of leadership depends upon exchange of intangible rewards.

***Qualities of Transactional Leadership.*** Reward and punishment are the two important components that transactional leaders use to obtain compliance from their subordinates. To bring minimal compliance from their subordinates they use extrinsic persuaders. Transactional leaders show consent with structure, culture and

organizational goal. They liked to be action oriented, directive and passive. They are willing to work within existing system of organization and to gain goal of organization they negotiate with their workers. During problems solving they like to think inside the box. Establishing the criteria for rewarding subordinates and upholding status quo are the most associated behavior with transactional leadership. There are two features within transactional style of leadership; one is management by exception and the others are contingent reward. When followers should not meet the acceptable criteria of performance than management by exception preserves the status quo and initiates corrective action to improve performance.

**Laissez –Fair Style.** Laissez-fair style is defined by Robin (2007) “Abdicates responsibilities keep away from making decisions”. Comparable laissez-fair style is defined by luthans (2005) “Abdicates responsibilities avoids making decisions”. Laissez Fair style of leadership is not involved in the work of organizational unit. To define this style of leadership it is necessary that leader followers are well motivated and expert like a specialist. Mondy and Premeaux (1995) defined as Leader is a person who allowed subordinates to make all judgment. Such leader’s behavioral style are to take part only to question answer sessions, not like to give feedback, mostly exercise complete freedom of group (Bartol & Martin, 1994).

In decision making process they normally don’t want interference in decision. They tend to feel their followers that to get their personal decisions they can exercise power. They are responsible for their matters or decisions and also to do their own work they are free. Because they give their followers to do their own decisions they don’t involve in working unit.

## **Leadership and Personal Outcomes**

In the course of the most recent decades, the relationship between leadership and subordinates' perceived level of stress has increased expanding consideration from researchers (Bass, 1990; Gilbreath & Benson, 2004). How subordinates cope with stress is influenced by leadership styles. (Ryska, 2002). Transformational leadership (Yukl, 2002) has recently focused on new leadership prototype (Alban-Metcalfe Harvey, Royal & Stout, 2003; Alimo-Metcalfe, 2007; Trautmann, Maher & Motley, 2007; Bass, 1999).

By means of developing a stimulating vision of the future transformational style of leadership provoke followers and give great emphases to higher motive development (Bass, 1985). On the other hand an exchange system of well-defined transactions, called transactional leadership. So the leader gives reward and punishment according to their performance. Several studies (Dumdadum, Lowe & Avolio, 2002; Judge & Piccolo, 2004) have paying attention on performance Leadership styles.

However, work related stress between the leader's behavior and followers have mainly been neglected. Now recently some considerations have also been given to some advantageous effects that leadership ought to be exercise on the employee's psychological well-being. Similarly, Dutton, Frost, Worline, Lilius, and Kanov (2002) presented some research based results in which mental health of their worker can effect by compassionate leaders while Turner, Barling and Zacharatos (2002) give some theoretical frame for the major positive relationship between transformational leadership and employee psychological well-being. Bass and Avolio (1994) said that

constituent of transformational leadership and psychological well-being is especially relevant.

When leader goes beyond their self-interests, work unconditionally, guided by their moral promises or commitment and would like to choose what is ethical rather than what is expected takes place through idealize influence. Leaders focus on the mental health long term well-being and of their subordinates rather than focus on short term financial outcomes for organization. Motivational leaders encourage their followers to set a target beyond what was once thought possible. Similarly these leaders encourage the staff to beat setbacks of psychological nature and get them ready to handle the future hurdles.

There are increasing arguments that the leaders who deal all matters with intellectual stimulation help employees to approach organizational matters in innovative ways, to question their own held assumptions and solve problems. One out of many possible source of stress at work, leadership is considered as the most common cause; however its impact on employees may vary (McVicar, 2003; Jonsson, Johansson, Rosengren, Lappas & Wilhelmsen, 2003). According to Stordeur, D'hoore and Vandenberghe (2001) 9% of the variance explained in emotional exhaustion is due to leadership styles. Variances explained by transformational leadership are 2% in coping with organizational change .It was not able to expect significantly supposed pressure (Gordick, 2002).

In a study of large sample of Swedish employees Mumford & Licuanan (2004) revealed that long lasting sick leave is predicted by lack of decision, absence of authority and support from colleagues and supervisors. A moderate relationship between emotional exhaustion, burnout, depersonalization and leadership styles has

also been discovered (Langner, 2002; Webster & Hackett, 1999). Vealey, Armstrong, Comar and Greenleaf (1998) found athlete burnout is related with perceived coaching styles behavior.

**Personal outcomes (Well-being) and Leadership Styles.** The concept of well-being is different from the concept of transformational leadership. It includes the concepts of physical and psychological health. Keyes, Shmotkin, and Ryff, (2002) describes two main mechanisms of well-being which is: subjective and psychological. Subjective well-being has been explored by the researches mostly in terms of its affective (i.e. hedonic balance; stability between pleasant and unpleasant affect) and cognitive (life satisfaction) (Ahadi, 2002). Wellbeing can be classified into two dimensions as the context free well-being and context-specific well-being (Elfering, 2005; Warr, 1999). Both are different from each other. Recent studies which have been done on the occupational health revealed that the concept of well-being is not only the absence of ill health but it should have the existence of positive states (Hofmann & Tetrick, 2003; Snyder & Lopez, 2002).

Well-being of subordinates is affected indirectly by transformational leadership. By the process of meaningfulness of subordinates work leadership affects the follower's well-being (Shamir, House, & Arthur, 1993). One of the common topics is Well-being in the workplace, is more focused in the main stream media (Coleman, 1997), especially in magazines and scholarly research journals (Briner, 1994; Cooper & Cartwright, 1994). Lot of literature exists which is addressing the health and well-being in the workplace. But mostly that literature is unconnected and distracted. Studies done on health and well-being focused on psychological, emotional (Cartwright & Cooper, 1993), physical (Cooper, Kirkaldy, & Brown, 1994), and

mental perspectives (Anderson & Grunert, 1997). There are so many meanings and definitions being attached to the well-being in the literature. The person at work place is surely affected by the individual's experiences whether they are emotional, physical, mental or social in nature

In recent times the popular research area is the overlap between work and non-work, which is stressing on the point that the personal lives and person work life are not independent entities but rather are connected and interlinked domains affecting each other reciprocally (Caudron, 1997; Zedeck & Mosier, 1990). The combination of stress from work and stress from everyday life is very harmful and can affect a person physically and emotionally because of the overload of mental and physical demands places on mind and body (cf. Cooper & Cartwright, 1994). Additionally because of the growing awareness about risks factors at work place the great importance has been given to the well-being and health of workers recently. Workplace aggression (Neuman & Baron, 1997), revenge (Bies, Tripp, & Kramer, 1997), workplace violence (O'Donovan, 1997), and sexual harassment (cf. Martell & Sullivan, 1994) is another alarming threat in the work place. Furthermore the outcomes of well-being and health affected by the relationship between leaders and their subordinates (Blanchard, 1993).

Consequences of worker's health and well-being are important. It has been recognized by managers and researchers that workers and organization can be affected in negative ways by the issues of health and well-being. For instance the less productivity, making poor well-being (Boyd, 1997), and withdrawing from the organization's overall contributions (Price & Hooijberg, 1992). As the media reported

that the health related adverse consequences related to job are more common than most of the people think (Coleman, 1997).

### *Dimensions of Well-Being.*

*Self-acceptance.* High self-acceptance shows positive attitude towards self; acknowledges and accepts several aspects of self, including good and bad qualities of him/her self; having positive attitude towards the past life. Lower self-acceptance describes dissatisfaction with self; is frustrated from past life; is not accepting his/her personal qualities; desires to be different (Ryff & Keyes, 1995).

*Positive relations with others.* Positive relations with others identified as having affectionate, enjoyable, trusted relationships with others; take care of others; shows empathy, affection, and intimacy in human relationships.

Low scores on positive relation are difficult to build and maintain positive, trusted and affectionate relationships; not willing to make compromises to carry on important ties with others. (Ryff & Keyes, 1995).

*Autonomy.* Autonomy is self-governing and self-determining; able to defend against social pressures, to think and act in self-defined ways; evaluates self by personal principles.

*Environmental mastery.* Environmental mastery is defined as a sense of mastery and capability of handling the environment; having control on external activities; have a good choice from the surrounding opportunities.

*Purpose in life.* Having directions and purpose in life; seeking meaning in present and past life; holds purposive attitude to life; manage his/her life with aims

and objectives is all defined as purpose in life. low scores on purpose in life demonstrate people having less or no purpose in life are fail to give meaning to life; have a small number of goals or aims, no direction; can't seek purpose of past life; has no attitude which give meaning to life (Ryff & Keyes,1995).

*Personal Growth.* Personal growth is persistent development; sees self as gaining something positive every day; always enjoy new experiences; be aware of his/her personal potential; improve his/her self and behavior over time.

Low scorer on personal growth shows personal stagnation; fail to improve his/her self in a positive way; feels fed up and unresponsive with life; shows no development in new attitudes or behaviors (Ryff & Keyes, 1995)

*Well-Being and Transformational Leadership.* Past researches have revealed that the well-being of employee is affected by the leader's behavior. Gilbreath and Benson (2004) investigated the relationship of leader's behavior and the well-being. The research results exposed positive relationship between positive supervision and employee well-being and this research also investigated the significant impact on the factors like age, support from coworkers and from home, lifestyle, stressful work and life events on well-being. Same finding were discussed in the research conducted by Van Dierendonck et al. (2004) which revealed that the employee well-being is directly associated with the high and positive quality leadership. An experimental study by Bono and Ilies (2006) revealed that "charismatic leaders enable their followers to experience positive emotions". Positive affective well-being results in positive moods and emotions. These findings are similar to the outcomes focused above mentioned studies. The reason behind such a finding is may be that the more positive emotions are being expressed by charismatic

leaders and their followers follow and observe these positive emotions (Sosik & Godshalk, 2000).

Two types of Laissez faire leadership styles were differentiated by Kelloway, Sivanathan, Francis, and Barling (2005) which are an active style of negative leadership and a more passive style, and they also proposed that they may differently affect employee outcomes. An aspect of transactional leadership known as active management-by-exception occurs when the attention of leaders is focused on the mistakes and errors of the employee; laissez-faire leadership, is the form of passive leadership, characterized by varying levels of lack of interest and disengagement on the part of the leader. Leadership would result in a curtailed model omitting these factors. Previous researches revealed that employee perception of leadership, performance and effectiveness is negatively affected by laissez-faire leadership (Hinkin & Schriesheim, 2008). Additionally transformational leadership and laissez faire leadership negatively affect safety outcomes (Kelloway, Mullen, & Francis, 2006).

Particularly, laissez-faire leadership is associated with ambiguity and employees 'role conflict (Hinkin & Schriesheim, 2008), lower safety behaviors and psychological distress (Skogstad Einarson, Torsheim, Aasland, & Hetland, 2007), even when displayed in the presence of transformational leadership behaviors by the same leader (Mullen, Kelloway, & Teed, 2011). Management-by-exception is considered abusive in certain situations, employees may feel distressed by a leader who exhibit management-by-exception (Kelloway et al., 2005). Furthermore, the previous researches have been extended (Kelloway et al., 2006) by focusing on both laissez-faire and active management-by-exception. Employees experience both styles

negatively. Additionally the researchers fail to see that the negative events have greater power to influence emotions and relationships than do good events as they only focus on positive effects of transformational leadership while ignoring the bad events (Baumeister, Bratslavsky, Finkanauer, & Vohs, 2001). This study will grasp all three leadership styles (transformational, laissez-faire, and transactional leadership), and focused to investigate the relationship of these leadership styles with well-being of employees to have an ample view of employee psychological well-being and leadership.

### **Job Stress**

Feeling emotionally engaged rather than feeling stressed and exhausted is the one dimension related to job well-being. Organizational success as well as the well-being of employees is affected by job stress. An individual's condition when he faces a situation of demand or perceives something as harmful or threatening in an organization is defined as stress. It was reported by the 30% of the working population of USA that they behaved badly with family and friends because of the work load in the past month three or more than three days (Sing, Kang & Singh, 2004).

There are two conventional models of psychological stress, response-based and stimulus-based, in the review of construct and its evolution (Papathanasiou, Tsaras, Neroliatsiou & Rouupa, 2015). The stimulus-based stress approach dubs the stressors (i.e., workload, cold and heat (Stokes & Kite, 2001, time pressure, etc.) by assuming certain conditions to be stressful. Previously researchers used to select exogenous variables, and applied them in experiments revealing that the outcome was the result of manipulating "stress" (Stokes & Kite, 2001).

Response based approach is similar to an engineering technique (mechanical stress and emotional strain). Stokes and Kite (2001) contend that this model is inadequate since this model does not evaluate circumstances and does not consider emotions as individual differences are ignored. In a response-based approach stress is defined by the pattern of responses (behavioral, cognitive, and affective) which are the outcomes of exposing to a particular stressor. On the contrary to stimulus-based approach these variables are considered coming from within the individual or endogenous. The above mentioned model found its base in physiological dimensions and relied heavily on the work of Yerkes and Dodson (1908) and Selye (1956). To understand human stress response a third approach emerged known as the transactional model because it was suggested by Stokes and Kite (2001) that physiological measures are not enough to completely understand the human stress response and do not necessarily equate to psychological stress.

Stress is viewed as the interaction between the individual and environment according to transactional model; it focuses on the role of individual's judgment of situations in determining their responses. Stress is also defined as the contradiction between individual's his/her self-generated perceptions of the demands of the task and the perceptions of the resources for handling with them. Assumptions regarding this approach have been discussed under the review of cognitive appraisal literature in detail.

***Leadership and Employee Job Stress.*** Past researches reveals that Follower's performance has been known to affect by the leadership styles Kuoppala, Lamminpaa, Liira and Vainio (2008), for instance 109 articles meta-analysis result revealed that there is a significant positive relationship between efficient leadership

style and availed leaves by the employees and their psychological well-being. Research conducted by Kwag and Kim (2009) revealed that employee's exhaustion and role overload is lowered by supervisor's support. Another study conducted by Omolayo (2007) revealed that under an autocratic leadership style workers experienced higher job related tension as compared to workers under a democratic leadership style. Study conducted by Palm (2007) revealed that job satisfaction was negatively related with emotional exhaustion. Inspirational motivation had a negative effect on emotional exhaustion and positive effect on personal accomplishment Densten (2005).

Mixed literature was found on the variables like gender, age, working hours, effect on employee stress and educational level. Managers under age 35 scored higher on depersonalization as compared to managers over 35 years of age (Chauhan, 2009). Another study also revealed that job stress is negatively related with age (Wang, Jing & Klossek, 2007). Study conducted by conversely and Dyrbe (2009) revealed that there is no difference in burnout among age groups. Other studies revealed that gender does not affect employee stress. For instance Mirvis (2006) found that in women correspondents level of depersonalization was high as compared to in male correspondents. Men experienced lower self-transcendence as compared to women and stress was experienced by women more than men (Bouckenooghe, Fontaine, & Vanderheyden, 2005). Employee job stress is not related to educational level surprisingly. One study indicated that employees having college degree felt more stress as compared to those having no degree (Michailidis & Georgia, 2005).

It was revealed that employee burnout decreased when the age of participant's increased i.e. in young nurses emotional exhaustion and depersonalization scores were

higher (Ilhan & Durukan, 2007). Study conducted on physicians and nurses working in oncology department revealed that depersonalization and emotional exhaustion were significantly higher in participants who were under the age of 29 years (Alacacioglu & Yavuzsen, 2009). Tuuli and Karisalmi (1999) investigated by their research that more symptoms of emotional exhaustion were found in youngest participants as compared to others.

### **Leadership and Job Related Outcomes**

In different scenarios transactional and transformational leadership behaviors demonstrated different results. Transformational leadership behavior and transactional leadership behavior were appeared as significantly affect predicting variable in different situations as if in one situation Transformational leadership behavior appears as affecting predicting variable and in some situations transactional leadership behavior appeared as predicting variable. High satisfaction and organizational identification is associated with transactional leadership style as compared to transformational leadership provides (Wu, 2009; Epitropaki & Martin, 2005).

Another study on followers transformational leadership suggested different findings on both leadership styles as transformational leadership has more effect as compared to transactional leadership (Boerner et al., 2007) moreover it was found that in comparison to transactional leadership work unit effectiveness, group cohesiveness and organizational learning was significantly connected with transformational leadership (Stashevsky & Koslowsky, 2006; Lowe et al., 1996; Zagorsek et al., 2008). In the acknowledgment of organizational change transformational leaders help their employees in adopting technology and achievement (Schepers et al., 2005; Nemanich & Keller, 2007).

Berson and Avolio (2004) revealed in their study that transformational leaders have effective communication skills which are the reason they have higher commitment on the deliberate objectives of the organization. Transformational leaders also having a quality of helping their subordinates willfully and try to figure out the preventing strategies of work-related issues (Berson & Avolio, 2004), this naturally improves the level of job satisfaction among workers (Scandura & Williams 2004; Nemanich & Keller, 2007). They eventually have less turnover intentions and turn out to be more dedicated to work (Scandura & Williams, 2004; Rafferty & Mark, 2004).

Many handy researches confirmed the correlation between transformational leadership and innovative behavior (Janssen, 2002). It was considered by the past literature and various assessments that transformational leadership helps to enhance innovative work (Bass & Avolio, 1990; Sosik, Avolio, & Kahai, 1997; Mumford, Scot, Gaddies, & Strange, 2002). Moreover transactional leadership empowers the execution of the employees when contrasted with transformational leadership (Hater & Bass, 1988; Bass & Avolio, 1990).

Transformational leader supports their followers (Hater & Bass, 1988., Bass & Avolio, 1990). Subordinates who are very much aware and sure about their abilities can successfully put the aptitudes into practice and are fit for showing innovative work behavior. Transformational leader emphasized on the individual's qualities and emphasize on the diversity in talent, believing that through individualized consideration innovative behavior is being instigated.

Similar results were proposed by Sosik et al (1997). It was found by Wilson-Evered and Partners (2004) transformational leadership is specifically related and has a positive association with creative work. Other studies also confirmed that results

(Sosik et al., 1998; Judge & Piccolo, 2004). Statistical analysis also revealed significant positive relationship between these two variables.

A study conducted by Jung, Chow, and Wu (2003) which results revealed direct and positive relationship between innovative work behavior and transformational leadership. It was suggested by Wilson-Evered and colleagues (2004) that worker attitudes, motivation and temperament in organization are affected by work environment. They reported that the different organizational factors and organizational promotion can be modified by the leader having high level of capability. Health care programs for the workers were started by them and they claimed a significant relationship between transformational leadership and climate for innovation (Wilson-Evered, Hartel, & Neale, 2001, 2004).

### **Job Satisfaction**

The job satisfaction is defined by Spector (1996) as “an attitudinal variable that reflects how people feel about their jobs overall as well as various aspects of them”. In easy language, it could be defined as the proportion to which people like or happy with their job is known as job satisfaction whereas the extent to which people dislike or unhappy with their job is known as job dissatisfaction. Employee Perceived feeling which he/she has towards his job is termed as job satisfaction. It has rational and emotional elements and it is a psychological feeling. Researches revealed that job satisfaction is affected by many variables for instance chronological age, job experiences, primary and secondary desires, chance for progress, pleasant working environment, proficient and good supervision, promotions, extent to which contribute in organizational achievements, and perception of the employees and salary (Bhatti, 2000). Job satisfaction was defined appropriately by Hoppock (1935) as combination

of physiological, psychological and environmental circumstances that makes an individual satisfied with his job.

Blum (1956) defined job satisfaction as general attitude which is the consequence of many specific attitudes in their areas for instance group relationships outside the job and individual characteristics. These attitudes are concerned with the job and factors like supervision, wages, steadiness of employment, advancement opportunities, conditions of work, social relations in the job, fair treatment and recognition of abilities in a narrow sense (As cited in Blum & Naylor, 1984). Job satisfaction was comprehensively defined by Locke (1976). According to him job satisfaction is positive or pleasurable emotional state which is the result of one's job experience or job (as cited in Locke, 1976). This describes employees from the perspective of attitude regarding their job considering their behaviors, feelings and beliefs (Robbins, 2005; Akehurst, Comeche, & Galindo, 2009). Job satisfaction determines the satisfaction in employees and can be affected by many factors some of these factors are described below:

***Factors Influencing Job Satisfaction.*** Smith, Kendall, and Hulin (1969) identified the five dimensions that represent the important characteristics of a job which have affective response (as cited in Luthans, 1989). These characteristics are pay, opportunities, promotion, work group, and supervision. Though there are other factors as well which significantly influence job satisfaction but the below mentioned characteristics effecting job satisfaction are the most important (as cited in Luthans, 1989).

***The work itself.*** The major source of job satisfaction is the content of work itself and the feedback from the job and autonomy are two important motivating

factors. Surveys revealed that interesting and challenging work, the job that provides status and the work that is not boring are the some of the most important factors satisfying a job (Ciabattari, 1986).

*Wages & Salaries:* Wages and salaries are considered as significant but cognitively and multidimensional characteristics effecting job satisfaction according to Carraher and Buckley (1996). It was found that the money does not only help people to gain their basic needs but also helps in gaining upper level needs satisfaction (as cited in Khalil, 1999). Major and Konar (1982) conducted a study and found pay is often seen as reflection by employees as how management view the contribution of employees to the organization (as cited in Luthans, 1989).

*Job Promotions.* On job satisfaction promotional opportunities have varying effect according to Luthans (1989). A variety of accompanying rewards are associated with different forms of promotion strategies. For example a few people are promoted on the premise of execution. Promotion with the 20% salary raise is all the more fulfilling when contrasted with advancement with a 10% pay raise. These distinctions help in clarifying how official promotions are all the more fulfilling as contrast with advancements happen at the lower levels of organization.

*Job Supervision.* Another moderately important source of satisfaction is supervision. Job satisfaction is being affected by two dimensions of supervisory styles. One of the elements is worker centeredness, it is measured by the extent to which supervisor takes enthusiasm for the welfare of subordinate. Generally it is demonstrated like checking to see how well the employee is doing, communicating with the worker on personal as well as official issues and providing advice and assistance. Participation or influence is another dimension in which managers take

consent of their employees to share the decisions that influence their own job. This approach leads to higher job satisfaction in most cases (Luthans, 1989).

*Work group.* The qualities of group or team with which the employee is working will influence their job satisfaction as according to Frone, Russel, and Copper (1994). The modest source of job satisfaction to an individual is friendly, cooperative team members or coworkers. Work group serve as a source of comfort, support, assistance and advice for the employee. The job is more enjoyable when the work group team is “good” and effective. Moreover the good working conditions (attractive and clean surroundings) help to carry out the job more easily. Individuals think that it’s harder to complete things if the working conditions are poor (boisterous, hot environment). It can be said that the impact of working conditions on job satisfaction is like that of the work group. There might be job satisfaction issues if the working conditions are good but it is very likely that there are going to be problems if the working condition is poor (as cited in Khalil, 1999). To explain how job satisfaction is being effected by various work related factors and aspects many well defined approaches are there.

*Facets versus the Global Approach.* *Facet approach.* This approach focuses on the job related factors which contribute to the overall job satisfaction. These factors are promotional opportunities, relationship with the coworkers, supervision salary and working conditions. According to this approach towards various facets workers may feel different levels of satisfaction? Job satisfaction is constituted by the aggregate of these feelings. Satisfaction of workers is likely to be extreme when the workers strongly feel about the importance of the facet (Rice, Gentile, & McFarlin, 1991) (as cited in Bhatti, 2000).

TH-16724

*Global approach.* Global job satisfaction approach is an alternative to the facet approach. The global approach simply asks whether the worker is satisfied overall rather than asking worker about the job facet. Satisfaction is more than the sum of its parts according to the global approach moreover it suggests that workers can be dissatisfied with the facets of job still be satisfied generally (as cited in Bhatti, 2000). Job satisfaction of employee is not only effected by various factors but it also leads to outcomes which not only contribute to the well-being of employee but also to the whole organization.

*Outcomes of Job Satisfaction.* Job satisfaction is the desirable outcome from society as a whole and individual employee's standpoint. It is important for a manager in an organization to know satisfaction is related with outcome variables. For example the employee perform better and the organization will work more effectively when job satisfaction is high and when job satisfaction is low, there will be performance problems and ineffectiveness. However following are the outcomes related with job satisfaction:

*Satisfaction and productivity.* Positive relationship is assumed between productivity and job satisfaction by most people. Whereas no strong research evidence indicated strong relationship between productivity and job satisfaction. For instance, only 17 best estimate correlations exist between productivity and job satisfaction by doing a comprehensive meta-analysis of the research literature (Iffaldano & Machinsky, 1985). It is not necessary that the satisfied workers are the high producers. There are numerous possible moderating variables; one of them seems to be one appears to be the rewards. Employee's think that they are equally treated and will be satisfied which in turn increase the performance effort (Podsakoff

& Williams, 1986). According to Adsit, Londan, Crom, and Jones (1996) satisfaction does not always result in the improvement of individual performance but sometimes results in the improvement of department and organization (as cited in Khalil, 1999).

*Satisfaction and turnover.* Unlike the relationship between satisfaction and productivity there exist a moderate level of relationship between turnover and satisfaction (Lee & Mowday, 1987). Turnover is not kept low by high job satisfaction but it appears to help. There is likely to be high rate of turnover if the job dissatisfaction is high (as cited in Clegg, 1983). Some other factors are identified by the Carsten and Spector (1987) which play role in the relationship between turnover and satisfaction. Some people do not find it easy to work somewhere else therefore they remain in spite of the fact that how dissatisfied they are with their job. Economy is another general factor.

There will be high rate of turnover when there is little unemployment and economy is going well, because people get more and better opportunities working with other organizations. If the opportunities in other organizations are better people are prone to leave even if they are satisfied with their job. Contrary to this if the opportunities are rare and unemployment is high even dissatisfied workers will continue with their jobs. It won't be wrong to say that in employee turnover job satisfaction is important.

Additionally satisfied employees are more likely to exhibit prosaically "citizenship" behaviors for instance helping customers, being more cooperative and helping coworkers (Weiner, 1980). The personal and organizational concepts of job satisfaction are different out of various concepts and can be explained with the help of many theories

***Leadership and employee job satisfaction.*** The two important variables for the accomplishment of an association are worker job satisfaction and effective leadership. To achieve desired goals efficient leadership is required to lead followers. Similarly employees having high job satisfaction exert more effort in their work and help to pursue the interests of an organization. Moreover organization having satisfied employees can attract more employees with the required skills (Mosadegh Rad & Yarmohammadian, 2006). Many researches also have examined the relationship between two important variables and revealed significant relationship between organizational commitment and job satisfaction (Mosadegh Rad & Yarmohammadian, 2006).

The quality of leader-employee relationship largely affected to the self-esteem and job satisfaction of the workers (Chen & Spector 1991; Brockner 1988; DeCremer 2003). Productivity is reduced by the negative leader-employee relations, the absenteeism and job turnover is positively related to the negative employee-leader relation (Keashly, Trott, & MacLean 1994; Ribelin 2003).

It was also found that the employee resignation rate is high with transactional leadership as compared to transformational leadership (Robbins, 2003). Transformational leadership is positively related with the improving the working situations of employees, helping them perform better and fulfilling their needs (Liu et al. 2003). Employee's physical well-being and psychological health appears to be enhanced by the high job satisfaction (Ilardi, Leone, Kansser, & Ryan, 1983) and affects the performance of employee positively (Vroom, 1964; Porac, Ferris, & Fedor, 1983). The attitude off employees towards the organization and the job depicts their job satisfaction according to Mosadegh Rad and Yarmohammadian (2006).

Organization's related factors which influence the Job satisfaction are job autonomy, leadership, salary, work place flexibility and job security. It won't be wrong to say that the leaders in the organization can affect productivity by adopting appropriate leadership styles. Past researches have explored the relationship between job satisfaction and leadership styles in different settings for instance military, educational and business organizations and health care sectors (Cook, Wall, Hepworth, & Warr, 1989; Bass, 1990; Chen & Silverthorne, 2005).

**Research studies on leadership styles and job satisfaction.** In affecting job satisfaction of workers leadership styles play a key part (Lashbrook, 1997). Numerous researches are conducted to find out that different leadership styles make diverse workplace which impact the worker's job satisfaction (Timothy & Ronald, 2004). It was proposed by Bass (1985) that job satisfaction is being intrinsically affected by transformational leadership and develops sense of mission and intellectual abilities in the followers. Followers are encouraged by transformational leaders to take on more autonomy and responsibility (Emery & Barker, 2007) that's how they sense of satisfaction and accomplishment is enhanced in employees. With the leader and organizational satisfaction and positive perception of job these leadership styles correlate positively (Felfe & Schyns, 2006; Bycio, Hackett & Allen, 1995; Niehoff, Enz & Grover, 1990). It was revealed by Castaneda and Nahavandi (1991) that employees experience more satisfaction when both task oriented and relational behaviors are exhibited by the leaders.

**Leadership and Teacher Job Satisfaction.** Performance in the field of education depends on the factor that how satisfied the teachers are with their work. That is the reason it is not shocking that analysts propose that schools must give more regard for teacher job satisfaction (Heller, Clay, & Perkins, 1993). Substantial empirical evidence was initiated by Herzberg, Mausner, and Snyderman (1959), it pointed towards job satisfaction and dissatisfaction factors. The two -actor theory of Herzberg link the “motivators”, satisfying factors with the needs of higher order and the dissatisfying factors “hygiene factors,” with the needs of lower order (Dinham & Scott, 1998).

Higher order needs which are termed as satisfiers, are connected to the intrinsic aspects of the work for instance recognition, achievement, the work itself, opportunity for advancement and responsibility. The dissatisfying factors the lower order needs, relates to extrinsic factors like supervision, work policy, salary, interpersonal relationship and working conditions. Job satisfaction appears to positively relate with transformational leadership and decision making (Maeroff, 1988; Rossmiller, 1992).

Higher level of satisfaction and greater level of commitment is exhibited by the teachers who choose their occupation because of inherent professional values as compared to teachers who choose the profession for the economic reasons (Goodlad, 1984). Less job satisfaction is experienced by the teachers who plan to leave the profession and they also exhibit more negative attitudes towards school administration and teaching as a career (Hall et al.’s, 1992). Principal leadership is also linked to Job satisfaction of teachers (Betancourt-Smith, Inman, & Marlow, 1994)

Job satisfaction of teacher is the determinant of commitment of teacher and it must be presented before the organizational commitment of an individual (Reyes & Shin, 1995). The relationship between the variables of satisfaction and commitment are not the teacher's characteristics only. Some researchers suggested that the satisfaction of teachers was generated from the relationship of teachers with present and past students and in some cases relationship with colleagues and parents. These factors were the main source of job satisfaction of teachers and dissatisfaction factors include structural and administrative factors (Dinham, 1995). Gay's (1995) study discovered the importance of teacher-student relationship, according to the results the great emphasis is put on the student and teacher relationship by most effective teachers. Middle school teachers like most about their jobs is their students according to Shann (1998). Teachers believed that the most positive and important thing about their job is the teacher-student relationship which makes them satisfied. Study conducted by Plihal (1982) found that reaching for the students and seeing them learn from their experience and the skills they acquired were the main sources of satisfaction among teachers. Teachers described job satisfaction as the way they feel about coming to job, their feeling of success, or lack of success, their relationship with students (Taylor & Tashakkori, 1995).

The study was conducted on teacher's efficacy and competence revealed very critical source of teacher's satisfaction is the achievements of student, (Dinham, 1995). Another study on the importance of student achievement and its relation to the job satisfaction revealed that 28% variance is explained by the achievement of student to the job satisfaction of teachers (Heller, Rex, & Cline, 1992). There exist a positive relationship between indicators of student quality and teacher's job satisfaction (Ostroff, 1992).

## Organizational Commitment

“Commitment” has been described, researched and measured variously but there has always been debate on the lack of redundancy and precision (Morrow, 1983; Reichers, 1985). There are a great number of definitions in the literature regarding organizational commitment. Organizational commitment is operationally defined by Bateman and Strasser (1984) as “multidimensional in nature, involving an employee’s loyalty to the organization, willingness to exert effort on behalf of the organization, degree of goal and value congruency with the organization, and yearning to maintain membership.

Commitment is defined by most scholars as a bond between the organization and the individual Buchanan (1974). Whereas commitment is defined as a positive assessment of the organizational goals and the organization (Sheldon, 1971).

*Types of commitment.* Meyer and Allen (1991) and Dunham et al, (1994) defined three types of commitment.

*Affective commitment.* Affective commitment is defined as identification, and contribution that an employee within its organizational goals and emotional attachment (Mowday, Steers, & Porter, 1997). Affective commitment is further discussed by Porter, Steers, Mowday, and Boulian (1974) by three important factors which are (1) “believing and accepting the goals and values the organization (2) putting effort to achieve organizational goals and (3) a need to stay connected with organization”. Meyer and Allen (1997) pointed out that association or connection to organization is retained by workers with choice and that shows the organizational commitment.

*Normative commitment.* Normative commitment is defined by Bolon in 1997 as the commitment felt by the individual and the belief that they have commitment with the organization and the feeling of responsibility which they have towards their organization.

It can be said that the normative aspect of commitment is relatively another new feature of organizational commitment. Normative commitment was characterized by Weiner in 1982 as a “comprehensive value of loyalty and obligation”. Meyer and Allen (1991) also described about such type of commitment as “a feeling of responsibility”. Individuals feel they have an ethical commitment to the work place with regards to their dedication with their organization (Wiener, 1982). Commitment can be clarified through responsibilities, for example, religion, marriage and family.

*Continuance commitment.* It was described by Reichers in 1985 because of the investment of non-transferable investment in the organization the employee exhibits willingness to remain in the organization. Nontransferable investments may include the things that are special about the organization or the relationship with the other employees. Continuance commitment includes factors like benefits received by the employee that are peculiar about certain organization or the years of employment (Reichers, 1985). Employees find it very difficult to leave the organization who shares continuance commitment with their employers (Meyer & Allen, 1997). The other type of commitment explained by the Meyer, Allen, and Smith (1993) is the state of mind of the employee which determines whether the employee is going to continue with the organization or not. It was suggested by Meyer, Allen, and Smith in 1993 that the employees who have great affective commitment will stay with organization since they need, while individuals encountering continuance commitment stay in the

association since they need to, and individuals with normative commitment stay since they feel they need to.

According to the employees who stay with an organization are the committed ones they put their full effort, believe in the goals of an organization, protect corporate assets and actively participates in organization. Because of commitment such employees effectively and positively contributes to the organization. (Meyer & Allen, 1997)

***Three approaches to defining commitment.*** There are three approaches defining commitment according to literature review (Buchanan, 1974; Mowday, Porter, & Steers, 1982; Reichers, 1985). The three approaches are as follows:

***Exchange approach.*** According to this approach commitment is characterized as the consequence of associations and contributions between the employees and the organization.

***Psychological approach.*** Commitment is the identity of a person to the organization which is made by the attitude of a person towards the organization. Orientation appears to have three important components such as (a) the identification of individual with the organizational value and goals (b) high involvement of individual in activities and work and (c) having a powerful urge to proceed with the participation in an organization (Steers, 1977).

***Attributions approach.*** Commitment is characterize as obligatory of behavioral acts of an individual and it happens when individuals have trait of commitment to themselves after displaying explicit, irrevocable, volitional and irreversible behaviors (Reichers, 1985).

**Theoretical frame work of organizational commitment.** Researchers reported that organizational commitment is positively correlated with the variables of cohesiveness (Buchanan, 1974), autonomy (Wallace, Hunt, & Richards, 1996), and supervisor support (Benson, 1996) organizational climate. Loiu (1995) also recommended that organizational change and development are linked with trust (Golembiewski, 1986) and organizational efficiency (Culbert & McDonough, 1986). Fink discovered in (1992) that organizational commitment is positively related with organizational climate. For example he found that when organizational commitment was existing organizational climate was positive. By corroborating Herman's (1991) qualitative study on spirit of the company where organizational climate is explained as "workplace's feel" Fink (1992) conducted his empirical study in manufacturing companies of U.S.

The performance of an organization significantly determines organizational commitment. it was revealed by a study conducted in public hospital (Iverson, McLeod, & Erwin, 1995). Schepker (2001) examined the correlation between organizational climates, turnover intention and job satisfaction among sales people. Results revealed there is no direct relationship between organization and sales people, the sales people are considered to be separated from organization socially, physically and psychologically, however results revealed that climate of the organization affects them. Results also revealed that sales people's perception of positive organizational climate is associated with their organizational commitment and job satisfaction.

Correlation between normative and affective commitment was found by Meyer and Allen (1997) but they reported that no relationship exists between continuance commitment and age. Confirmatory and probing factor analysis was done

by Meyer and Allen in 1991, the analysis was supposed to predict organizational commitment and job satisfaction among blue collar workers, results revealed that satisfaction, job characteristics, promotion, intrinsic and extrinsic exchange and rewards are related to commitment.

A relationship was reported by Mathieu and Zajac (1990) between organizational commitment and gender. Similarly it was found that men scored higher on commitment as compared to women (Irving, Coleman, & Cooper, 1997). A lot of researches on continuance component of commitment reported women's high scores on commitment as compared to men (Grusky, 1966; Hrebiniak & Alutto, 1972), because to gain employment they have to overcome more hurdles as compared to men (Grusky, 1966) and as compared to males they have less inter organization mobility (Angle & Perry, 1981).

A positive relationship was identified by Adeyemo (2000) between organizational commitment and education. According to Meyer and Allen (1984) considering the factor of age which serves as a substitute for seniority and opportunity to gain better position at work, it is supposed to be related with the commitment. Whereas according to Irving, Coleman, and Cooper (1997) age and commitment are not related. In a less prosperous society like Pakistan research was conducted on commitment of male and female employees (Alvi & Ahmed, 1987). The basic framework used was the "role" and "blend" theories. Results suggested different levels of commitment among both groups. Results were consistent with the past researches, the men scored higher on commitment as compared to women.

Commitment was inversely related with age, role-related and psychological factors as compared to personal factors and exchange-based factors exert greater

influence on commitment. Significant gender ( $p<.10$ ) and race ( $p<.05$ ) based variation were found in a study conducted by Watanabe (2010). Results indicated women reported lower commitment as compared to men as well as married employees reported more commitment as compared to unmarried employees. Relationship between occupational stress and organizational commitment is considered to be affected by variables like gender, age, income, job experience and job position (Butt, 2009).

Researches focusing on the work sectors revealed that private employees report higher level of commitment as compared to other sectors (Meyer & Allen, 1997; Perry, 1997). Men and women do not significantly differ on organizational commitment (Tayyab, 2004). Whereas the female employees score low on turnover intentions as compared to male employees and female employees score higher on normative commitment, internal work motivation and job satisfaction as compared to males. With the passage of time in the organization to disengage from routine work and due to certain costs accrue it becomes difficult for an employee to leave the organization (Becker, 1960). These may involve commitment in the organization. Commitment of the employee is positively related with age as, with the age investment of an individual in the organization increases. (Hrebiniak & Alutto, 1972).

Organizational commitment appears to be negatively related with education according to Glisson and Durick (1988). These findings found it bases on the hypothesis that individuals having low level of training and formal education think that its more hard to switch their employments when contrasted with individuals having high level of education. Significant positive relationship have described by several researches between organizational commitment and sexual characteristics,

age, marital status, skills, and education (DoddMcCue & Wright, 1996; Mannheim et al., 1997; Morrow, 1993; Wiedmer, 2006).

A lot of studies have been conducted to point out the factors accountable for enhancing the organizational commitment. As in 1990 Mathieu and Zajac revealed that commitment is positively related with age, in 1985 Luthans, McCaul, and Dodd reported a relationship between commitment and length of service, commitment was also related positively with marital status of employees (John & Taylor, 1999)

Turnover intentions ( $P < 0.001$ ) of employee are closely related with organizational commitment and job satisfaction of employee (Mosadeghrad, Ferlie, & Rosenberg, 2008). Since the positive relationship between commitment and satisfaction was expected but their relationship with turnover was surprising. The external factors like, job market condition because employees perceive there are less market opportunities out there. This study does not focus on the impact of such factors, but they must be investigated with the help of further studies. Like organizational commitment and job satisfaction are strongly related with turnover.

A research was conducted on 319 human service organization workers by Adeyemo and Aremu (1999). Basically the research was planned to investigate the influence of several predictors like organization, job and work characteristics on satisfaction and commitment. The skill diversity and role vagueness are the predictors of job satisfaction, where leadership style and organization's establishment are the best predictors of commitment. Variable like gender, team size, level of education are clearly related with commitment forms (Ellemer, Gilder, & Heuvel, 1998).

**Leadership and Organizational Commitment.** There is widespread literature on the relationship between organizational commitment and job satisfaction. Leadership is also considered as a determinant of employee commitment and organizational commitment. Leadership quality of an organization is reflected through such a relationship (Stum, 1999). It was explained by Kent and Chelladurai (2001) the two constructs of transformational leadership intellectual stimulation and individualized consideration are positively related with affective and normative components of commitment. A moderate positive relationship was found between three components of organizational commitment and transformational leadership whereas no relationship was there between the components of commitment and transactional leadership (Hayward, Goss, & Tolmay, 2004).

A study conducted by Lo, Ramayah, and Min (2009) in Malaysian manufacturing industry on the leadership styles and organizational commitment they revealed that many dimensions of transformational and transactional leadership are positively related with organizational commitment. However, the impacts on transformational leadership were stronger. In studies regarding work place organizational commitment and job satisfaction have received special importance. This is because of the general perception that these variables majorly determine organizational performance (Angle, 1981; Riketta, 2002).

Benkhoff (1997) has described the strong relationship between job satisfaction, organizational and commitment turnover. Employees look for other job opportunities and ultimately quit when they are less committed to their work. Employees mentally and emotionally withdraw from the organization if opportunities

are not available. Therefore it won't be wrong to say that in assessing employee's overall contribution to the organization and intention to quit.

### **Innovative Work Behavior**

It is the need of organization to involve in inventive work processes from environment to fulfill all challenges in competition to make better services. Change process is important for the organization. In many organization problem solving is unstructured require creative ideas. Today as compared to past it is important in study of innovative behavior at the individual level. If organization will get good from such behavior individual must involve in activities of innovative work (Ramoorthy, Flood, Slattery, & Sardessai, 2005).organization mainly rely on employees to make the process new methods and operations in trying to accomplish task effectively. In activities of innovative work behaviors employees at the individual level must engage if organization wants to get benefit from this behavior (Ramoorthy, Flood, Slattery, & Sardessai, 2005).

Innovation is significant because it's abrupt effect on survival and heavy effect on social and economic variety (Rickards, 1996). Employees who didn't engage in IWB can break contract with their organization and can counter with difficult situation (Ramoorthy, Flood, Slattery, & Sardessai, 2005). Internal procedure has important in pleasing some demands innovation has never been a step of specialized personnel, scientist or studies and development professionals. Work force is important factor in achieving advantage and showed good initiatives at continuous levels (Dorenboch, Marloes, Engen, & Verhagen, 2005).

The procedure of innovation includes growth but also carrying concepts and both levels are important in defining the approach of Innovative work behavior: idea

promotion, idea generation, work commitment and idea implementation are sub factors of innovative work behavior. (Dorenbosch, Marloes, Engen, & Verhagen, 2005). Scott and Bruce (1994), and Janssen (2000) IWB is examined as a behavior which is divided into four steps i.e. The first two levels encompass work related creativity in which people engage in identification of new and valuable ideas. Implementation –oriented behavior consist of new concept to benefit their followers. Innovative work behavior can be defined as a planned introduction in group or organization of ideas, products and action. Janssen (2000) defined IWB as productive novel outcome (p. 288).

In analyzing the literature concerned with innovation, it is clear that innovation is complex and hard procedure. Creativity is combined with innovation within this procedure (Mumford & Gustafson, 1988). Numerous authors have implied the idea that innovation incorporates both the invention and execution of idea (Van de Ven, 1986; Axtell et al., 2000; Unsworth, Brown, & MGuire, 2000). Scott and Bruce (1994) clarified creative work behavior as a multi-stage activity, covering both the imagination and execution elements.

Work related difficulties within an organizational background generate the new work behavior (Dorenbosch, van Engen & Verhagen 2005). Kanter, 1983 signified that recognition of problem is a significant innovative for invention. It is essential for the employees to give support to such perceptions. For this goal it is important to find its impact in the condition. He declared that realization of initial concept lead in the model of construction. Various studies present a relationship among transformational leadership and behavioral facet.

### **Transformational, Transactional Leadership and Innovative Behavior.**

Innovative behavior of employees has a lot of consequence for the organizational effectiveness and endurance (West, Hirst, Richter, & Shipton, 2004). Last two decades increased challenges for the organization in business scenarios. The organization now faces the challenge of complete trials, technological variation. For the Long term survival of the organization in this critical circumstances has, organizations have to promote the innovative workplaces. Creativity demands workers personal engagement to perform beyond the hope (Rama murthy, Flood, Slattery, & Sardessai, 2005). The organizations protect and promote their innovative work behavior of the subordinates. Innovations is not limited to promote specific professions as specialists, scientists and other research and development occupational but organization encourage the innovative talent of employees at all levels for their long term success.

The employees considered an important source to achieve innovative work behavior for business achievement (Axtell et al., 2000). Leaders are under pressure to discover high achievement and transformative attributions as compared to transactional leadership, transformational leadership is more indulge in innovation (Howell & Avolio, 1993). As Transformational leaders have the qualities of open-mindedness, active and are future oriented. Haakon et al. (2008) conducted a research to develop a connection between organizational climate and leadership styles and their effect on achievement and confirmed the relationship of organizational climate and innovative work.

Reuvers et al. (2008) assess the relationship between transformational leadership style and IWB and concluded that transformational leadership enhance the

IWB in employees and guide them to become more innovative. And several factors affect this relationship. The climate is considerable for the organization and its effect on innovative work behavior. A number of studies revealed the relationship between transformational leadership and innovation at organizational level (Gumusluoglu & Ilsev, 2009; Jung et al., 2003). In multiple studies leadership is explained in different meaning (Chen, 2002). In 1985 Bass explained leadership in the styles of transactional and transformational leadership.

Many logical studies have settled the interaction between the innovative and transformational leadership (Janssen, 2002). It was investigated through many researches and opinion leaders that transformational leadership can improve innovative work (Bass & Avolio, 1990; Sosik, Avolio, & Kahai, 1997; Mumford, Scot, Gaddies, & Strange, 2002). Furthermore Performance is encouraged by transformational leadership than the transactional leadership (Bass & Avolio, 1990).

According to Bass and Hater (1988) transformational leader have the attribute to encourage their subordinates. Individuals who are well aware of their capabilities and can effectively put these skills into practice are capable to demonstrate IWB. Since transformational leaders pays attention on the talents of the employees and also focus on the qualities of employees and they believe that innovative behavior can be instill in the employees through individualized consideration.

Lowe, Kroeck, and Sivasubramaniam, (1996); Sosik et al., (1998); Judge and Piccolo, (2004) explained that several studies have been conducted to explore the relationship between work unit and transformational leader. Sosik et al., (1998) conducted an extensive research to reveal that constituent of effectiveness are generated by number of creative ideas. Positive relationship was indicated between

creativity and transformational leadership in computer-based brainstorming exercise.

Similar findings were suggested through research by Sosik (1997).

Researches which focused on creativity and valued criterion explained that transformational leadership has significant positive relationship with Innovative work behavior (Wilson-Evered & colleagues, 2004). Experimental study was conducted on gender differences and transformational leadership. These researches reveled that gender difference has significant positive relationship with transformational leadership and Female has more characteristics of transformational leadership than males. Males displayed more laissez faire and transactional leadership styles (Eagly & Johannesen-Schmidt, 2001; Eagly, 2003; Vecchio, 2003).

On gender differences and transformational leadership meta-analytic research was conducted and results indicated female exhibit more transformational attitude as compared to males (Eagly, Johannesen-Schmidt, & van Engen, 2003). Direct and positive link between innovative work behavior and leadership style was reported by Gebert, Boerner, and Lanwehr, (2003). Sarros, Gray, Josph, Santora, and Denston (2002) explored that innovative work behavior is displayed by male employees more likely as compared to female employees.

When talking about the comparison between the transformational leadership and transactional leadership, it is critical to execute analysis on transactional leadership. moreover such type of comparison facilitate us to clarify leader behavior with high psychological empowerment but both leadership styles are thought to be negatively correlated with IWB because more focus is given to in-role performance and less on the stimulation of unique activities which may be exhibit in a particular manner. In addition to this the leaders' liking is determined by the way he clarifies

things gives feedback about meeting the expectations. These leader preferences divert the followers from their own innovative thinking and they do what leader expects from them. Furthermore the transactional is perceived as demotivating and controlling and is responsible for less innovative behavior (Deci & Ryan, 1987). The relationship between follower's innovative behavior with transformational and transactional leadership is addressed in the following paragraph. As compared to transactional leaders transformational leaders put more emphasis on innovative behavior (Church & Waclawski, 1998). The positive relationship between transformational leadership style and organizational innovation is signified by several researches (Gumusluoglu & Ilsev, 2009; Jung, Chow, & Wu, 2003; Jung, Wu, & Chow, 2008). These studies revealed that transformational leaders are not effective in encouraging the IWB among employees strategic decision like greater investments also influence organizational innovation.

Followers are motivated and mobilized through effective leadership (Yukl, 2002), studies revealed indirect positive relationship between innovative work behavior and transformational leadership it was also found that increased performance quality is related to transformational leadership (Keller, 1992; Waldman & Atwater, 1994), quality of performance is not equivalent but largely dependent on innovative work behavior. Mixed results have been found by few studies on the relationship between innovative behavior and transformational leadership (Moss & Ritossa, 2007).

The relationship between IWB and Transactional leadership is documented differently in previous literature. Some studies revealed a negative relation (Basu & Green, 1997), whereas some studies establish a significant positive relationship

(Boerner, Eisenbeiss, & Griesse, 2007), and no relationship was also reported by several studies. (Boerner et al., 2007; Moss & Ritossa, 2007).

Innovative work behavior has also been studied as outcome variable of transformational and transactional leadership in recent researches. Experimental studies revealed that on tasks of idea generation the followers of transformational leader performed more creatively as compared to followers of transactional leaders (Jung, 2001; Jung & Avolio, 2000). Laboratory studies (Sosik, Kahai, & Avolio, 1998; Sosik, Kahai, & Avolio, 1999) and field studies also have confirmed these findings (Gumusluoglu & Ilsev, 2009; Shin & Zhou, 2003; cf. Shin & Zhou, 2007). Whereas other laboratory studies revealed no significant relationship between follower creativity and transformational leadership (Jaussi & Dionne, 2003). Followers of transformational leaders exhibits more creative ideas than the followers of transactional leaders (Kahai et al., 2003). Several results are consistent with Mumford and colleagues' (Mumford & Licuanan, 2004; Mumford et al., 2002). After reviewing the above conflictive literature on the relationship of IWB and leadership styles now it is necessary to analyze this issue. It is likewise critical to distinguish the conceivable causes due to aforementioned conflicting discoveries.

The focus on the impact of leadership is based on contingency approach, which views that leader effectiveness depends on other factors like follower's characteristics and task context (Fiedler, 1964; House, 1971; van Knippenberg & Hogg, 2003; Yukl, 2002). The moderator variables could be one justification for the mixed results. The role of moderate variables on the relationship of transformational and transactional leadership is not clear (Bass, 1998; Yukl, 1999). So, the direct moderating effect of innovative behavior on the transformational and transactional

leadership styles can be expected as it is dependent on the circumstances as well. More precisely it can be said that the promptness for innovative behavior coming from a transformational leader thought to have a high level of psychological empowerment, because of that reason subordinates with low psychological empowerment are being affected by the transformational leaders. Furthermore high level of psychological empowerment is required for transactional leaders to be effective for innovative behavior because only such employees will find transactional leaders as controlling and restrictive. Therefore it can be assumed that relationship between both leadership styles and innovative work behavior can be moderated by the subordinate's psychological empowerment (cf. Kirkman & Rosen, 1997; Thomas & Velthouse, 1990).

### **Turnover Intention**

Turnover intention is explained as the employees or workers possibility that he or she has a planned intention to permanently withdraw the organizational duties or leave the specific organization in near future. Employee's intention to leave or quit the organization is referred to as 'Employee turnover' according to Lucy *et al.* 'Intention' word is the actual determinant of leaving the job. Turnover can be divided into voluntary, involuntary, functional and dysfunctional each type has different degree of effect on the organization. Turnover is voluntary when regardless of reasons; it is initiated by employees, whereas it is involuntary when employers initiate the termination. Productivity can be improved by involuntary turnover because employees who are underperforming were removed (Davidson & Wang, 2011). The research on the turnover is mostly devoted to voluntary turnover (Schneer, 1993). Past studies revealed that frontline workers and care provided in long term settings is

affected by the shortage of workers and increased turnover rate (Kash, Castle, Naufal, & Hawes, 2006; Harrington, Zimmerman, Karon, Robinson & Beutel, 2000; Castle, Engberg, & Men, 2007).

**Impact of Turnover.** The cost of turnover was estimated by Hinkin and Tracey (2000) in terms of lost productivity, separation and replacement cost. Results revealed that \$6000 to USD \$ 12,000 was the overall turnover cost among which the largest cost was lost productivity. This lost in productivity results from the loss of high productivity because of losing employees, missed sales opportunities and poor performance of new employees. A correlation analysis in this research was conducted by Brandmeir and Baloglu (2004). They revealed that the high rate of turnover greatly affect the quality of service and the perceived value of the company.

Though the quality of service and perceived value of company cannot be easily transferred in figures for comparison still their importance cannot be ignored. From the perspective of remaining employees they serve as the vital factors for the long-run for the organization and because of turnover their average work load increases. According to Hendrie (2004) stress levels are increased in the remaining employees by such additional burdens. Waldman, Kelly, Arora, and Smith (2004). Turnover impact on health care organizations results revealed that high level of turnover increase de-motivation in the remaining employees because of their repetitive training. The worst impact is lost profitability for employers (Woods & Macaulay, 1989). The two pioneers who studied the relationship between turnover, profitability and performance were Woods and Macaulay (1989). They studied the linkage and alarm employers about the harm associated with high turnover rate on the profitability. Turnover is negatively associated with tenure; the longer people are with

the organization the more chances are that they stay. The service length is one of the best predictor of turnover. Tenure is negatively related with turnover. Little research is there on the effect of person gender on turnover. Meta-analysis examined many individual characteristics associated with turnover (Griffeth et al., 2000). They reported there exist no relationship between gender and turnover ratio. They reported that the age-turnover relationship is moderated by gender, the older women gets it is more likely they remain in the job as compared to men. They also reported there is no association between turnover and intelligence and no relationship is between turnover and race. The determinants of employee turnover were investigated by Martin (2003) using establishment-level survey data.

Results reported an inverse relationship between turnover and wages i.e the establishment with higher pay had lower turnover. Pay and non-pay related variables effect turnover modestly (Griffeth et al., 2000). Relationship between person's performance, pay and turnover were also examined. They found that when high performers are insufficiently paid they leave the organization. When individual incentives are replaced with combined incentive programs they result in higher turnover ratios (Milkovich & Newman, 1999).

**Relationship between Transformational/ Transactional Leadership and Employees' Turnover.** The relationship between leadership styles and turnover intention has been explored in literature several times. The analysis suggested that to reduce and mitigate turnover intention transformational leadership is a key factor. Studies conducted by Martin and Epitropaki it was revealed that for several commercial and profit oriented based business transformational leadership is related with turnover intentions. Study conducted by Bycio *et al* on nursing profession

revealed that transformational leadership is negatively correlated with turnover intention. These results confirmed the analysis of the previous research which was conducted by Bass Wells et al at assistant coaches of National Collegiate Athletic Association Division in the USA. Bass explored the relationship among voluntary turnover intentions, and leadership behaviors (transactional and transformational), satisfaction with the leaders.

Significant negative relationship reported between voluntary turnover intentions and transformational leadership style. It is further explained by Wells's who study how organizational turnover intentions are negatively correlated to transactional leadership behavior. Furthermore Sellgren explored the relationship between leadership behavior and dysfunctional turnover ratio among nursing staff. The analysis shows a weak relationship between these two variables.

### **Rationale of the Study**

Leadership is defined as the process of goal-seeking an adaptive in nature; it organizes and motivates their subordinate, tries to accomplish the organizational objectives (Katz & Kahn, 1978; Riaz, 2009; Riaz, Riaz, & Batool, 2012). The Full Range Leadership theory is focused to develop the research. Full Range Leadership defines three styles of leadership. Transformational leaders are models for their followers or subordinates to become a leader themselves. Transformational leadership brings a valuable and optimistic change in their subordinates. Transformational leader having the characteristics of helping others to transform themselves, having concerns of each other, to be supportive and harmonious, and focus on the objectives and goals of the organization as a whole. This leadership style also has the qualities of

motivating followers, to build up their morale and grow up the performance level of their followers (Bass & Riggio, 2006).

The transactional leader bases leadership on conditional interactions of evaluated resources for the followers support (Bass, 1995). Another leadership style which is defined as the absence of leadership is known laissez-faire. Hence, active leadership styles (Transformational and transactional) are being contrasted by passive laissez-faire leadership style.

Leader's behavior with their subordinates and perceived stress has been the topic of interest in a lot of studies which has grasps the attention of the scientific community (Bass, 1990; Gilbreath & Benson, 2004). Subordinates ability to handle with stress is largely influenced by the leadership style (Ryska, 2002). The so-called "new leadership paradigm" (Yukl, 2002) has been introduced in the field of Leadership styles which is more focused on transformational leadership (Harvey, Royal & Stout, 2003; Bass, 1999; Alban-Metcalfe & Alimo- Metcalfe, 2007; Trautmann, Maher & Motley, 2007) at the same time as a number of studies have paying attention on the relationship between performance and these leadership styles(Dumdadum, Lowe & Avolio, 2002; Judge & Piccolo, 2004) so, the relationship between the leaders' behavior and subordinates' work related stress has been ignored.

Some researchers also explored some potentially beneficial effects shared by the leadership and psychological well-being of employees. Turner, Barling, and Zacharatos (2002) offered a conceptual argument within a structure of positive organizational psychology, about the positive effects of transformational leadership on workers psychological well-being, while the effect of compassionate leaders on

mental health of employees is signified with convincing examples and research-based insights by Dutton, Frost, Worline, Lilius, and Kanov (2002).

In Pakistan some researches have been conducted on the leadership styles and individual outcomes. Keeping in mind that literature support and immense importance the aim of study tries to find out the relationship between leadership styles, well-being and stress (Akhtar & Butt, 2002; Riaz, 2009; Riaz, Riaz, & Batool, 2012). The present study also determines what types of leadership styles support or navigate the well-being and stress. The present study also helps to comprehensively investigate about individual outcomes due to leadership styles.

The present study is grounded in one of the most modern theories of leadership i.e. Full Range Leadership Theory which emerged in the post-modern era of leadership. It is also included in the New Leadership Approaches (Bass & Reggio, 2006).

Existing research (Almas, 2009; Khan, 2009; Riaz, 2009) on this theory in Pakistan examined leadership styles from supervisors' self-reported data. However, in the present study, leadership styles were cross-rated by subordinates and the differences in the supervisors-subordinates' leadership perceptions are also examined.

The study has focused on the positive outcomes of leadership including innovative work behavior, job satisfaction, turnover intentions and organizational commitment. These outcomes are taken into the consideration of Positive Organizational Behavior.

The study intended to test moderation and mediation models in order to examine the direct and indirect effect of leadership styles on employees' well-being

and work related attitudes. Prior models were mostly based on direct effects however the present study has tested both direct and indirect effects of leadership on dual outcomes.

In the current decade, due to the fast-paced transitions in the higher education institutions of Pakistan, the present study is an initiative to examine the role of transformational leaders which have exceptional skills to get benefits from change.

## **PILOT STUDY**

**Method****Objectives**

1. To examine the psychometric properties and the pre-testing of the instruments used in the main study.
2. To conduct the preliminary analysis in order to see the trends of findings and directions of relationship.

**Sample**

A sample of 150 university teachers with age ranges 23 to 55 years ( $M = 33.96$ ,  $SD = 7.26$ ) was collected for the pilot study. The sample belonged to the 4 public sector universities of Punjab province. The sample included lecturers ( $n = 95$ , 63.3%), and assistant professors ( $n = 52$ , 34.7%). Informed consent was taken in from the heads of departments as well as from the subordinates. Job experience of at least six months has been included as in Inclusion criteria of the sample. As Ashforth, Sluss and Saks (2007) demonstrated that at least four to six months of job experience are necessary for traditions learning and socialization in an organization.

**Instruments**

- 1) Multifactor Leadership Questionnaire (MLQ) by Bass and Avolio (1990)
- 2) Warwick-Edinburg Mental Well-Being Scale by Tennant et al. (2007)
- 3) Job Stress Scale by Parker and De Coteis (1983)
- 4) Organizational Commitment Questionnaire by Mowday, Porter, & Stear (1982)
- 5) Job Satisfaction Scale by Guimaraes & Igbaria (1992)
- 6) Turnover Intention scale by Seashore, Lawler, Mirvis, & Cammann (1982)
- 7) Innovative Work Behavior Scale by Jenesson (2000)

### **Warwick-Edinburg Mental Well-Being Scale**

Warwick-Edinburg Mental Well-Being Scale is a (short) version of the fourteen item scale developed by Tennant et al. (2007). It is positively worded item 5-point rating scale with responses option as: none of them, rarely, some of the time, often, all of the time ranging from 1 to 5, respectively. It has a time frame of past two week for assessment. The reliability of the original version is .70 and as suggested by the author of the scale that due to enough high internal consistency the scale could be used even less item. Scores above the mean depicts high positive psychological functioning whereas a score which is below the mean represents low degree of positive psychological Well-Being. There are not any reverse scored item. The age range for the scale is 16 to 74 years (Tennant et al., 2007).

### **Job Stress Scale:**

Job stress is measured by the 13 item scale developed by Parker and De Coteis (1983). It is Likert type scale with 1-5 responses options “1” indicate a strong agreement and “5” indicates a strong disagreement with the item. A higher score on the scale indicated a higher degree of the job stress. The Alpha reliability for this scale was found to be 0.85 (Parker and De Coteis, 1983).

### **Organizational Commitment Scale:**

The instrument developed by the Moowdy, Steer, et.al.,(1979) was used. They developed this instrument to measure attitudinal commitment (the extent to which members to be work and are willing to stay in their team). The item number 3,7,9,11 and 15 are negative and are reverse scored. The instrument has high internal reliability and has demonstrated both discriminant and divergent validity. Each item used a 5 point-Likert scale that ranging from strongly disagree =1, disagree =, uncertain =3, agree =4, strongly agree= 5. The Alpha reliability for the present sample is .69 and

inconsistent with previous finding (Haleem, 2001; Hussain, 2006). Higher the score, the more commitment an individual to the organization.

#### **Job satisfaction Scale:**

Job satisfaction was measured using 6 item scale developed by Guimaraes & Igbaria (1992). These item assess to which extent the employees are satisfied with their job, Salaries, status, promotions and career opportunities. The scale consists of a five point Likert scale range from 1 to strongly disagree to 5 to strongly agree. The Alpha reliability of this scale is .69. Higher the score, the more satisfied an individual to the organization (Guimaraes & Igbaria, 1992).

#### **Turnover Intention scale:**

The turnover intention scale was measured by the 4 item scale developed by the Seashore et al. (1982). Each item used the five point Likert scale range from 1 to strongly disagree to 5 to strongly agree. The Alpha reliability of this scale is .88. higher the score, the more turnover intention an individual to leave the organization (Seashore et al., 1982).

#### **Multifactor Leadership Questionnaire**

Bass and Avolio (1990) originally developed the Multifactor Leadership Questionnaire which was used for measuring the leadership styles of the bank managers in the present research. It is a self-report instrument which measures the leader's perception concerning his/her leadership behaviors in the organizational set up according to the specific factors which are highlighted and discussed as the important part of the Full Range Theory of Leadership. For getting a refined instrument in the corporate sector for measuring the organizational leadership it has been undergone various revisions up till now due to the challenges regarding the psychometric properties. (Avolio, 1995). Antonakis, Avolio and Sivasbramaniam

(2003) assessed the psychometric properties of the Multifactor Leadership Questionnaire (Form 5X). It has a strong validity and the MLQ (Form 5X) made a clear distinction between the nine factors of the Full Range Theory of Leadership.

The Multifactor Leadership Questionnaire (5X) consists of three subscales which comprises of nine leadership factors where each leadership facet is comprised of four items. Bass and his colleagues (1985) identify the components of leadership which are further measured with the Multifactor Leadership Questionnaire (MLQ). This questionnaire is consisted of 36 items. A score of 5 was assigned to strongly agree, 4 to agree, 3 to neither agree nor disagree, 2 to disagree and a score of 1 to strongly disagree. These items were classified into three subscales including transformational, transactional, and laissez-faire leadership. The scale range varies from to 36 to 180.

**Transformational Leadership.** The truly transformational leader who is seeking the greatest good for the greatest number and is concerned about what is right and honest is likely to avoid stretching the truth or going beyond the evidence for he/she wants to set an example to followers about the value of valid and accurate communication in followers. It consists of 20 items (10, 18, 21, 25, 15, 19, 29, 31, 9, 13, 26, 36, 6, 14, 23, 34, 2, 8, 30, and 32). The following four components of transformational leadership were developed:

***Idealized influence (attributed).*** Transformational leaders are role models; they are respected and admired by their followers. Followers identify with leaders and they want to emulate them. Leaders have a clear vision and sense of purpose and they are willing to take risks. This subscale measures 4 items (10, 18, 21, and 25).

***Idealized influence (behavior).*** The leader communicates personal respect to the followers by giving them specialized attention and by recognizing each one's unique need. This subscale consists of 4 items (6, 14, 23, and 34).

***Inspirational motivation.*** Transformational leaders behave in ways that motivate others, generate enthusiasm and challenge people. These leaders clearly communicate expectations and they demonstrate a commitment to goals and shared vision. The subscale measures 4 items (9, 13, 26, and 36).

***Intellectual stimulation.*** Transformational leaders actively solicit new ideas and new ways of doing things. They stimulate others to be creative and they never publicly correct or criticize others (2, 8, 30, and 32).

***Individualized consideration.*** Transformational leaders pay attention to the needs and the potential for developing others. These leaders establish a supportive climate where individual differences are respected. This subscale consists of 4 items (15, 19, 29, and 31).

***Transactional Leadership.*** Bass's model of leadership also includes three dimension of transactional leadership: contingent reward, management-by-exception active, and management-by-exception passive. Its principle is to motivate by exchange process. It seeks to motivate employees by giving those rewards which appealing to their self interest. This scale consists of 12 items (1, 11, 16, 35, 4, 22, 24, 27, 3, 12, 17, and 20) which subdivides into three subscales.

***Contingent reward.*** It relates back to earlier work conducted by Burns (1978) where the leader assigns work and then rewards the follower for carrying out the assignment. Contingent reward is measured through these 4 items (1, 11, 16, and 35).

**Management-by-exception-Active (MBE-A).** It is when the leader monitors the follower, and then corrects him/her if necessary. It consists of 4 items (4, 22, 24, and 27).

**Management-by-exception-Passive (MBE-P).** MBE-P includes waiting for errors to occur and then taking corrective action. It is measured by these 4 items (3, 12, 17, and 20).

**Laissez-faire Leadership.** It is virtually an avoidance of leadership of leadership behaviors. Leadership behaviors are ignored and no transactions are carried out. It is neither transactional nor transformational. This subscale measures laissez-faire leadership style and it consists of 4 items (5, 7, 28, and 33).

### **Innovative Work Behaviour Scale**

Innovative Work Behaviour Scale by Jenesson (2000) consisting of 9 items and based on five point Likert-type scale is used to measure innovative work behaviour. Reliability of the original scale was computed as .94. The scale items are positively worded and the scores are interpreted in terms of high and low scores instead of cut off scores (Jenesson, 2000).

### **Procedure**

Firstly, it was decided that public sector universities from all four provinces of Pakistan will be approached for data collection purpose. A list of universities was provided by the Higher Education Commission Pakistan. The targeted universities were personally approached by the researcher for the purpose of data collection. After approaching the participants the researcher gave the self-introduction and then introduced the nature, purpose and importance of the study. Researcher also ensured the confidentiality of the information by stating to the participants that the information

taken from them will be used only for academic research purpose. Brief written and oral instructions were given to the participants and informed consent was also taken in written form. After taking inform consent questionnaires were administered to the participants of the research. The researcher was paying special attention and vigilant during the completion of the scales and assisted the participants in problems regarding understanding of any questions. After the completion of the scales, intentionally or unintentionally missing information was again taken from the participants on personal request. 150 questionnaires were completely filled by the respondents but 10 questionnaires were discarded because these were not seriously filled by respondents and having lots of missing data. At the end the participant and authorities of the center were heartily thanked for their cooperation.

## Results

## Results

1. Descriptive statistics i.e. mean and standard deviation was computed for all the scales used in the study (see Table 1).
2. Alpha reliability coefficients were computed for all scales and subscales to test the internal consistency of the scales (see Table 1).
3. Range was computed to study the difference between minimum and maximum scores on study variables (see Table 1).
4. Skewness and kurtosis were computed to test the univariate normality for all scales and items of all the scales used in the study (see Table 2, 3, 4, 5, and 6, 7).
5. Item-total correlation was computed for all the scales and subscales of the study (see Table 2, 3, 4, 5, 6, 7).

**Table 1**

*Descriptive statistics, alpha reliability coefficients and zero-order correlation among study variables (N = 150)*

Variables	1	2	3	4	5	6	7	8	9
1. Transformational	(.90)	.74***	.06*	.34***	.22**	.26***	.26***	-.04	.32***
2. Transactional	(.77)	.33***	.29***	.35***	.25***	.23***	.07	.32***	
3. Laissez-faire	(.69)	.02	.28***	-.07	-.18***	.30***		-.05	
4. Well-being		(.79)	.04	.37***	.32***	.19***	.44***		
5. Job Stress			(.86)	-.06	-.13	.36***	.31***		
6. Job satisfaction				(.78)	.43***	.30***	.38***		
7. Organizational commitment					(.69)	.42***	.33***		
8. Turnover intention						(.86)	.19**		
9. Innovative work behavior							(.77)		
<i>M</i>	71.35	40.28	11.39	26.64	40.91	21.48	51.64	10.48	33.97
<i>SD</i>	11.33	6.54	3.32	4.47	8.58	4.11	5.95	3.83	5.82
<i>Range</i>	70	39	16	19	49	19	32	16	27
<i>Skewness</i>	-.19	.36	.07	-.15	-.01	-.27	.21	.02	-.12
<i>Kurtosis</i>	.65	.49	-.25	-.42	-.01	-.17	-.01	-.66	-.41

\* $p < .05$ . \*\* $p < .01$ . \*\*\* $p < .001$ .

*Note: Cronbach's alpha coefficient values are given in the diagonal in parentheses.*

Skewness and kurtosis values of less than 2 indicating that symmetry and pointiness was not problematic (Muthen & Kaplan, 1985).

**Table 2***Item-total correlations for subscales of Multifactor Leadership Questionnaire (N = 150)*

Items	$r$	Skewness	Kurtosis	Items	$r$	Skewness	Kurtosis	Items	$r$	Skewness	Kurtosis
2	.58**	-.59	.02	1	.63***	-.87	.53	5	.74**	.29	-.82
6	.37***	-.26	-.46	3	.26***	-.03	-.99	7	.69***	.24	-.93
8	.50***	-.35	-.54	4	.51***	-.38	-.57	28	.75***	.01	-1.10
9	.63***	-.56	-.18	11	.55***	-.54	.24	33	.68***	.02	-1.00
10	.58***	-.32	-.11	12	.44***	.15	-.92				
13 <sup>a</sup>	.58***	-.62	.25	16	.72***	-.58	-.27				
14	.69***	-.69	-.01	17	.57***	-.32	-.41				
15	.58***	-.89	.69	20	.47***	.06	-.74				
18	.60***	-.45	-.17	22	.57***	-.61	.13				
19	.39***	-.57	-.26	24	.59***	-.25	-.71				
21	.60***	-.69	-.61	27	.59***	-.58	-.09				
23	.65***	-.77	-.47	35	.54***	-.63	-.02				
25	.62***	-.33	-.40								
26	.62***	-.61	-.10								
29	.57***	-.62	.21								
30	.53***	-.66	.18								
31	.70***	-.71	.01								
32	.72***	-.70	.05								
34	.62***	-.70	.48								
36	.62***	-.74	.71								

**Table 3**

*Item-total correlations for Well Being Scale (N = 150)*

Items	r	Skewness	Kurtosis
1	.70**	-.68	-.28
2	.71**	-.48	-.11
3	.64**	-.22	-.76
4	.64**	-.49	-.51
5	.71**	-.79	.66
6	.59**	-.34	-.07
7	.61**	-.77	-.07

\*\*p<.01

Nunnally and Bernstein (1994) describes that the greater than .30 Correlation coefficients demonstrates satisfactory homogeneity of the items with the respective scales. Symmetry and pointiness is not problematic if the values of Skewness and kurtosis are less than 2 (Muthen & Kaplan, 1985).

**Table 4***Item-total correlations for Job Satisfaction Scale (N = 150)*

Items	r	Skewness	Kurtosis
1	.74**	-.44	-.64
2	.66**	-.34	-.73
3	.75**	-.67	.08
4	.60**	-.55	-.35
5	.63**	-.79	.46
6	.74**	-.67	.59

\*\* $p < .01$ 

Nunnally and Bernstein (1994) describes that the greater than .30 Correlation coefficients demonstrates satisfactory homogeneity of the items with the respective scales. Symmetry and pointiness is not problematic if the values of Skewness and kurtosis are less than 2 (Muthen & Kaplan, 1985).

**Table 5***Item-total correlations for Job Stress Scale (N = 150)*

Items	r	Skewness	Kurtosis
1	.56**	-.35	-.83
2	.64**	.03	-.73
3	.63**	-.32	-.78
4	.68**	.05	-1.02
5	.70**	-.18	-.76
6	.64**	.25	-.92
7	.65**	.14	-1.05
8	.67**	-.19	-.82
9	.59**	.34	-.64
10	.60**	.13	-.66
11	.62**	-.04	-.80
12	.67**	.27	-.76
13	.25**	-.54	-.59

\*\* $p < .01$ 

Nunnally and Bernstein (1994) describes that the greater than .30 Correlation coefficients demonstrates satisfactory homogeneity of the items with the respective scales. Symmetry and pointiness is not problematic if the values of Skewness and kurtosis are less than 2 (Muthen & Kaplan, 1985).

**Table 6***Item-total correlations for Organizational Commitment Scale (N = 150)*

Items	r	Skewness	Kurtosis
1	.56**	-.105	1.78
2	.54**	-.61	.33
3	.39**	-.38	-.99
4	.38**	-.54	-.17
5	.36**	-.05	-.93
6	.59**	-.126	2.16
7	.06	.53	.17
8	.61**	-.71	.28
9	.20*	.18	-.95
10	.61**	-.70	.56
11	.42**	.38	-.30
12	-.00	-.30	-.72
13	.42**	-.83	-.81
14	.50**	-.33	-.33
15	.48**	-.22	-1.20

\* $p < .05$ ; \*\* $p < .01$ 

Nunnally and Bernstein (1994) describes that the greater than .30 Correlation coefficients demonstrates satisfactory homogeneity of the items with the respective scales. Symmetry and pointiness is not problematic if the values of Skewness and kurtosis are less than 2 (Muthen & Kaplan, 1985).

**Table 7***Item-total correlations for Innovative Work Behavior Scale (N = 150)*

Items	<i>r</i>	Skewness	Kurtosis
1	.76**	-.66	-.00
2	.68**	-.84	.85
3	.78**	-.73	.48
4	.75**	-.64	.11
5	.74**	-.43	-.51
6	.67**	-.49	-.26
7	.69**	-.45	-.24
8	.71**	-.37	-.18
9	.59*	-.72	.45

\* $p < .05$ ; \*\* $p < .01$ 

Nunnally and Bernstein (1994) describes that the greater than .30 Correlation coefficients demonstrates satisfactory homogeneity of the items with the respective scales. Symmetry and pointiness is not problematic if the values of Skewness and kurtosis are less than 2 (Muthen & Kaplan, 1985).

## MAIN STUDY

## **METHOD**

## **Chapter-III**

### **Method**

#### **Objectives**

1. To investigate the effect of leadership styles on the prediction of personal and job outcomes among universities teaching faculty.
2. To examine the mediating role of work-related attitudes between perceived transformational and transactional leadership style and well-being of university teachers.
3. To examine the moderating role of job stress in the relationship between perceived laissez-faire leadership style and job outcomes including organizational commitment and turnover intention.
4. To find out mean differences in the perception of leadership styles among supervisors and subordinates.

#### **Hypotheses**

1. Transformational and transactional leadership will positively predict well-being among university teachers.
2. Lessiez-faire leadership will negatively predict well-being among university teachers.
3. Transformational and transactional leadership will negatively predict stress among university teachers.
4. Lessiez-faire leadership will positively predict stress among university teachers.
5. Transformational and transactional leadership will positively predict job satisfaction among university teachers.

6. Lessiez-faire leadership will negatively predict job satisfaction among university teachers.
7. Transformational and transactional leadership will positively predict innovation among university teachers.
8. Lessiez-faire leadership will negatively predict innovation among university teachers.
9. Transformational and transactional leadership will negatively predict turnover intentions among university teachers.
10. Lessiez-faire leadership will positively predict turnover intentions among university teachers.
11. Job satisfaction is likely to mediate between perceived transformational leadership style and well-being.
12. Organizational commitment is likely to mediate between perceived transformational leadership style and well-being
13. Turnover intention is likely to mediate between perceived transformational leadership style and well-being
14. Innovative work behavior is likely to mediate between perceived transformational leadership style and well-being.
15. Job satisfaction is likely to mediate between perceived transactional leadership style and well-being.
16. Organizational commitment is likely to mediate between perceived transactional leadership style and well-being.
17. Turnover intention is likely to mediate between perceived transactional leadership style and well-being.

18. Innovative work behavior is likely to mediate between perceived transactional leadership style and well-being.
19. Job stress is likely to moderate between laissez-faire leadership style and organizational commitment
20. Job stress is likely to moderate between laissez-faire leadership style and turnover intention.

### **Operational Definitions of Variables**

**Job satisfaction.** Job satisfaction is defined as the degree to which an employee expresses a positive and affective attitude towards a job (Curry, Wakefield, Price, & Mueller, 1986). In the current study it is represented through the scores on Job Satisfaction Scale (Guimaraes & Igbaria, 1992).

**Organizational commitment.** The individual's attachment and power of classification with an organization is defined as organizational commitment (Porter et al., 1974). This describes the attachment and bond of individual to the particular department in which he works. In the present study high scores on the scale will indicate high organizational commitment and low scores will indicate low attachment (Mowday, Porter, & Stear, 1982).

**Turnover intentions.** The perceived likelihood whether the employee stays or leaves the organization is termed as Turnover intentions (Mobley et al., 1978). In the present research turnover intentions is measured in terms of scores of respondents on the Turnover Intentions Scale (Seashore, Lawler, Mirvis, & Cammann, 1982).

**Job Stress.** Job stress is defined as an individual's adoptive reaction to a stressor in any job situation which is supposed to threatening for well-being (MsShane & Travaglione, 2004) Job Stress Scale (Parker & De Cottis, 1983) was used in present study to determine the job stress among the participants of the research. High scores on this scale was a sign of high job stress as well low scores determine low job stress among the participants of the research.

**Well-being.** Welfare is a general term used for the situation of an individual or group, for example their collective, financial, emotional, religious or medical state (Ryff, 2005). Warwick-Edinburg Mental Well-Being Scale is a (short) version of the fourteen item scale developed by Tennant et al. (2007).

**Leadership Styles.** Transformational, transactional leadership and laissez-faire leadership defined as following (Bass & Avolio, 1990).

**Transformational Leadership.** The practice through which followers and leaders connect in a shared process of raising each other to achieve the higher level of motivation and morality is known as Transformational leadership. The words which can best describe transformational leader are Visionary, inspiring and daring (Bass & Avolio, 1990).

Transformational leadership style is operationally defined as: High score on the subscale of transformational leadership represents high level of transformational leadership style and low score represents low level of transformational leadership style.

**Transactional Leadership.** Through their own self interest Transactional leadership motivate their followers. The principle factor through which they motivate followers is an 'exchange processes. By offering rewards for performance or threatening for punishment Transactional leaders gain compliance (Bass & Avolio, 1990).

Transactional leadership style is operationally defined as: High score on the subscale of transactional leadership style exhibits high level of transactional leadership style and low score indicates low level of transactional leadership style.

**Laissez-faire Leadership.** Neither transactional nor transformational leadership is Laissez-faire leadership. Bass and Avolio (1990) defined laissez-faire leadership as the Leaders who keep away from responsibilities, unsuccessful to make right decisions, are missing when desired, or fail to follow up on requests. The operational definition of laissez-faire leadership style is that: High score on the subscale of laissez-faire leadership show high level of laissez-faire leadership style and low score show low level of laissez-faire leadership style.

### **Innovative Work Behavior**

Innovative work behavior is defined by the Janssen (2000), as the deliberate formation, introduction, and appliance of new ideas within a work position, group or organization, in order to profit role performance, the group or the organization. Innovative Work Behavior is operationally defined by the scores obtained on the Innovative work behavior scale. High level of innovative work behavior will be demonstrated by the high scores on this scale and lower scores will take as low level of innovative work behavior.

### **Sample Participants**

A sample of 756 teachers (including 156 Head of Departments and 600 subordinates) was collected by using the purposive sampling technique. Sample was collected from public sector universities of all of the four provinces of Pakistan. The entire sample was consisted of 156 heads of departments of different faculties. Every head of department was rated by his or her subordinates on leadership styles scale. Consequently, a total sample of 600 subordinates

participated in the present study. Lecturers ( $n = 377$ , 65.8%), Assistant Professors ( $n = 175$ , 30.5%), Associate professors ( $n = 06$ , 1%), and Professors ( $n = 12$ , 2.1% rated their HODs leadership styles on the questionnaires.

### **Research Design**

Cross-sectional survey design based research was conducted. Informed consent was taken from the supervisors and the subordinates in written form. Full time job experience of at least one year was ensured as Inclusion criteria of the present research and every subordinate has worked under his or her head's supervision for a time period of six months. As Ashforth, Sluss and Saks (2007) demonstrated that at least four to six months of job experience are necessary for traditions learning and socialization in an organization.

### **Instruments**

**Warwick-Edinburg Mental Well-Being Scale.** Warwick-Edinburg Mental Well-Being Scale is a (short) version of the fourteen item scale developed by Tennant et al. (2007). It is positively worded item 5-point rating scale with responses option as: none of them, rarely, some of the time, often, all of the time ranging from 1 to 5, respectively. It has a time frame of past two week for assessment. The reliability of the original version is .70 and as suggested by the author of the scale that due to enough high internal consistency the scale could be used even less item. Scores above the mean depicts high positive psychological functioning whereas a score which is below the mean represents low degree of positive psychological Well-Being. There are not any reverse scored item. The age range for the scale is 16 to 74 years.

**Job Stress Scale.** Parker and De Cotiis (1983) developed 13 item scales to measure the Job stress. It has 1-5 responses options, “1” for a strong agreement and “5” for a strong

disagreement. Higher degree of the job stress shows by the higher score on the scale. The Alpha reliability for this scale was reported to be .85.

**Organizational Commitment Scale.** A tool for Organizational Commitment developed by the Moowdy et.al. (1979) was used. This instrument was developed to measure attitudinal commitment (the member's degree to which they work and are ready to stay in their group). 3, 7, 9, 11 and 15 items are reverse scored. The scale has high internal reliability has reported by the scale and has verified both discriminant and divergent validity. Item responses are as strongly ranged from disagree = 1 to strongly agree = 5. The Alpha reliability for the present sample is .69. Higher the score depicts the more commitment an individual to the organization.

**Job satisfaction Scale.** Job satisfaction was measured by 6 item scale developed by Guimaraes and Igbaria (1992). This scale was basically developed to assess the degree to which the workers are contented with their job, Salaries, rank, promotions. It is a five point Likert type scale which response options are 1 for strongly disagree to 5 for strongly agree. The Alpha reliability of scale is reported as .69. High or low the scores on this scale determine the level of satisfaction toward the organization.

**Turnover Intention scale.** The turnover intention scale was developed by the Seashore, et al., (1982). Which is used to measured turnover intention. It is a 4 item scale, with five point Likert type response options. The scale has good Alpha reliability of .88. High or low the scores on this scale determine the turnover intention an individual to leave the organization.

**Multifactor Leadership Questionnaire.** Multifactor Leadership Questionnaire (Bass & Avolio, 1990) was administered to measure the leadership styles of the head of the departments in the present research It is a self report instrument which measures the leader's perception

concerning his/her leadership behaviors in the organizational set up according to the specific factors which are highlighted and discussed as the important part of the Full Range Theory of Leadership. For getting a refined instrument in the corporate sector for measuring the organizational leadership it has been undergone various revisions up till now due to the challenges regarding the psychometric properties. (Avolio, 1995). Antonakis, Avolio and Sivasbramaniam (2003) assessed the psychometric properties of the Multifactor Leadership Questionnaire (Form 5X). It has a strong validity and the MLQ (Form 5X) made a clear distinction between the nine factors of the Full Range Theory of Leadership.

The Multifactor Leadership Questionnaire (5X) comprises of nine leadership factors. These nine leadership factors were measured through three subscales each factor comprised of four items. This questionnaire is consisted of 36 items with response option ranged from 1 to 5. Three subscales were classified as transformational, transactional, and laissez-faire leadership.

**Transformational Leadership.** The transformational leader has the qualities of honesty and truth, believe on truth or relay on evidence, good for the organization and wants to set an example for the subordinates. The Transformational Leadership subscale consists of 20 items (10, 18, 21, 25, 15, 19, 29, 31, 9, 13, 26, 36, 6, 14, 23, 34, 2, 8, 30, and 32). The following are the four components of transformational leadership.

***Idealized influence (attributed).*** Transformational leaders are role models for their followers. These leaders take respect and admire. Followers want to follow them. Such leaders have a clear and waste vision; they are initiatives and willing to take risks for others. This subscale measures by the 4 items (10, 18, 21, and 25).

***Idealized influence (behavior).*** Such leaders give special attention to followers by recognizing their unique needs and communicate respect to the followers. This subscale consists of 4 items (6, 14, 23, and 34).

***Inspirational motivation.*** Transformational leaders through their personality generate enthusiasm in people, motivate them and challenge them. They make the followers goal oriented and they share vision. Transformational leaders clearly communicate expectations. The subscale measures 4 items (9, 13, 26, and 36).

***Intellectual stimulation.*** Transformational leaders produce new ideas and new methods to handle the problems. They give confidence to others, like creativity and they never openly criticize others. This subscale is measured by 4 items (2, 8, 30, and 32).

***Individualized consideration.*** Transformational leaders know the needs and they pay attention to develop others. They encourage the supportive climate where respect is given to the individual differences. This subscale consists of 4 items (15, 19, 29, and 31).

***Transactional Leadership.*** Three dimensions of transactional leadership are included in model of leadership given by Bass: contingent reward, management-by-exception active, and management-by-exception passive. The basic principle of this model is to motivate people by the process of exchange. They reward people which are appealing to them to motivate them. This scale consists of 12 items (1, 11, 16, 35, 4, 22, 24, 27, 3, 12, 17, and 20) which subdivides into three subscales.

***Contingent reward.*** It is similar to the work of Burns (1978) according to which the rewards are assigned to the followers after they carry out the given assignment. Contingent reward is measured through these 4 items (1, 11, 16, and 35).

**Management-by-exception (MBE-A).** The leader monitors the follower and when it is necessary he corrects him. It consists of 4 items (4, 22, 24, and 27).

**Management-by-passive (MBE-P).** MBE-P is the type where leader waits for the errors and then corrects them. It is measured by these 4 items (3, 12, 17, and 20).

**Laissez-faire Leadership.** It is basically avoiding the leadership or leadership behaviors. By carrying out no transactions leadership behaviors are ignored. It is neither transformational nor transactional leadership. This subscale measures laissez-faire leadership style and it consists of 4 items (5, 7, 28, and 33).

#### **Innovative Work Behavior Scale.**

Innovative Work Behaviour Scale by Jenesson (2000) consisting of 9 items and based on five point Likert-type scale was used to measure innovative work behaviour. Reliability of the original scale was computed as .94. The scale items were positively worded and the scores were interpreted in terms of high and low scores instead of cut off scores.

#### **Procedure**

List of universities from Higher Education Commission Pakistan was obtained. After identifying the targeted universities, contact references were located in the universities in order to increase the response rate and to ensure the accuracy of the information. The selected universities were personally approached for the purpose of data collection. After approaching the participants the researcher gave the self-introduction and then introduced the nature, purpose and importance of the study. Researcher also ensured the confidentiality of the information by stating to the participants that the information taken from them will be used only for academic research

purpose. Brief written and oral instructions were given to the participants and informed consent was also taken in written form. After taking inform consent questionnaires were administered to the participants of the research. The researcher paid special attention and remained vigilant during the completion of the scales and assisted the participants in problems regarding understanding of any questions. At the end, the researcher thanked the concerned authorities and the immediate participants in the organizations for their cooperation in the study.

## RESULTS

## Chapter-IV

### Results

The present study was designed to investigate the direct and indirect effect of leadership styles on personal and job outcomes in educational institutions. Firstly, to examine the direct effect of leadership styles on the prediction of dual outcomes, multiple regression analysis was applied. Secondly, hierarchical regression analysis examined mediation of work-related attitudes between leadership styles and well-being. Finally, hierarchical regression analysis was applied to check the moderating role of job stress between two job related outcomes including organizational commitment and turnover intention and laissez-faire leadership style. Moreover, independent sample *t*-test examined differences between leadership perception among supervisors and subordinates.

**Table 8***Psychometric properties of variables (N = 373)*

Variables	<i>M</i>	<i>SD</i>	$\alpha$	Range			
				Potential	Actual	Skewness	Kurtosis
Transformational	70.35	11.42	.86	20-100	20-100	-.69	1.71
Transactional	40.02	5.90	.81	12-60	18-60	-.02	.91
Laissez-faire	11.32	3.36	.88	4-20	4-20	.05	-.30
Well-being	26.79	4.49	.79	10-50	13-35	-.23	-.29
Stress	40.15	8.35	.86	13-65	13-62	-.00	-.22
Job satisfaction	21.41	4.34	.80	6-30	6-30	-.41	.04
Organizational commitment	51.77	6.05	.73	15-75	29-70	-.01	.49
Turnover intention	10.44	3.95	.88	4-50	4-20	.13	-.78
Innovative work behavior	33.80	5.97	.90	9-45	9-45	-.42	.55

Table 8 shows that all scales used in the current study have good alpha reliability of greater than .70. Coefficients also indicate satisfactory internal consistency. Normality of the data is ensured by the values of skewness and kurtosis which are less than 2 for all scales and subscales.

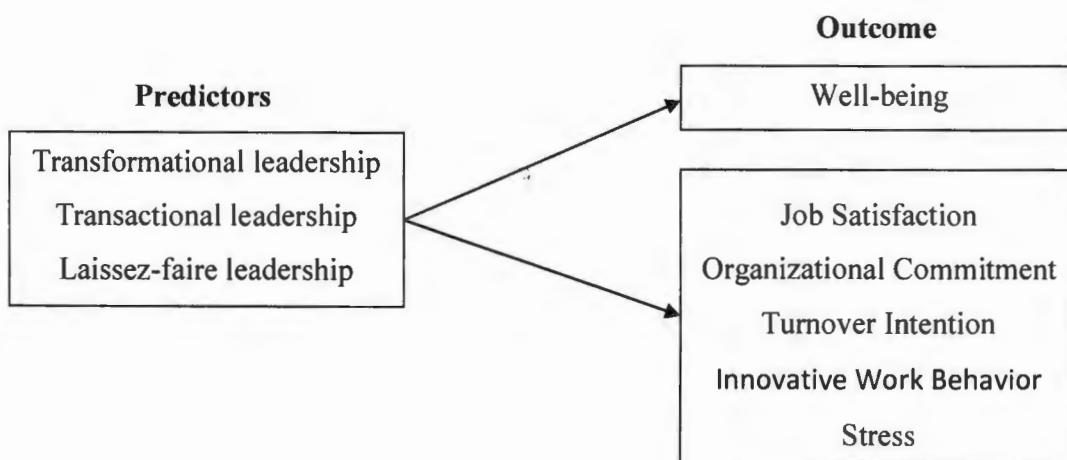
**Table 9***Pearson correlation among variables (N = 573)*

Variables	1	2	3	4	5	6	7	8	9
1. Transformational	-	.74***	-.09*	.33***	-.11**	.34***	.27***	-.11**	.33***
2. Transactional		-	.23***	.28***	.28***	.26***	.15***	.07	.27***
3. Laissez-faire			-	-.04	.28***	-.07	.24***	.30***	-.01
4. Well-being				-	-.08*	.40***	.34***	.27***	.33***
5. Stress					-	-.05	.15***	.36***	.17***
6. Job satisfaction						-	.42***	.34***	.39***
7. Organizational commitment							-	.45***	.29***
8. Turnover intention								-	-.13**
9. Innovative work behavior									-

\* $p < .05$ . \*\* $p < .01$ . \*\*\* $p < .001$ .

Table 9 shows results of the Pearson correlation. Transformational leadership style has significant positive correlation with well-being, job satisfaction, organizational commitment, transactional leadership style and innovative work behavior whereas significant negative correlation with laissez-faire leadership style, job stress and turnover intention. Transactional leadership style has significant positive correlation with laissez-faire leadership style, well-being, job stress, job satisfaction, organizational commitment and innovative work behavior. Laissez-faire leadership style has significant positive correlation with job stress and turnover intention whereas significant negative correlation with organizational commitment. Well-being has significant positive correlation with job satisfaction, organizational commitment and innovative work behavior whereas significant negative correlation with job stress and turnover intention. Job stress has significant negative correlation with turnover intention and innovative work behavior whereas significant positive correlation with job satisfaction and organizational commitment. Job

satisfaction has significant positive correlation with organizational commitment and innovative work behavior whereas significant negative correlation with turnover intention. Organizational commitment has significant positive correlation with innovative work behavior whereas significant negative correlation with turnover intention. Turnover intention has significant negative correlation with innovative work behavior.



*Figure 1.* Schematic representation of effect of leadership styles on the prediction of personal and job outcomes among teachers

**Table 10**

*Multiple Regression analysis demonstrating effect of leadership styles on the prediction of well-being (N=573)*

Predictors	Well-being	
	Model 1 <i>B</i>	95% CI <i>LL, UL</i>
(constant)	17.36***	[14.73, 19.99]
Transformational leadership	.10***	[.04, .15]
Transactional leadership	.07	[-.02, .17]
Laissez-faire leadership	-.05	[-.17, .05]
<i>R</i> <sup>2</sup>	.12	
<i>F</i>		24.65***

\**p*< .05. \*\**p*< .01. \*\*\**p*< .001.

Table 10 shows results of multiple regression analysis with leadership styles as predictor variables whereas well-being as outcome variables. The .12 value of *R*<sup>2</sup> indicates that model explains 12% variance. Findings indicate that perceived transformational leadership style positively predicted well-being of university teachers. Values of VIF (2.8, 2.9, 1.3 respectively) and Tolerance (.36, .34, .77 respectively) confirm that multicollinearity is not a serious problem in regression model.

**Table 11**

*Multiple Regression analysis demonstrating effect of leadership styles on the prediction of job stress (N=573)*

Predictors	Job Stress	
	Model 1 B	95% CI LL, UL
(constant)	17.36	[17.20, 26.90]
Transformational leadership	-.06	[-.16, .02]
Transactional leadership	.43***	[.24, .61]
Laissez-faire leadership	.49***	[.28, .71]
<i>R</i> <sup>2</sup>	.13	
<i>F</i>		28.83***

\**p*<.05. \*\**p*<.01. \*\*\**p*<.001.

Table 11 shows results of multiple regression analysis with leadership styles as predictor variables whereas job stress as outcome variables. The .13 value of *R*<sup>2</sup> indicates that model explains 13% variance. Findings indicate that perceived transactional leadership style and perceived laissez-faire leadership style positively predicted job stress of university teachers. Values of VIF (2.8, 2.9, 1.3 respectively) and Tolerance (.36, .34, .77 respectively) confirm that multicollinearity is not a serious problem in regression model.

**Table 12**

*Multiple Regression analysis demonstrating effect of leadership styles on the prediction of job satisfaction (N=573)*

Predictors	Job satisfaction	
	Model 1 <i>B</i>	95% CI <i>LL, UL</i>
(constant)	12.76***	[10.22, 15.29]
Transformational leadership	.10***	[.05, .16]
Transactional leadership	.05	[-.04, .14]
Laissez-faire leadership	-.08	[-.19, .03]
<i>R</i> <sup>2</sup>	.12	
<i>F</i>	25.72***	

\**p*<.05. \*\**p*<.01. \*\*\**p*<.001.

Table 12 shows results of multiple regression analysis with leadership styles. Leadership styles are predictor variables whereas job satisfaction as outcome variables. The .12 value of *R*<sup>2</sup> indicates that model explains 12% variance. Findings indicate that perceived transformational leadership style positively predicted job satisfaction of university teachers. Values of VIF (2.9, 2.7, 1.2 respectively) and Tolerance (.35, .34, .78 respectively) confirm that multicollinearity is not a serious problem in regression model.

**Table 13**

*Multiple Regression analysis demonstrating effect of leadership styles on the prediction of organizational commitment (N=573)*

Predictors	Organizational commitment	
	Model 1 <i>B</i>	95% CI <i>LL, UL</i>
(constant)	46.48***	[42.96, 50.01]
Transformational leadership	.11**	[.04, .18]
Transactional leadership	.05	[-.08, .18]
Laissez-faire leadership	-.42***	[-.58, -.27]
<i>R</i> <sup>2</sup>	.13	
<i>F</i>		27.55***

\**p*<.05. \*\**p*<.01. \*\*\**p*<.001.

Table 13 shows results of multiple regression analysis with leadership styles. Leadership styles are predictor variables whereas organizational commitment as outcome variables. The .13 value of *R*<sup>2</sup> indicates that model explains 13% variance. Findings indicate that perceived transformational leadership style positively predicted organizational commitment whereas perceived laissez-faire leadership style negatively predicted organizational commitment. Values of VIF (2.8, 2.8, 1.4 respectively) and Tolerance (.35, .36, .79 respectively) confirm that multicollinearity is not a serious problem in regression model.

**Table 14**

*Multiple Regression analysis demonstrating effect of leadership styles on the prediction of turnover intention*

Predictors	Turnover intention	
	Model 1 <i>B</i>	95% CI <i>LL, UL</i>
(constant)	7.80***	[5.48, 10.12]
Transformational leadership	-.07**	[-.12, -.03]
Transactional leadership	.12***	[.03, .21]
Laissez-faire leadership	.28***	[.18, .38]
<i>R</i> <sup>2</sup>	.11	
<i>F</i>		24.03***

\**p*< .05. \*\**p*< .01. \*\*\**p*< .001.

Table 14 shows results of multiple regression analysis with leadership styles. Leadership styles are predictor variables whereas turnover intention as outcome variables. The .11 value of *R*<sup>2</sup> indicates that model explains 11% variance. Findings indicate that perceived transformational leadership style negatively predicted turnover intention whereas perceived transactional leadership style and perceived laissez-faire leadership style positively predicted turnover intention. Values of VIF (2.8, 2.9, 1.3 respectively) and Tolerance (.36, .34, .77 respectively) confirm that multicollinearity is not a serious problem in regression model.

**Table 15**

*Multiple Regression analysis demonstrating effect of leadership styles on the prediction of innovative work behavior (N=573)*

Predictors	Innovative work behavior	
	Model 1 <i>B</i>	95% CI <i>LL, UL</i>
(constant)	20.78***	[17.28, 24.28]
Transformational leadership	.14***	[.08, .21]
Transactional leadership	.06	[.06, .20]
Laissez-faire leadership	-.00	[.16, .15]
<i>R</i> <sup>2</sup>	.11	
<i>F</i>	24.00***	

\**p*<.05. \*\**p*<.01. \*\*\**p*<.001.

Table 15 shows results of multiple regression analysis with leadership styles as predictor variables whereas innovative work behavior as outcome variables. The .11 value of *R*<sup>2</sup> indicates that model explains 11% variance. Findings indicate that perceived transformational leadership style positively predicted innovative work behavior of university teachers. Values of VIF (2.8, 2.7, 1.2 respectively) and Tolerance (.37, .34, .75 respectively) confirm that multicollinearity is not a serious problem in regression model.

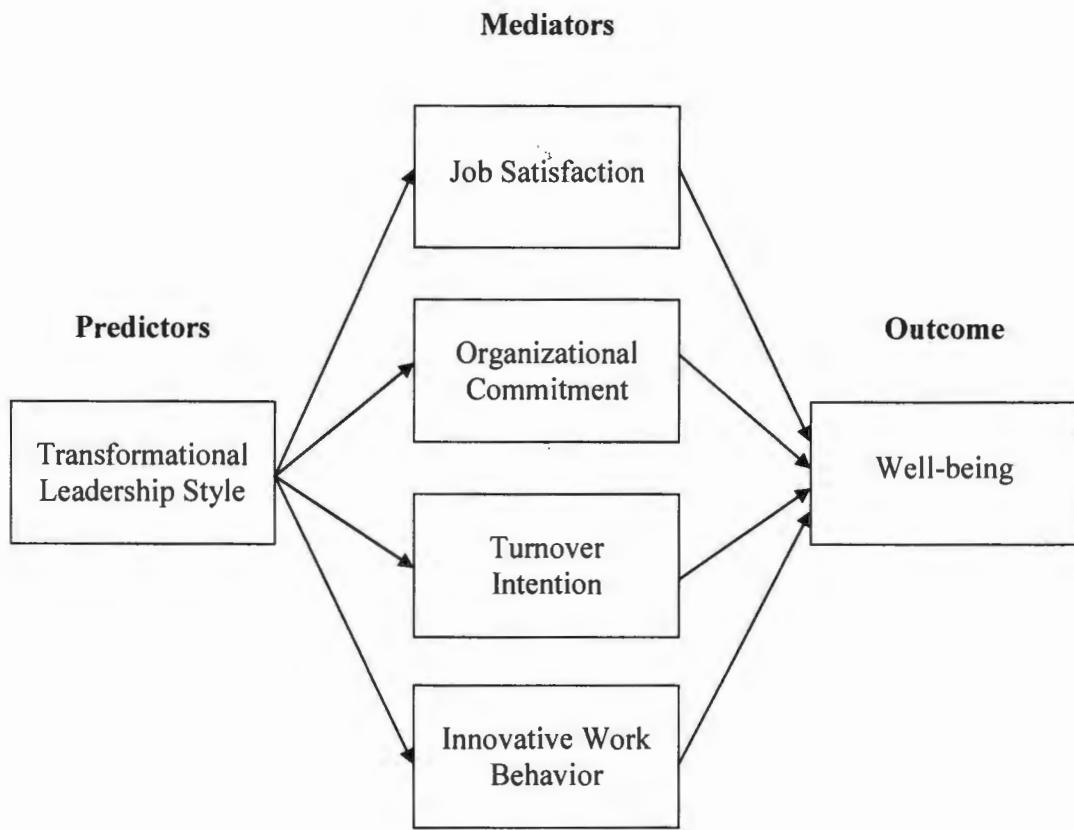


Figure 2. Mediation of job outcomes between perceived transformational leadership style and well-being of university teachers

**Table 16**

*Hierarchical Regression analysis demonstrating mediation of job satisfaction between transformational leadership style and well-being (N=573)*

Predictors	Well-being		
	Model 2		95% CI <i>LL, UL</i>
	<i>B</i>	Model 1 <i>B</i>	
(constant)	13.39***	15.51***	[11.03, 15.67]
Transformational leadership	.08***	.13***	[.05, .11]
Job satisfaction	.33***		[.25, .42]
<i>R</i> <sup>2</sup>	.11		.20
<i>F</i>	74.07***	77.54***	
$\Delta R^2$	.09		
$\Delta F$	3.47***		

\* $p < .05$ . \*\* $p < .01$ . \*\*\* $p < .001$ .

Table 16 shows results of hierarchical regression analysis demonstrating mediation of job satisfaction between transformational leadership style and well-being. In step 1 transformational leadership was entered into regression equation for predicting well-being. In the second step job satisfaction was added. The variance of 09% by additional effect in well-being explains through the .09 value of  $R^2$  change. The regression weights substantially reduced (.13 to .08) but were significant. As Baron and Kenny (1986) explain that if the regression weight is reduced, but it is still significant, it provides confirmation of partial mediation. It proves that independent variable has both direct effects on dependent variable and indirect effects through mediator variable.

**Table 17**

*Hierarchical Regression analysis demonstrating mediation of organizational commitment between transformational leadership style and well-being (N=573)*

Predictors	Well-being		
	Model 2		95% CI LL, UL
	Model 1 B	B	
(constant)	17.57***	9.02***	[5.25, 12.18]
Transformational leadership	.13***	.10***	[.07, .13]
Organizational commitment		.20***	[.15, .26]
$R^2$	.11	.18	
$F$	71.54***	63.74***	
$\Delta R^2$		.07	
$\Delta F$		7.8***	

\* $p < .05$ . \*\* $p < .01$ . \*\*\* $p < .001$ .

Table 17 shows results of hierarchical regression analysis demonstrating mediation of organizational commitment between transformational leadership style and well-being. In step 1 transformational leadership was entered into regression equation for predicting well-being. In the second step organizational commitment was added. The variance of 07% by additional effect in well-being explains through the .07 value of  $R^2$  change. The regression weights substantially reduced (.13 to .10) but were significant. As Baron and Kenny (1986) explain that if the regression weight is reduced, but it is still significant, it provides confirmation of partial mediation. It proves that independent variable has both direct effects on dependent variable and indirect effects through mediator variable.

**Table 18**

*Hierarchical Regression analysis demonstrating mediation of turnover intention between transformational leadership style and well-being (N=573)*

Predictors	Model 1 <i>B</i>	Well-being	
		<i>B</i>	95% CI <i>LL, UL</i>
(constant)	17.57***	21.16***	[18.78, 23.55]
Transformational leadership	.13***	.12***	[.09, .15]
Turnover intention		-.23***	[-.36, -.19]
<i>R</i> <sup>2</sup>	.11	.16	
<i>F</i>	71.54***	57.71***	
$\Delta R^2$	.05		
$\Delta F$		13.83***	

\* $p < .05$ . \*\* $p < .01$ . \*\*\* $p < .001$ .

Table 18 shows results of hierarchical regression analysis demonstrating mediation of turnover intention between transformational leadership style and well-being. In step 1 transformational leadership was entered into regression equation for predicting well-being. In the second step turnover intention was added. The variance of 05% by additional effect in well-being explains through the .05 value of  $R^2$  change. The regression weights substantially reduced (.13 to .12) but were significant. As Baron and Kenny (1986) explain that if the regression weight is reduced, but it is still significant, it provides confirmation of partial mediation. It proves that independent variable has both direct effects on dependent variable and indirect effects through mediator variable.

**Table 19**

*Hierarchical Regression analysis demonstrating mediation of innovative work behavior between transformational leadership style and well-being (N=573)*

Predictors	Well-being		
	Model 1 B	Model 2 B	95% CI
(constant)	17.57***	13.50***	[11.03, 15.97]
Transformational leadership	.13***	.09***	[.07, .13]
Innovative work behavior		.19***	[.13, .25]
$R^2$	.11	.16	
F	71.54***	57.15***	
$\Delta R^2$		.05	
$\Delta F$		14.39***	

\* $p < .05$ . \*\* $p < .01$ . \*\*\* $p < .001$ .

Table 19 shows results of hierarchical regression analysis indicating mediation of innovative work behavior between transformational leadership style and well-being. In step 1 transformational leadership was entered into regression equation for predicting well-being. In the second step innovative work behavior was added. The variance of 05% by additional effect in well-being explains through the .05 value of  $R^2$  change. The regression weights substantially reduced (.13 to .09) but were significant. As Baron and Kenny (1986) explain that if the regression weight is reduced, but it is still significant, it provides confirmation of partial mediation. It proves that independent variable has both direct effects on dependent variable and indirect effects through mediator variable. It means that independent variable has both direct effects on dependent variable and indirect effects through mediator variable.



*Figure 3. Mediation of job outcomes between perceived transactional leadership style and well-being of university teachers*

**Table 20**

*Hierarchical Regression analysis demonstrating mediation of job satisfaction between transactional leadership style and well-being (N=573)*

Predictors	Well-being		
	Model 1: B	Model 2 B	95% CI LL, UL
(constant)	19.25***	13.25***	[10.76, 15.78]
Transactional leadership	.21***	.14***	[.08, .20]
Job satisfaction		.36***	[.28, .44]
$R^2$	.07	.19	
F	48.90***	69.11***	
$\Delta R^2$		.12	
$\Delta F$		20.21***	

\* $p < .05$ . \*\* $p < .01$ . \*\*\* $p < .001$ .

Table 20 shows results of hierarchical regression analysis indicating mediation of job satisfaction between transactional leadership style and well-being. In step 1 for predicting well-being transactional leadership was entered into regression equation. In the second step job satisfaction was introduced into the regression equation. The variance of 12% by additional effect in well-being explains through the .12 value of  $R^2$  change. The regression weights substantially reduced (.21 to .14) but were significant. As Baron and Kenny (1986) explain that if the regression weight is reduced, but it is still significant, it provides confirmation of partial mediation. It proves that independent variable has both direct effects on dependent variable and indirect effects through mediator variable. It means that independent variable has both direct effects on dependent variable and indirect effects through mediator variable.

**Table 21**

*Hierarchical Regression analysis demonstrating mediation of organizational commitment between transactional leadership style and well-being (N=573)*

Predictors	Well-being		
	Model 1 B	B	95% CI LL, UL
(constant)	18.25***	7.71***	[4.28, 11.11]
Transactional leadership	.21***	.17***	[.11, .23]
Organizational commitment		.36***	[.17, .28]
$R^2$	.07	.17	
F	48.90***	60.22***	
$\Delta R^2$		.10	
$\Delta F$		11.32***	

\* $p < .05$ . \*\* $p < .01$ . \*\*\* $p < .001$ .

Table 21 shows results of hierarchical regression analysis demonstrating mediation of organizational commitment between transactional leadership style and well-being. In step 1 for predicting well-being transactional leadership was entered into regression equation. In the second step organizational commitment was introduced into the regression equation. The variance of 10% by additional effect in well-being explains through the .10 value of  $R^2$  change. The regression weights substantially reduced (.21 to .17) but were significant. As Baron and Kenny (1986) explain that if the regression weight is reduced, but it is still significant, it provides confirmation of partial mediation. It proves that independent variable has both direct effects on dependent variable and indirect effects through mediator variable. It means that independent variable has both direct effects on dependent variable and indirect effects through mediator variable.

**Table 22**

*Hierarchical Regression analysis demonstrating mediation of turnover intention between transactional leadership style and well-being (N=573)*

Predictors	Well-being		
	Model 1 B	Model 2 B	95% CI LL, UL
(constant)	18.25***	21.12***	[18.69, 23.54]
Transactional leadership	.23***	.21***	[.17, .29]
Turnover intention		-.34***	[-.42, -.25]
$R^2$	.07	.16	
F	48.90***	56.78***	
$\Delta R^2$		.09	
$\Delta F$		7.88***	

\* $p < .05$ . \*\* $p < .01$ . \*\*\* $p < .001$ .

Table 22 shows results of hierarchical regression analysis demonstrating mediation of turnover intention between transactional leadership style and well-being. In step 1, for predicting well-being transactional leadership was entered into regression equation. In the second step turnover intention was introduced into the regression equation. The variance of 9% by additional effect in well-being explains through the .09 value of  $R^2$  change. The regression weights substantially reduced (.23 to .21) but were significant. As Baron and Kenny (1986) explain that if the regression weight is reduced, but it is still significant, it provides confirmation of partial mediation. It proves that independent variable has both direct effects on dependent variable and indirect effects through mediator variable. It means that independent variable has both direct effects on dependent variable and indirect effects through mediator variable.

**Table 23**

*Hierarchical Regression analysis demonstrating mediation of innovative work behavior between transactional leadership style and well-being (N=573)*

Predictors	Well-being		
	Model 1 B	B	95% CI LL, UL
(constant)	18.25***	13.54***	[10.85, 16.23]
Transactional leadership	.21***	.15***	[.09, .21]
Innovative work behavior		.20***	[.14, .26]
$R^2$	.07	.15	
F	48.90***	50.15***	
$\Delta R^2$		.08	
$\Delta F$		1.25***	

\* $p < .05$ . \*\* $p < .01$ . \*\*\* $p < .001$ .

Table 23 shows results of hierarchical regression analysis demonstrating mediation of innovative work behavior between transactional leadership style and well-being. In step 1, for predicting well-being transactional leadership was entered into regression equation. In the second step innovative work behavior was introduced into the regression equation. The variance of 8% by additional effect in well-being explains through the .08 value of  $R^2$  change. The regression weights substantially reduced (.21 to .15) but were significant. As Baron and Kenny (1986) explain that if the regression weight is reduced, but it is still significant, it provides confirmation of partial mediation. It proves that independent variable has both direct effects on dependent variable and indirect effects through mediator variable. It means that independent variable has both direct effects on dependent variable and indirect effects through mediator variable.

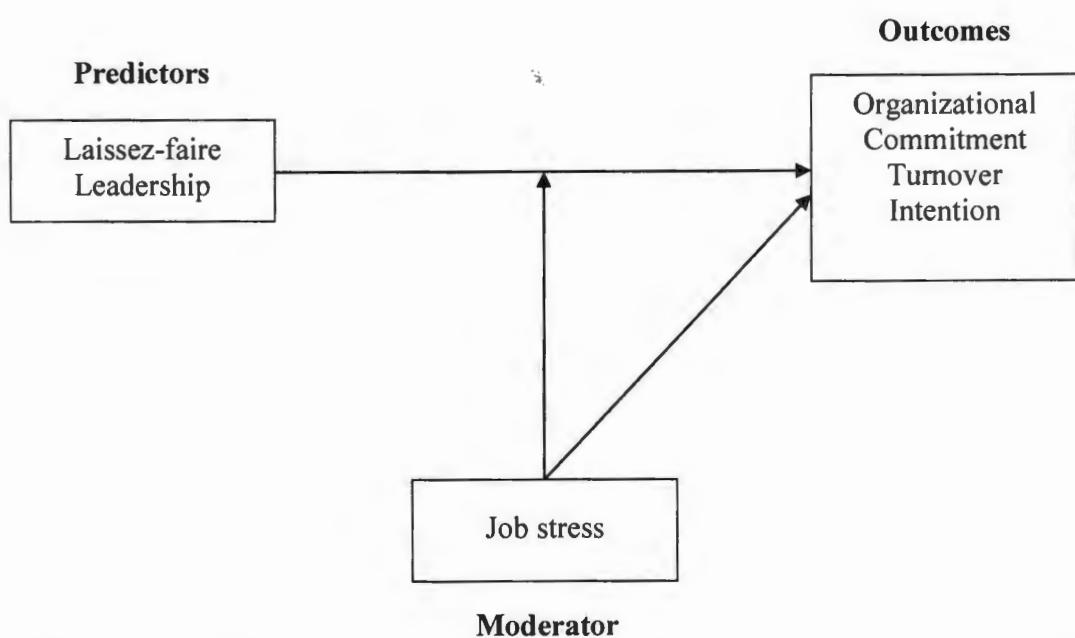


Figure 4. Moderation of job satisfaction between laissez-faire leadership and job outcomes

**Table 24**

*Hierarchical Regression analysis demonstrating moderation of job stress between laissez-faire leadership style and organizational commitment (N=573)*

Predictors	Organizational commitment		
	Model 2		95% CI <i>LL, UL</i>
	<i>B</i>	<i>Model 1 B</i>	
(constant)	58.90***	66.92***	[59.42, 74.43]
Laissez-faire leadership	-.39***	-1.13***	[1.79, .47]
Job stress	-.06*	.26**	[.45, .09]
Laissez-faire leadership x job stress		.02*	[.02, .03]
<i>R</i> <sup>2</sup>	.07	.08	
<i>F</i>	20.95***	15.72***	
$\Delta R^2$		.01	
$\Delta F$		5.23*	

\**p*<.05. \*\**p*<.01. \*\*\**p*<.001.

Table 24 shows results of the hierarchical regression analysis demonstrating moderation of job stress between laissez-faire leadership style and organizational commitment. Model 1 explained 7% variance and Model 2 explained % variance which indicates significant change of 1% between both models. Analysis shows that job stress significantly moderated the relationship between perceived laissez-faire leadership style and organizational commitment.

**Table 25**

*Hierarchical Regression analysis demonstrating moderation of job stress between laissez-faire leadership style and turnover intention (N=573)*

Predictors	Turnover intention		
	Model 2		95% CI <i>LL, UL</i>
	<i>B</i>	<i>Model 1 B</i>	
(constant)	1.78*	6.62**	[2.01, 11.23]
Laissez-faire leadership	.26***	-.18	[-.59, .23]
Job stress	.14***	.02	[-.09, .14]
Laissez-faire leadership x job stress		.01*	[.01, .02]
<i>R</i> <sup>2</sup>	.17	.18	
<i>F</i>	61.21***	42.11***	
$\Delta R^2$		.01	
$\Delta F$		19.11*	

\**p*<.05. \*\**p*<.01. \*\*\**p*<.001.

Table 25 shows results of the hierarchical regression analysis demonstrating moderation of job stress between perceived laissez-faire leadership style and turnover intention. Model 1 explained 17% variance and Model 2 explained 18% variance which indicates significant change of 1% between both models. Analysis shows that job stress significantly moderated the relationship between perceived laissez-faire leadership style and turnover intention.

**Table 26**

*Mean, standard deviation and t-values on self-reported and subordinates-reported leadership styles and facets (N=573)*

Variables	Subordinates' rated		Self-reported		<i>t</i> (571)	<i>p</i>	95%CI		Cohen's <i>d</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			<i>LL</i>	<i>UL</i>	
Transformational	70.35	11.42	79.18	10.42	-13.67	.000	-10.10	-7.56	.80
Transactional	40.02	5.90	42.80	4.90	-8.66	.000	-3.40	2.15	.54
Laissez-faire	11.32	3.36	8.94	3.49	11.73	.000	1.98	2.77	.69
IIA	13.89	2.67	15.44	2.50	-10.16	.000	-1.85	-1.25	.61
IIB	13.90	2.66	15.63	2.49	-11.33	.000	-2.03	-1.43	.68
IM	14.40	2.76	16.10	2.24	-11.50	.000	-1.99	-1.41	.72
IS	14.00	2.63	16.09	2.39	-14.10	.000	-2.38	-1.80	.86
IC	14.15	2.64	15.89	2.80	-10.83	.000	-2.05	-1.42	.63
CR	14.01	2.82	16.16	2.29	-14.15	.000	-2.45	-1.85	.90
MBE-A	13.64	2.67	15.22	2.36	-10.61	.000	-1.87	-1.29	.65
MBE-P	15.22	2.36	12.36	2.73	5.74	.000	.62	1.28	.82

*Note.* IIA = Idealized influence attributed; IIB = Idealized influence behavior; IM = Inspirational motivation; IS = Intellectual stimulation; IC = Individualized consideration; CR = Contingent reward; MBE-A = Management-by-exception active; MBE-P = Management-by-exception passive

Table 26 shows mean standard deviation and *t*-values on self-reported and subordinates-reported leadership styles and facets. Analysis shows that on transformational and transactional leadership styles and facets of these styles, supervisors rated themselves comparatively than their subordinates. Contrary, on laissez-faire leadership style, subordinates rated their supervisors comparatively higher as compared to the supervisors' self-ratings of laissez-faire leadership.

**Table 27**

*Mean, standard deviation and t-values of Male and Female leadership styles and facets (N=573)*

Variables	Male		Female		<i>t</i> (571)	<i>P</i>	95%CI		Cohen's <i>d</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			<i>LL</i>	<i>UL</i>	
Transformational	78.00	10.91	80.79	9.44	-3.21	.001	-4.50	-1.08	.27
Transactional	42.46	5.11	43.30	4.54	-2.05	.041	-1.65	-.04	.17
Laissez-faire	8.87	3.39	9.06	3.63	-.66	.513	-.77	-.39	.05

Table 27 shows mean standard deviation and *t*-values male and female leadership styles. Analysis shows that on transformational and transactional leadership styles female rated themselves comparatively high than male. However there was no significant difference between male and female in terms of laissez-faire leadership.

## DISCUSSION

**Discussion**

The present study was comprised of two phases. Phase-I was a pilot study carried out to establish psychometric properties of scales and questionnaires intended to be used in the main study. Phase-II the main study. Initially, the normality of data was ensured, and then reliability and validity were established. All the scales have alpha coefficients ranging from .69 to .90; it shows that the scales can be used for further analysis in main study. Then, among study variables zero-order correlation was developed in the desired directions for addressing the construct validity issues. The normal distribution of data was confirmed with the values of kurtosis and skewness which indicated that the parametric assumptions are fulfilled in order to carry out further statistical analysis. By solving these issues, further proceeding for main data analyses was conducted.

This study is conceptualized on Full Range Leadership Theory (Bass & Reggio, 2006), it comprises of three leadership types that includes transactional, transformational and laissez-faire leadership. It aims to investigate the effect of these leadership styles of heads of departments from a number of universities on personal outcomes (i.e. well-being) and job outcomes (i.e. job satisfaction, job stress, organizational commitment, turnover intentions and innovative work behavior) of their subordinate teaching staff (including lecturers, assistant professors, associate professors, and professors). The study also aimed to investigate the mediating role of job outcomes between leadership styles and well-being.

The findings of the present study are in consonance with various past studies being conducted outside Pakistan and within varied organizational setups (Pieterse, Knippenberg,

Schippers, & Stam, 2009; Imran and Haque, 2011; Kelloway, Turner, Barling & Loughlin, 2012; Rizi, Azadi, Farsani, & Aroufzad, 2013). This work with its focus on universities and their academic staff provides another addition to the leadership literature.

A number of hypotheses were developed on the basis of past work and most of the hypotheses found support from the data of this study. The analyses are presented in a hierarchical fashion where simple multiple regression analyses were performed first to evaluate the effect of leadership styles directly on personal and job outcomes and afterwards, mediating role of different job outcome variables was determined on well-being. Among the other two leadership styles, transformational leadership proved to be the most effective leadership style.

The first hypothesis “transformational and transactional leadership styles positively predict well-being”, is partially confirmed. The findings suggest a positive impact of only transformational leadership on well-being while transactional leadership style shows a non-significant relationship with well-being. In the light of literature, it can be concluded that transformational leadership has positive effects on well-being of employees (Gilbreath and Benson, 2004; Van Dierendonck et al., 2004; Bono & Ilies, 2006; Blanchard, 1993; Cooper & Cartwright, 1994; Hornstein, 1996; Kuoppala, Lamminpaa, Liira, & Vainio, 2008; Singh, Kang, & Singh, 2004).

Among all the leadership styles, transformational type can be marked as an active, energetic and visionary style; it serves as an innate characteristic for the motivation of junior employees (Ogbanna, 2000). It can be defined as guiding source by an individual's idealization, regulation of intellect, motivation and inspiration (Bass, 1997). The leadership behaviors which affect the aspirations and values of employees, fulfill higher-order achievements and influence

them to reach above their own needs and interests for the betterment of organization help in promoting the employees' wellbeing also (Bass, 1995). As the employees come to know about the charismatic and influential style by their leader at work place the employees possess higher well-being and better psychological health from their role models.

The definition of well-being seems to vary depending on researchers' specific domain. Nevertheless, it is largely accepted that well-being can be conceptualized in two ways. Firstly, well-being can be defined and measured in relation to actual symptomatology and epidemiology rates, whereby the definition encompasses both the psychological and physiological presence of illness or disease. Secondly, wellbeing can be defined in relation to mental, psychological or emotional states of workers (Danna & Griffin, 1999). For the past decade or so, there has been a rise of positive psychology among organizational researchers (Fisher, 2010).

The transactional leadership can be referred as an instrumental style that has a special focus on the exchange in subordinates' relationship (Ogbanna, 2000). The leaders may also indulge in healthy relationship with others at work environment. They can carry out productive interaction with the employees by making a special focus on their training, correcting the mistakes, or may avoid any intervening plan. These kinds of transactions are subjected as management exception (Bass, 1997). Such mechanism about transactional leadership brings about the clear situation that is gained through exchange. If this exchange and reward system is unavailable, wellbeing also diminishes in such conditions.

The second hypothesis is not confirmed as there is non- significant relationship for the prediction between laissez-faire leadership and well-being of employees. One possible explanation may be that Laissez-faire style can be marked by an overall failure for taking and

fulfilling the responsibilities of task management. Under such style, the leader is not at the end to lead the group, instead leaves it on its own. The subordinates are provided with the freedom to take the decisions regarding work methods, policies and implement the strategies accordingly. However, this leadership style seems to provide lesser opportunities for improvements minimum individual grooming and lower chances of wellbeing.

The third hypothesis, “transactional and transactional leadership styles negatively predict job stress”, is not supported by the data of the present study. The transformational leadership style shows no relationship with job stress while transactional leadership positively predicts job stress. There is some support in Kelloway et al. (2005) that leaders who evidence management by exception, which is a facet of transactional leadership style, sometimes negatively influence employees and cause a significant distress among them as they are sometimes perceived as having abusive attitude. Transactional leadership does not focus on the responsibilities and performance of an employee rather it focuses on the obedience to the leader at work environment. Hence, stress related to job and duties performed by an individual is observed.

The fourth hypothesis that predicts a positive relationship between laissez-faire leadership style and job stress has found support in the data and is consistent with a number of research studies (Densten, 2005; Robbins, 2003; Kelloway, Sivanathan, Francis, & Barling, 2005; Kelloway, Mullen, & Francis, 2006; Omolayo, 2007; Skogstad Einarson, Torsheim, Aasland, & Hetland, 2007; Hinkin & Schriesheim, 2008; Kuoppala, Lamminpaa, Liira, & Vainio, 2008; Kwag & Kim, 2009; Dirks & Ferrin, 2002) argue that employees can experience a sense of psychological distress if they do not trust their leaders which can negatively affect their well-being. In the light of many evidences it can be reported that in an organizational

environment with minimum guidance and complete choice over the tasks, stress regarding the tasks and completion of assigned duties emerge.

The fifth hypothesis states that “the transactional and transformational leadership has a significant positive prediction for university teachers' job satisfaction,” This has also found partial support as only transformational leadership had positive for the job satisfaction of university teachers (Berson & Avolio, 2004; Scandura & Williams 2004; Nemanich & Keller, 2007; Lok & Crawford, 1999, 2001; William & Hazer, 1986; Mosadegh, Rad, & Yarmohammadian, 2006; Chen & Spector 1991; Brockner 1988; DeCremer 2003; Liu et al. 2003; Emery & Barker, 2007; Castaneda and Nahavandi, 1991). Especially the work by Imper et al., (1990) and Rice & Schneider, (1994) on teachers suggest that teachers' satisfaction depended on how they perceive their principal. If they think that their principal shares information with them, gives them authority on certain matters and communicates well they report more satisfaction with their jobs. The supportive leadership style can give rise to employees' reaction, generating significant and positive relationship with employees' job satisfaction (Samuel 2011). There are several reasons to account for job satisfaction ranging from humanitarian perspective to the wellbeing of organization. The degree of job satisfaction reveals that the employees receive fair treatment, equal opportunities to serve and gain due respect at work place. This serves as a positive reflection about leader's attitude towards the employees' satisfaction, better psychological health wellbeing as well (Spector, 1999).

The transactional leadership style positively predicts the employees' job satisfaction. Bass (1998) highlighted two major aspects of the transactional style: management-by-exception and contingent reward system. The contingent reward can be marked by shaping the behavior of employees by giving rewards. The other type, management-by-exception can either be in active

state or passive one. In the active state, the leader monitors the deviances actively as matched with the set standards then carries out necessary actions for the prevention and correction of errors. In the passive state, leader looks at the mistakes by followers and lets them occur then takes certain measures to correct the errors in view of a practical example.

The transactional style gives thorough guidance about the employee's expectations and flourishes them certain goals. These goals and expectations may not be in-congruence with the upcoming conflicts. Hence, the participants facing the conflicts stay composed as get less lost in the relationship confusions and conflicts, as the goals and organizational expectations become clear to them. Therefore, transactional leadership style serves to reduce many negative aspects of job and gets to indulge the employees more in job satisfaction and dedication towards work.

The seventh and eighth hypotheses state a positive prediction among transactional/transformational leadership and significant negative relation among laissez-faire leadership and organizational commitment. The findings supports the claim with transformational leadership style having a positive relationship and the laissez-faire leadership having negative relation with the organizational commitment. The works of Keashly, Trott, & MacLean (1994) and Ribelin (2003) show that negative relations of leaders with their subordinates lead to more absenteeism and reduction in productivity. Also, according to Robbins (2003), the resignation rate among employees with transformational style is less observed than the transactional style of leadership. Similar findings on job commitment have been found by Kent and Chelladurai (2001), and Hayward, Goss, and Tolmay (2004). Brown and Peterson (1993) concluded that the employees who have believe in their managers have indicated a higher inclination towards the task performance within their organizational structures (Samad, 2007; Opkara, 2004; Warsi, Fatima, & Sahibzada, 2009).

Safer (2009) researched about the styles of leadership, in accordance with the full range leadership theory that consists of transactional, transformational and laissez faire styles with respect to the three variations in organizational commitment i.e; normative, affective and continuance commitment in UNRWA staff in Gaza, West bank, Jordan, Syria and Lebanon. The research yielded highly significant positive relationship among perceived transformational style and organizational commitment as compared with the transactional leadership. A significant negative correlation was found among the laissez faire leadership style and organizational commitment.

The relationship between transactional/ transformational leadership and organizational commitment has been explored greatly. In the light of many researched studies Bass et al. (2003) concluded a positive correlation between transactional leadership style with contingent system of reward and organizational commitment. Goodwin et al.'s (2001) has also established a positive relationship between the transactional leadership and contingent reward with organizational citizenship behavior that is a measure of organizational commitment. The clarity for achieving objectives and mechanism of gaining rewards has been linked with the contingent reward system. It proves to enhance the satisfaction of employees which develops a strong connection with the organization goals and achievements that leads to organizational commitment.

The relationship among transformational style and organizational commitment has been studied by a large number of researchers. The results reveal unanimous agreement for positive correlation between transformational leadership and organizational commitment (Keegan & Hartog 2004; Walumbwa, 2005; Avolio et al., 2004; Erkutlu, 2008).

Avolio et al. (2004) gave significant positive correlation between transformational style of leadership and organizational commitment. It shows that with necessary motivation and encouragement the subordinates become more competent and interdependent. In such a way the transformational style serves to increase the organizational commitment among employees. The stronger and closer leadership style proves best for the subordinates (direct leadership), a higher sense of organizational commitment is dwelled in the working environment. This concept is also strengthened by the work of Pillai and Williams (2004). They reported positive direct correlation with the organizational commitment.

Transformational leaders have the ability to enhance the attachment of employees to the group and provides clear group goals in an individualized perspective. The effect of transformational style on group cohesion was also highlighted by Arnold et al (2001) whose findings support the earlier work of Pillai and Williams (2004). There is an argument among the researchers that with the shift towards transformational leadership, the organizational commitment of subordinates can be enhanced greatly as the attachment to the group/team increases.

Rehman et al. (2012) found a significant relationship between transformational and transactional leadership styles and organizational commitment among academic and administrative staff in Pakistan. A positive significant relationship was studied between these two leadership styles with organizational commitment. Moreover. The transformational style had slightly stronger impact on organizational commitment.

A variety of comparisons have been sought by many researchers regarding the impact of transactional and transformational leadership on organizational outcomes for determining the

better style of leadership. Catano et al (2001) showed a higher positive correlation between transformational style and organizational commitment as compared with the transactional style. It is proposed that the transformational leaders are more liable to increase the participation of volunteers and their involvement in the organization that contributes to the level of commitment. Lee (2005) established a positive and stronger impact of transformational leadership on organizational commitment in comparison with the transactional leadership. This idea was by Erkutlu (2008) further supported the idea of leadership influence on satisfaction of employees and organizational commitment. The findings indicated that transformational style of leadership has significant positive impact on employee satisfaction and organizational commitment.

On the other hand, the transactional and laissez-faire styles of leadership, yield lower levels of employees' satisfaction and organizational commitment in the working environment. It is essential to note that when comparing the influence of transactional and transformational leadership, many researchers agree for the contingent reward system as the best within the organizational setup. The researchers are highly agreed on positive relationship between transformational style and organizational commitment, directly as well as indirectly. Moreover, transactional leadership has positive effect on organizational commitment whereas laissez-faire leadership has negative impact on organizational commitment. Further, a lot of researches reveal that transformational leadership style indicates stronger organizational commitment in comparison with the transactional style of leadership.

Many researches have been conducted on leadership styles and voluntary turnover intention by the employees, within both public and private sectors (Adjgbe, Long, Nor, & Suleiman, 2012; Vance, 2006). Hypotheses nine and ten predict a negative relationship of transformational/transactional leadership styles and a positive relationship of laissez-faire

leadership style with turnover intentions. The present study shows a positive relationship of laissez-faire leadership styles with turnover intentions and significant negative relation between transformational leadership and employees' turnover intentions. Martin and Epitropaki (2006) found several commercial and profit oriented business to have negative relation between transformational style and turnover intentions. Robbins (2003) also found higher resignation rate for transactional leaders in comparison to other leadership styles. Many studies have considerably found transformational style of leadership to be a significant mitigate for turnover intentions.

A quantitative study done by Hamstra, Yperen, Wisse, and Sassenberg (2011), about how to exactly fit in between styles of leadership and the subordinates' turnover intentions, showed that the transformational style has negative relation with turnover intention for the employees who are highly promotion-focused, but does not serve on the same level for the employees with low focus for gaining promotion. In a non-experimental quantitative study, Pieterse-Landman (2012) investigated the relation between leadership styles and employees' turnover intention. From the data collected by manufacturing companies in South Africa, the researchers established highly negative relation between transformational style and turnover intention. Similarly, Hughes, Avey, and Nixon (2010) studied leadership styles and employees' turnover intentions which revealed highly inverse relation. These researchers found that with the employees' perception about their leaders to be transformational yields a stronger exchange relationship hence reducing the intentions to quit.

In an exploratory study, Long et al. (2012) investigated the relationship between the styles of leadership and employees' turnover intentions within academic staff of a community college in Malaysia. These researchers found that transformational leadership has negative

relationship with turnover intention. In light of the earlier findings, Bycio et al. (1995) concluded that transformational and transactional leadership styles prove to be very important in reducing the turnover intentions as compared with the laissez-fair style of leadership. In Kuwait, Najm (2010) found negatively significant relationship between transformational style and turnover intentions of employees.

According to Martin and Epitropaki (2001) transformational leadership is negatively related to turnover intentions for many commercial and profit-oriented businesses. A study by Gul, Ahmad, Rehman, Shabir and Razzaq (2003) investigated the relationship between leadership styles, turnover intentions and organizational commitment. The results showed that there is high negative relation between turnover intention, transformational and transactional leadership.

A study conducted by Wells and Pearchey (2011) established an association between leadership styles (transactional and transformational), job satisfaction, and turnover intentions by the employees. This study indicated high negative correlation between transformational leadership style and turnover intention; also the relation between transactional leadership style and employees' turnover intention.

A positive relationship of transformational/transactional leadership styles and a negative relationship of laissez-faire leadership style with innovation have been predicted by Hypotheses 11 and 12. Schumpeter (1934) defined innovation as “conceptualization and execution of unique ideas, policies, processes and products.” An idea is the main step for carrying out innovation along with its implementation in an effective manner by the employees’ knowledge (Scott & Bruce, 1994; Shipton, West, Dawson, Birdi, & Patterson, 2006).

In today's rapid growing world and evolution on its highest pace, there's a strong need of innovation for the organization to be competitive in the marketplace. A study by Ramoorthy, Flood, Slattery, and Sardessai (2005) indicates that to gain innovation, organizations work for the fulfillment of employees' needs and demands in an effective manner. Janssen (2000) suggested w that to have productive environment for the innovation and targets achievement, employees should be skilled innovatively. The actions employees play a pivotal role for continuous innovation, progression, and expansion for the organization along with corporate entrepreneurship and quality management (Sharma & Chrisman, 1999). The findings suggest that transformational and transactional leadership styles significantly predict innovative work behavior among university teachers while the laissez-faire leadership style has a non-significant relationship.

A number of studies including Bass & Avolio, 1990; Boerner, Eisenbeiss, & Griesser, 2007; Janssen, 2002; Jung, Chow, & Wu, 2003; Krause (2004); Lee & Jung, 2006; Lowe, Kroeck, & Sivasubramaniam, 1996; Mumford, Scot, Gaddies, & Strange, 2002; Reuvers et al., 2008; Sosik, Avolio, & Kahai, 1997; Sosik et al., 1998, established significant positive association for transformational leadership and employees' innovation. Ghadi, Fernando, Caputi (2013) suggest that transformational leaders encourage employees to find their own solutions to their problems and to be creative, thus employees perception of them self-enhances which increases their self-esteem and make work meaningful. A significant negative association was found between laissez-faire leadership style and innovative work behavior. This kind of leadership is considered less effective because the Full Range Leadership Theory explains that these leaders delay in decision making and strategy implementation, less attentive; tend to ignore

the leadership responsibilities, casually receptive for the subordinates (Bass & Avolio, 2000; Bass, 1998).

The 13th hypothesis suggests a mediating role of job satisfaction between transformational leadership style and psychological well-being. Job satisfaction possess a strong relationship with transformational leadership and psychological wellbeing (e.g., Podsakoff et al., 1990; Fuller et al., 1996; Nielsen et al., 2009; Turner et al., 2002; Djibo, et al., 2010; Kovjanic et al. 2012). Job satisfaction can be discussed as the overall evaluation about one's tasks, work goals and demands by himself/herself (Weiss, Nicholas, & Daus 1999). There are two known schools of thought with respect to job satisfaction. The first suggests about an overall satisfaction of an individual (Gallup & Newport, 2005, Hoppock, 1935). The second school of thought believes that job satisfaction is the sum of multiple aspects (Weiss, Dawis, & England, 1999).

The findings show that job satisfaction do act as a mediator between the two variables with a variance contribution of 8%. Transformational leadership is usually related to increased level of job satisfaction (e.g. Shamri, House & Arthur, 1993, Podsakoff 1990, Conger, Kamungo, Menon 2000). As transformational leadership increases, leaders pay higher regards to employees, their opinions are valued and equally weighed in the organizational decisions. Research has found that an adult's life satisfaction can be explained by satisfaction in the workplace which leads to overall wellbeing as well (Harten, Schmidt, &Keyes, 2002). Because people spend a great deal of their adult life in the work place, it is logical to assume that the psychosocial work environment is a great influential factor to people's health and well-being. Prior research has shown that employee well-being is linked with employee productivity, and the success of the organization as whole (Harten et al., 2002). It has also shown that it has strong influence by the social, physical and psychological environment (Gilbreath & Benson, 2004).

The understanding of employees' well-being within organizational boarders is important not only for ethical reasons, but also to plan, design, and execute appropriate and effective interventions. Interventions that help prevent employee suffering and promote well-being. The transformational leadership enhances the employees' confidence level by inculcating higher sense of self-esteem in them by trusting a great deal. The employee feels respected for his opinion and leading to enhanced well-being. This is expected to reduce the tension. The transformational style makes the leader is' visionary by providing clarity for taking the things forward and create divergence from conflict. This reduces uncertainty, tension and task confusion.

The 14th hypothesis states a mediating role of organizational commitment between transformational leadership style and well-being. This hypothesis is confirmed by .07 value of R2change value and explains 7% variance by additional effect of organizational commitment in well-being. Gilbreath and Benson (2004) established the influence of leadership on well-being of employees (psychiatric disturbance). The findings revealed that transformational leadership (aids in communication, employee control, and organizing well, in consideration for the well-being of employees) has significant role for employees' well-being and its impact on lifestyle, age, stressful work and life events, social support from coworkers and at home (Arnold, 2007).

The 15th hypothesis suggests a mediating role of turnover intentions between transformational leadership style and psychological well-being. The .05 value of R2change explains variance of 5% by additional effect in well-being that confirms the hypothesis of mediation. Kedsuda and Ogunlana (2008) developed an association between transformational style of leadership and turnover. According to Mobley (1982) turnover intentions are higher in healthy economies (countries having less unemployment). In light of the fact that Ghana has

high unemployment (12.5%) even then practically it will be inaccurate to make the assumption about employees to stay or quit their jobs with the influence of leadership. The trust and competitiveness inculcated among the employees yield a higher rate of psychological wellbeing.

The 16th hypothesis suggests a mediating role of innovative work behavior between transformational leadership style and psychological well-being. The hypothesis is confirmed with .06 value of R2change that explains variance of 6% by additional effect in well-being. Janssen (2000) reports innovation as the conceptualization and implementation of new products and services in a workplace, any group or an organization, aiming for the benefit of that place. Innovation is the prime requisite in order to gain long-term organizational economical achievement, a wide variety of studies have been carried out on the aspects that facilitate employees in innovative work behavior (Mumford, Scott, Gaddis, & Strange, 2002; Scott & Bruce, 1994).

Van Dierendonck et al. (2004) studied the impact of leadership and its effects on affective well-being related to job and free of context psychological well-being, concluding that high-quality leadership is related with high level of well-being. An experimental study (Bono & Ilies, 2006) highlighted the effect of transformational style on the mood of subordinates indicating "transformational style enables the subordinates to experience positive and healthy emotions". The positive moods and emotions are reflections of positive and affective wellbeing that can be viewed as outcome of innovative minds. The transformational leaders can also act to reduce individuals' stress through motivation, mentoring and encouragement of creative ideas. Another study found transformational style has positive relation with mentoring and negative relation with job stress and increased creative thoughts and high performance rate (Sosik & Godshalk, 2000).

The 17th hypothesis suggests a mediating role of job satisfaction between transactional leadership style and psychological well-being. The .11 value of  $R^2$  change confirms the hypothesis by explaining 11% variance in well-being. Bass (1998) described transactional leadership through reflection of various effects on satisfaction. Several aspects reveal a positive impact of transactional style of leadership on employees' satisfaction. Overall, transactional style has positive relationship with job satisfaction. This predicts a higher rate of satisfaction with increased transactional style of leadership. Various researches have indicated that leadership comprising of contingent rewards have positive effect on employees' satisfaction (Klimoski & Hayes, 1980; Podsakoff & Schriesheim, 1985, Podsakoff, Todor, & Skov, 1982). Morrison, Jones and Fuller (1997) have established a positive association between transactional leadership and satisfaction. The subordinates find themselves at ease with the tasks outlined by their leaders. In such a manner they can work in accordance with the job demands applied to them.

The 18th hypothesis suggests a mediating role of organizational commitment between transactional leadership style and psychological well-being. The .09 value of  $R^2$  change explains variance of 9% by additional effect in well-being that confirms the hypothesis. Nyengane (2007) concluded that employees' commitment reveals the quality of organizational leadership style. Hence it is logical to assume that leadership style has a significant association with organizational commitment. Earlier researches reflect direct significant positive effect of leadership pattern and organizational commitment. Transformational leadership is usually related with organizational outcomes like the willingness of subordinates to put in efforts for fulfillment of tasks (Bass, 1985). According to Al-Aameri (2000) and Meyer and Herscovitch (2001) the transactional style of leadership promotes the commitment of employees in a positive manner.

The dedication towards work and the enthusiasm to flourish well in the goals is observed with the transactional type of leadership.

The 19th hypothesis suggests a mediating role of turnover intention between transactional leadership style and psychological well-being. The .08 value of  $R^2$  change explains variance of 8% by additional effect in well-being. Transactional style is referred as a style which is "instrumental" and has great focus on exchange of healthy and positive relations with the followers (Ogbanna, 2000). Leaders may also interact with employees by making a special focus on mistakes, delay of certain decisions, or avoiding intervention plans. These type of transactions are referred as management by exception (Bass, 1997). Transactional leaders dwell into sound mechanism for implementation of strategies that attract the employees, cause reduction in turnover intentions and enhance psychological well-being (Kaiser & Hogan, 2007; Lord & Brown, 2004; Sheard & Kakabadse, 2004). Gustainis (2004) reported the same role of transactional leadership and psychological well-being with turnover intentions as mediator.

The 20th hypothesis suggests a mediating role of innovative work behavior between transactional leadership style and psychological well-being. The .07 value of  $R^2$  change explains variance of 7% by additional effect in well-being. Research findings report that transactional leaders promote innovation in working styles (Stone et al. 2004; Geijsel et al 2003; and Yu et al. 2001). The transformational leaders focus more towards the subordinates as compared to the other operational processes. It is important to note that transformational style is specially regarded as valuable, ethical and authentic leadership style.

Riaz (2009) found that transformational leadership style inculcates innovative work behavior, transactional style can be referred as equally effective in the Pakistani banking sector.

Chen and Chen (2007) concluded that for more innovative proceedings, transformational style should be combined with transactional style of leadership. The reinforcement and reward system are mainly used by transactional leaders in order to enhance the innovation and better work performance (Gregory, 2006; Jung & Sosik, 2002).

The 21st hypothesis states that job stress is likely to moderate between laissez-faire leadership style and organizational commitment. Model 1 explained 7% variance and Model 2 explained 8% variance which indicates significant change of 1% between both models. The results show that job stress significantly moderates the relationship between perceived laissez-faire leadership and organizational commitment. Laissez-faire leadership style or can influence an individual's commitment level, turnover intentions and perception about job insecurity resulting in stress and anxiousness (Brannon, Barry, Kemper, Schreiner & Vasey, 2007). Masih (2003) reported that laissez-faire leadership style yields organizational commitments but it fluctuates with the change in stress related to the work environment as well. Erkutlu and Chafra (2006) suggested that laissez-faire leadership can be a cause of negative results in organizational performance such as lower satisfaction, higher stress, and less organizational commitment by employees.

A significant positive correlation between laissez-faire leadership and organizational commitment has been studied. It indicates that when an organizational leadership climate is relaxed and tension-free, there are higher chances of employees' commitment (Dawis & Lofquist, 2004; Ti-Wu 2006). According to Lord and Maher (1991), perceptual processes may cause the employees to interpret the free leadership style as assessment of confidence in them by their management which can be brought by commitment from the organization. Such findings can be

referred as assumption that employees feel relaxed and easy while working if left alone in order to make and implement the decisions on their own within the organization.

The 22nd hypothesis states that job stress is likely to moderate between laissez-faire leadership style and turnover intention. Model 1 explained 17% variance and Model 2 explained 18% variance which indicates significant change of 1% between both models. The findings show that job stress has significant moderate association between perceived laissez-faire leadership and employees' turnover intentions (Mona & Sharif, 2009). Turnover intention is about the subjective perception of the individual to quit the present job for other opportunities when in stress with the current working environment. The higher intentions to quit the job may have indirect negative impact at work in the form of withdrawal at job (Porter & Steers, 1973).

### **Implications**

The present study has theoretical and applied significance. This is based on Full Range Leadership Theory. Mostly the findings were in line with the theoretical assumptions of Leadership theory. Thus theory is supported in the educational institutions of a collectivist context.

The study has applied significance as the outcomes of leadership practices in educational institutions are examined. More specifically, direct and indirect effect of leadership styles on the innovative work patterns of the employees holds great significance for today's fast growing and technological workplace.

The study has made an addition to the existing body of collectivist knowledge on Full Range Leadership Theory. Especially, use of cross-ratings in leadership evaluations shared

valuable insights regarding the differences in leadership perception among subordinates and supervisors.

In current decades, after the rise of positive psychology in general and positive organizational behavior in particular, well-being of employees is more focused. The present study has confirmed the direct and indirect effect of leadership on employees' well-being. Thus by incorporating transformational and transactional leadership in educational institutions, well-being of the university teachers can be enhanced which will lead towards high job performance and more productivity.

The present study has contributed a great deal to the Full Range Leadership Theory with the confirmation of many theorists' assumptions (Bass & Reggio, 2006) and many of previous findings mostly in Western countries.

The importance of leadership cannot be ignored within academic settings of universities. Most of the leadership research is primarily focused on administrative and managerial positions within corporate sector organizations. The present study brings to limelight the influence of leadership styles on university teachers and their personal and job outcomes. An interesting finding in the study is the difference of perception of leadership styles as self-reported by Heads of departments and as rated by subordinate teachers.

## **Limitations**

First, this study consists of three leadership styles from the Full Range Leadership Theory. It would serve to be more informative and useful by taking into account all the nine factors of theory.

This study is carried out through cross-sectional survey research design generally yields lower levels of internal validity, hence causal inferences could not be drawn. In future, experimental research design would be more appropriate to study the cause-effect relationship among the study variables.

As the variance explained by predictors is about 12 % there could be several other factors contributing to behaviors of university teachers alongside leadership dimensions. Future studies should take these points into cognizance to include other potential factors as well.

In the current study data were collected from public sector universities only, in future researches, both public and private sector comparison may be carried out.

## Summary of the Research

Empirical work on leadership has long history. Overall theoretical and empirical contributions in the field of leadership are documented in literature in four eras including *pre-classical*, *classical*, *modern* and *post-modern era*. In the current decades, the theoretical and empirical work on leadership has been entered into *the post-modern era* of leadership. More specifically in the *post-modern era*, the latest advancement in leadership is known as *The New Leadership Approaches*. The Full Range Leadership Theory which is focused in the present study is one of the most important theories of *The New Leadership Approaches*. The theory has three leadership styles including transformational, transactional and laissez-faire which are placed on a two-dimensional continuum including theory based active-passive dimension and research based effective-ineffective dimension. Transformational leadership is active and effective whereas laissez-faire leadership is passive and ineffective. Transactional leadership stands in between these two extremes. In the present study data on leadership styles were collected from heads of departments in educational departments in different universities whereas the subordinates of the heads from teaching staff provided information on their work-related attitudes. For the purpose of data collection, seven self-report measures were administered on participants.

The present study has three objectives. Firstly, the study examined the direct effect of leadership styles on the prediction of personal and job related outcomes among university teachers. Well-being was taken as personal outcome whereas job satisfaction, organizational commitment, turnover intention and innovative work behavior were taken as job outcomes. Hypotheses were tested by employing multiple regression analysis which revealed that leadership styles of heads significantly predicted personal and job outcomes of their subordinate teaching staff. The second objective of the study was related to mediation hypotheses. It was assumed that leadership styles

including transformational and transactional directly predict the work outcomes of teaching staff and these work outcomes directly predict the well-being of university teachers. In other words, employees' job related outcomes mediate between leadership styles and well-being. Results of the hierarchical regression demonstrated that job outcomes partially mediated between leadership styles and well-being. The third hypotheses examined the moderating effect of job stress on the relationship between laissez-faire leadership style of head and two job related outcome among subordinate teachers including organizational commitment and turnover intention. The findings of the hierarchical regression analysis revealed that job stress moderated the relationship between laissez-faire leadership style and tow job related outcomes. The findings confirmed that along with laissez-faire leadership of heads, job stress reduces organizational commitment of the teachers and increases turnover intention in the teaching staff. The study makes valuable contribution in the existing body of empirical knowledge on Full Range Leadership Theory with respect to different mediation and modern related hypotheses testing. The study suggest theoretical, empirical and applied insights on the effect of the leadership practices of the heads on some of the very important aspects of their subordinates' personal and professional life.

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**Annexure-A**

**Informed Consent**

Department of Psychology,  
International Islamic University Islamabad

I am a doctoral student of Psychology and conducting a research on "Effects of Leadership Styles on Personal and Job Outcomes among Teaching Faculty of Public Sector Universities." I am collecting data for research and need your support in this respect. I need your opinion on a number of Scales/Questionnaires related to this topic. I ensure that your information will be used only for research purpose. Kindly sign below if you are willing to participate in this study.

I confirm that I have read the above mentioned information and understand the nature of the proposed study

Signature: -----

Date: .....

**DEMOGRAPHIC SHEET**

1. Name of Present University/Institute: \_\_\_\_\_
2. Gender: Male Female 3. Age (In years) \_\_\_\_\_
4. Residential Status: Rural/Urban 5. Single / Married/ Divorced / Widowed \_\_\_\_\_
6. Qualification: MA/MSC, MS/M.PHIL, PhD \_\_\_\_\_
7. Designation: Lecturer / Assistant Professor / Professor \_\_\_\_\_
8. Job Status: Visiting Faculty / Tenure Track / Contract / Regular \_\_\_\_\_
9. Monthly Income: \_\_\_\_\_
10. Additional Duties you perform  
(Besides teaching) \_\_\_\_\_
11. Year of joining this particular Institute \_\_\_\_\_
12. Total Job Experience in Years \_\_\_\_\_
13. Previous institutes served      Institute      Duration  
(With duration of service in years)  
\_\_\_\_\_      \_\_\_\_\_  
\_\_\_\_\_      \_\_\_\_\_  
\_\_\_\_\_      \_\_\_\_\_

**WARWICK EDINBERG MENTAL WELL-BEING SCALE**

**Instructions:** Below are some statements about feelings and thoughts. Please tick the box that best describes your experience of each over the last 2 weeks.

Sr. No	Statement	None of time	Barely	Some of time	often	All of time
1	I've been feeling optimistic about the future	1	2	3	4	5
2	I've been feeling useful	1	2	3	4	5
3	I've been feeling relaxed	1	2	3	4	5
4	I've been dealing with problems well	1	2	3	4	5
5	I've been thinking clearly	1	2	3	4	5
6	I've been feeling close to other people	1	2	3	4	5
7	I've been able to make up my own mind about things	1	2	3	4	5

Annexure-D

**JOB SATISFACTION SCALE**

**Instructions:** Listed below are statements intended to see your opinion about your level of satisfaction in your job settings. Please indicate the degree of your agreement or disagreement with each statement by selecting the appropriate option that best describes your own level of satisfaction at work.

Sr. No	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	I am satisfied with the promotion I have received in this organization.	1	2	3	4	5
2	I am satisfied with the salary I received in this organization.	1	2	3	4	5
3	I am satisfied with the status I have earned in this organization.	1	2	3	4	5
4	I am satisfied with the projects I have been involved.	1	2	3	4	5
5	I am satisfied with the progress I have made toward achieving my overall career goals.	1	2	3	4	5
6	Generally speaking I am satisfied with my job.	1	2	3	4	5

**JOB STRESS SCALE**

**Instructions:** Listed below are statements that represent possible opinions that you may have about working in your organization. Please indicate the degree of your agreement or disagreement with each statement by selecting the appropriate option that best represent your point of view about your organization.

Sr. No	Statements	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1	Working here makes it hard to spend enough time with my family.	1	2	3	4	5
2	I spend so much time at work; I can't see the forest for the trees.	1	2	3	4	5
3	Working here leaves little time for other activities.	1	2	3	4	5
4	I frequently get the feeling I am married to the company.	1	2	3	4	5
5	I have too much work and too little time to do it in.	1	2	3	4	5
6	I sometimes dread the telephone ringing at home because the call might be job related.	1	2	3	4	5
7	I feel like I never have a day off.	1	2	3	4	5
8	Too many people at my level in the company get burned out by the job demands.	1	2	3	4	5
9	I have felt fidgety or nervous as a result of my job.	1	2	3	4	5
10	My job gets to me more than it should.	1	2	3	4	5
11	There are lots of times when my job drives me up the wall.	1	2	3	4	5

13	Sometimes when I think about my job I get a tight feeling in my chest.	1	2	3	4	5
13	I feel guilty when I take time off from job.	1	2	3	4	5

## ORGANIZATIONAL COMMITMENT SCALE

**Instructions:** Listed below are a number of statements to which I would like your responses. Please respond to each statement individually and be assured that there are not absolutely right nor absolutely wrong answers. For each statement please indicate your opinion by choosing one of the following.

Sr. No	Statement	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1	I am willing to put in a great deal of effort beyond that normally expected in order to help this organization to be successful.	1	2	3	4	5
2	I take up this organization to my friends as a great organization to work for.	1	2	3	4	5
3	I feel very little loyalty to this organization.	1	2	3	4	5
4	I would accept almost any type of job assignment in order to keep working for this organization.	1	2	3	4	5
5	I find my values and organization's values similar.	1	2	3	4	5
6	I am proud to tell others that I am part of this organization.	1	2	3	4	5

7	I would just as well be working for a different organization as long as the type of work was similar	1	2	3	4	5
8	This organization really inspires the very best in me in the way of job performance.	1	2	3	4	5
9	It would take very little change in my present circumstances to cause me to leave this organization.	1	2	3	4	5
10	I am extremely glad that I chose this organization to work for, over others I was considering at the time I join.	1	2	3	4	5
11	There is not too much to be gained by sticking with this organization indefinitely.	1	2	3	4	5
12	Often, I find it difficult to agree with this organization's policies on important matters relating to its employees.	1	2	3	4	5
13	I really care about the fate of this organization.	1	2	3	4	5
14	For me, this is the best of all possible organizations for which I work.	1	2	3	4	5
15	Deciding to work for this organization was a definite mistake on my part.	1	2	3	4	5

1

Annexure-G

**INNOVATIVE WORK BEHAVIOR SCALE**

**Instructions:** Some statements are given below, for each statement please give your opinion. Encircle only that option which closely shows your preferred way of thinking and working within your organization.

Sr. No	In this organization, I usually involve in...	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	Creating new ideas for difficult issues	1	2	3	4	5
2	Searching out new work methods, techniques or instruments	1	2	3	4	5
3	Generating original solutions for problems	1	2	3	4	5
4	Mobilizing support for innovative ideas	1	2	3	4	5
5	Acquiring approval for innovative ideas	1	2	3	4	5
6	Making important company members enthusiastic for innovative ideas	1	2	3	4	5
7	Transforming innovative ideas into useful applications	1	2	3	4	5
8	Introducing innovative ideas into the work environment in a systematic way	1	2	3	4	5
9	Evaluating the utility of innovative ideas	1	2	3	4	5

### TURNOVER INTENTION SCALE

**Instructions:** Some statements are given below, for each statement please give your opinion. Encircle only that option which closely shows your preferred way of thinking and working within your organization.

Sr. No	Statement	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1	I am actively looking for a job outside the organization.	1	2	3	4	5
2	As soon as I can find a better job, I shall leave the organization.	1	2	3	4	5
3	I am seriously thinking about quitting my job.	1	2	3	4	5
4	I have no desire to remain employed by the organization.	1	2	3	4	5

### MULTIFACTOR LEADERSHIP QUESTIONNAIRE

Following are given some statements related to certain characteristics of your immediate Boss/HOD at your organization. You are requested to rate your observation about your boss/HOD on the following statements by choosing any option ranging from Strongly Disagree (1) to Strongly Agree (5).

Sr. No.	Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
	<b>My Boss (HOD).....</b>					
1	Provides others with assistance in exchange for their efforts.	1	2	3	4	5
2	Re-examines critical assumptions to question whether they are appropriate.	1	2	3	4	5
3	Fails to interfere until problems become serious.	1	2	3	4	5
4	Focuses attention on irregularities, mistakes, exceptions, and deviations from standards.	1	2	3	4	5
5	Avoids getting involved when important issues arise.	1	2	3	4	5
6	Talks about my most important values and beliefs.	1	2	3	4	5
7	Is absent when needed.	1	2	3	4	5
8	Seeks differing perspectives when solving problems.	1	2	3	4	5
9	Talks optimistically about the future.	1	2	3	4	5
10	Instills pride in others for being associated with me.	1	2	3	4	5
11	Discusses in specific terms that who is responsible for achieving performance targets.	1	2	3	4	5
12	Waits for things to go wrong before taking action.	1	2	3	4	5

13	Talks enthusiastically about what needs to be accomplished.	1	2	3	4	5
14	Specifies the importance of having a strong sense of purpose.	1	2	3	4	5
15	Spends time teaching and coaching.	1	2	3	4	5
16	Makes clear what one can expect to receive when performance goals are achieved.	1	2	3	4	5
17	Shows that he/she is a firm believer in, if some method doesn't work then don't apply it.	1	2	3	4	5
18	Goes beyond self-interest for the good of the group.	1	2	3	4	5
19	Treats others as individuals rather than just as a member of a group.	1	2	3	4	5
20	Demonstrates that problems must become chronic before he takes action.	1	2	3	4	5
21	Acts in ways that build others' respect for me.	1	2	3	4	5
22	Concentrates his/her full attention on dealing with mistakes, complaints, and failures.	1	2	3	4	5
23	Considers the moral and ethical consequences of decisions.	1	2	3	4	5
24	Keeps track of all mistakes.	1	2	3	4	5
25	Displays a sense of power and confidence.	1	2	3	4	5
26	Articulates a compelling vision of the future.	1	2	3	4	5
27	Directs his/her attention toward failures to meet standards.	1	2	3	4	5
28	Avoids making decisions.	1	2	3	4	5
29	Considers an individual as having different needs, abilities, and aspirations from others.	1	2	3	4	5
30	Gets others to look at problems from many different angles.	1	2	3	4	5
31	Helps others to develop their strengths.	1	2	3	4	5
32	Suggests new ways of looking at how to complete assignments.	1	2	3	4	5
33	Delays responding to urgent questions.	1	2	3	4	5

34	Emphasizes the importance of having a collective sense of mission.	1	2	3	4	5
35	Expresses satisfaction when others meet expectations.	1	2	3	4	5
36	Expresses confidence that goals will be achieved.	1	2	3	4	5