

**Exploring the Relationship between Transformational Leadership Style,
Job Satisfaction, Emotional Exhaustion and Burnout: A Case from
Universities of Lahore**

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Abstract

Development of the organization in this corporate world depends upon the dynamic environment of organizations. In present milieu, transformational leadership proved successful leadership paradigm along with motivating subordinates for improving organizational performance. Behavioral norms of the organization's culture depend upon ethical manner and anticipation of environmental changes. Certain environmental variable interacts with leadership to improved performance. This study designed to find out relationship transformational leadership style, emotional exhaustion job satisfaction, and burn out at university level. Population of this study was university teachers situated in Lahore. Sample of 400 teachers were selected from 10 (public and private) universities through convenient sampling technique (due to COVID-19). Present study implied descriptive research method. Its instrument was the standard questionnaire. Four instruments (Multifactor Leadership Questionnaire, Job Satisfaction Scale, Burnout and Emotional Exhaustion Scale) were used to collect data. Findings of the study revealed that transformational leadership did not show any relationship with job satisfaction, emotional exhaustion and burnout. Job satisfaction was weakly correlated with emotional exhaustion and burnout. Findings of the study cannot be generalized due to convenient sampling. It is therefore recommended that better sampling strategies produce more generalizable results.

Keywords: Leadership, Transformational leadership style, Job satisfaction, emotional exhaustion and burnout.

Introduction

Leadership has a long history of research. Mostly researches focused on theoretical background of the phenomena. Different theoretical eras of leadership are trait, humanistic behavioral and contingency theories.

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At beginning of the 19th century, leadership research concentrated to find out some specific traits that separated leaders from non-leaders. These theories of leadership were trait theories, concentrated on “what” a powerful leader is, not “how” to successfully lead (Allen, 1998). Main idea behind this theory was that to recognize the leaders possessing those specific traits and put them in the position of leaders. Character, physical, and intellectual attributes were analyzed (Horner, 1997).

In contrast with trait theory behavioral theories described leadership in terms of what leader do. According to this perceptive leadership is the outcome of effective role behavior. Behavioral theory recommended that behaviors differentiated leaders from non-leaders. Behavioral studies center on distinguishing basic conduct factors of leadership that can be utilized to prepare individual to progress toward becoming leader (Khagendera, 2012).

Third era is based on contingency theory, contingency theories put of forth ideas that leader’s success is dependent on the specific situation. The contingency theories of leadership stat the requirement for the leader to adopt the style according to the situations and expect a style of leadership that is suitable for the event (Hersey & Blanchard, 2016). After this era new concept of leadership emerged i.e. transactional and transformational leadership.

Transformational leadership is a style through which leader can motivate and inspire followers to achieve all the organizational goals. He/she focus on employees’ professional development and also excite them to put extra efforts to achieve goals. Transformational leaders bring positive changes in the employees and encourage them to take care of members of the group (James & Ogbonna, 2013). Judge and Piccolo (2004) stated that transformational leadership shows strong relationship with certain performance-based outcome variables. Some studies mentioned below empirically verified this claim.

Transformational leadership was also positively correlated with effectiveness and job satisfaction and significantly negatively correlated to burnout (Jong, 2007). Bass (1990) found positive strong correlation between transformational leadership and job satisfaction.

Leadership styles and job satisfaction are also correlated with emotional exhaustion (Jong, 2007). Emotional exhaustion defined to feelings of being overextended and exhausted. The exhaustion segment speaks to the fundamental individual pressure measurement of burnout (Maslach, 2001). Emotional exhaustion is identified with low execution and it has been demonstrated that emotional exhaustion is the best indicator of burnout (Jong, 2001). Maslach, (2001) burnout is a reaction on relational stressor at work. Leiter (2008) said that burnout is as a disorder of emotional exhaustion.

Transformational leadership, style emotional exhaustion and burnout are also related to employee effectiveness. Employee effectiveness can be depicted as behavior that can be assessed as constructive or negative for people. Employees know about the presentation measures and the significance to accomplish the greatness in their obligations. Because a state of employee inclusion in the organizational procedure, the substance is granted with staff duty which decrease rotation level and the expense related with the employing and preparing processes (Jong, 2007).

There are many researches available on leadership styles at international level, also available on job satisfaction, burnout, emotional exhaustion and effectiveness) and follower personality. Jong (2007) conducted a study on the relationship between leadership styles and outcome variables like job satisfaction, emotional exhaustion, burnout and follower personality as a moderator. He found that leadership styles were correlated with job satisfaction.

In Pakistani context, Khan and Zafar (2013) studied causes and consequences of job burnout in a developing country at public and private organization. The results revealed that exhaustion and cynicism were negatively correlated with age.

A study conducted on the effect of leadership styles on workers' job satisfaction in the health zone of different hospital of Dera Ghazi Khan, Muzaffargarh and Bahawalpur in Punjab. Results display that transformational leadership style had positive impacts on satisfaction of employees than transactional leadership style (Rasool, Arfeen, Mothi, & Aslam 2015). Sarwar, Batool, and Mumtaz (2015) studied effect of leadership styles on employees' commitment and their job satisfaction in IT research and development department of three major cities of Pakistan, Multan, Lahore and Islamabad. It was found that transformational and transactional leadership had significant impact job satisfaction and organizational commitment.

Noureen, Awan, and Noshaba (2015) did a research study on relationship between four leadership styles (directive, participative, supportive and achievement-oriented) of school principals and job satisfaction of their teachers as moderated by task structure and locus of control at school level. Result showed that there was significant correlation between leadership styles and job satisfaction. Relationship between achievement oriented leadership styles and job satisfaction was moderated by task structure. It was found that locus of control is not a strong moderator.

After reviewing the literature (Khan & Zafar, 2013; Rasool, Arfeen, Mothi, & Aslam 2015; Sarwar, Batool, & Mumtaz, 2015; Noureen, Awan, & Noshaba, 2015) it was found that no specific was carried out on relationship of transformational leadership style with job satisfaction, burnout, and emotional exhaustion. Therefore, Current study was designed to explore relationship between transformational leadership style, job satisfaction, emotional exhaustion and burnout at university level. Objectives of current are given in proceeding section.

Objectives of the Study

- 1 Investigating the relationship of transformational leadership style with job satisfaction, emotional exhaustion and burnout at university level
- 2 Find out the effect of gender on transformational leadership style, job satisfaction, emotional exhaustion and burnout.

Hypotheses

Following hypotheses were formulated to achieve above mentioned objectives.

H_{01} : There is no significant relationship between transformational leadership styles and job satisfaction at university level.

H_{02} : There is no significant relationship between transformational leadership styles and emotional exhaustion at university level.

H_{03} : There is no significant relationship between transformational leadership styles and burnout at university level.

H_{04} : There is no significant effect of gender on teacher's perception about their heads' transformational leadership style.

H_{05} : There is no significant effect of gender on the job satisfaction of university teachers.

H_{06} : There is no significant effect of gender on the emotional exhaustion of the teachers.

H_{07} : There is no significant effect of gender on burnout of the teachers.

Literature Review

The meaning of leadership has consistently been an interesting inquiry to which everybody appears to have an alternate answer. Many researchers have found that the key to leadership is the leader's relationship to his/her employees. Joseph and Rost (1991) recommended that leadership is not the work by an individual, rather it is very well may be characterized as a communitarian try among the staff or gathering individuals.

Leadership theories have been improved with passage of time and all these theories are equally important can be applied according to context (Dess & Picken, 2014). There are many leadership styles like democratic, autocratic, Laissez-faire, transactional leadership style and transformational leadership style.

Transformational Leadership Style

The transformational leadership style relies upon significant levels of correspondence from the board to meet objectives. Leaders inspire representatives and improve profitability and effectiveness through correspondence and high deceivability. These kinds of leaders are role models. This style of leadership requires the association of the board to meet objectives.

Bass's Model of Transformational Leadership. Bass (1985) takes note of that to impact change: The transformational leaders forcefully distinctly mixes or alter the strength of requirements which may have lain lethargic. Transformational leaders endeavor and prevail with regards to raising supporters to a more noteworthy mindfulness about the issues of results. According to Bass (1985) transformational measures are identified with the redesigning of requirements, which empower devotees to become self-guiding, self-completing and "self-fortifying" thusly the subordinates go facing more prominent obligations. According to Bass (1985) transformational leadership gets goals by: (1) raising our degrees of awareness our degree of awareness about the significance and estimation of assigned results, and methods for contracting them is accomplished, (2) getting us to rise above our own personal responsibility for the group, organization, or bigger country and (3) by extending our arrangement of requirements and needs. According to Bass (1985) the first original work of Bass (1985) three components were characterized. These were charismatic leadership and inspirational leadership, individual consideration and intellectual incitement.

According to Armstrong (2003), Jong (2007) leadership styles are directly related to employee job satisfaction. Armstrong (2003) characterized job satisfaction as the feelings of people about their job. He referenced that if individuals have positive feelings towards their job, this implies job satisfaction, yet if they have negative disposition towards their job, this implies work disappointment.

Job Satisfaction

Job satisfaction can be defined as employees' positive feelings towards the job which leads him/her towards work motivation. Different scholars explained indicators of job satisfaction differently. There are different indicators available in literature like pay working environment, leadership styles and interpersonal relations. Locke (1970) defined job satisfaction as feeling pleasure about job or experiences related to job.

Emotional Exhaustion

According to Demerouti (2010) emotional exhaustion is physical, emotional and subjective strain, for example a long-term delayed presentation to certain job request. Emotional exhaustion refers to the exhaustion of psychic energy or the depleting of emotional resources.

Emotional weariness is an ongoing condition of physical and emotional consumption that outcomes from exorbitant work or potentially close to home requests and ceaseless pressure. Burnout, a term used to depict a pressure response or strain, is characterized as a condition of emotional depletion and criticism towards one's work because of constant hierarchical stressors (Maslach & Jackson, 1986). Emotional weariness is one of the more extraordinary assortments of business related strains. It shows in representatives as an overall loss of feeling and concern, trust, interest and soul (Maslach, 1982).

Burnout

Bradley (1969) recognized this phenomenon and was moreover clarified upon by Freudenberg (1974). Freudenberg embraced a clinical and methodology considered "burnout clutter" as a psychological issue which, as per his theory or point of view, is mostly result of individual attributes, for example, intra-individual conflicts useless personality characteristics and ineffectual ways of dealing with stress (Schaufeli, 2003). Three kinds of results of burnout can be named as following: (a) mental and physical health, (b) personal relationships and (c) professional behavior and performance (Kondylis, Pandelis, Sfakianakis, & Prokopiou, 2004).

Burnout must be seen from word related pressure, everything viewed as a seen steady sort of pressure at work that surpass the constraint of individual of the person's capacity to control or conform to stressors and likewise, lead to burnout (Maslach & Schaufeli, 2001). Burnout explained as a normal for stress, that framework the reaction stressors at work. It is considered as an emotional wellbeing hazard in working place (Shirom, 2010).

As indicated by Cooper (2001) burnout is as a risky case of chronic pressure. Chronic stress is generally brought about by consistent passionate pressure which the individual can't resist. Burnout is a state that happens over the greater part of time and is caused by emotional exhaustion and negative dispositions that negative attitude discontent, criticism, insufficiency and disappointment. It for the most part happens when an individual experience physical, mental or spiritual fatigue and can never adapted again (Crampton, Hodge, Mishra, & Prices, 1995).

Making employees satisfied with their job is very important to keep creative and efficient employees. Hence, one of the important ways for leaders is to adopt suitable leadership style through which they can maximize the satisfaction of their employees. A real leader is one that gives respects to their followers and also trusts them. Transformational leaders inspire their followers and also motivate them to achieve organizational goals. They provide development opportunities to followers and also try to satisfy their followers (Long, Yusof, Tan, & Heng, 2014). Azadehdel and Naghdibibalan (2015) revealed significant correlation between transformational leadership style, burnout and emotional exhaustion. Studies found in literature also explain that variables like job satisfaction, burnout and emotional exhaustion are significantly related to transformational leadership style. Hence current was planned to investigate relationship between all these variables. Conceptual framework of the study is given below.

Conceptual Framework of the Study

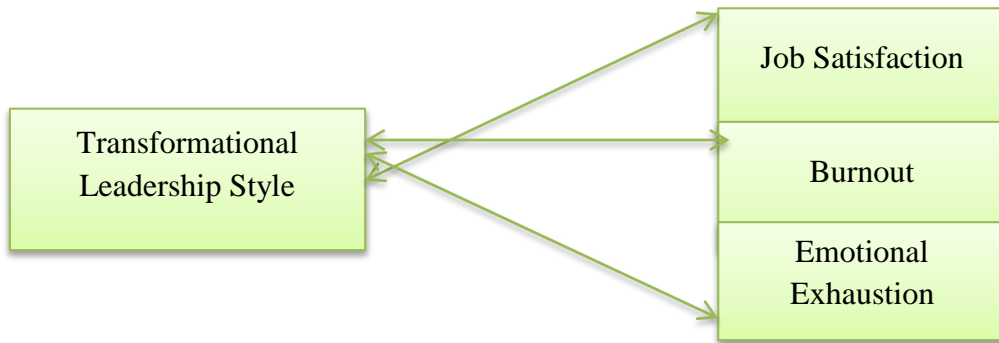


Figure 1. Conceptual framework of the study

Research Methodology

Research Design

The present research was quantitative in nature. Correlational research design was used to find out the relationship between variables of the study.

Population of the Study

Population of the study was comprised of teaching faculty of public and private universities in Lahore Punjab. The total number of public universities in Lahore were 11 and the total number of universities of private in Lahore are 20 (www.hec.com). The total number of teachers in public universities were 7551 and total number of teachers in private university were 4968 (www.hec.com).

Sample of the Study

Through convenient sampling technique 400 teachers were selected from 10 universities (public and private) of Lahore.

Instrumentation

Multifactor Leadership Questionnaire (MLQ): MLQ was used to measure transformational leadership style that is developed by Bass (1995). It has 11 statements. This questionnaire was used to assess teachers' perception regarding their heads' transformational leadership style.

Job Satisfaction Scale: Boumans (1990) and Geersing (1984) develop a scale that was used to measure job satisfaction. It has 5 statements.

Burnout Scale: Maslach (1986) developed a scale which was used to measure burnout. It had 3 statements.

Emotional Exhaustion Scale: Maslach (1986) develop a scale which was used to measure emotional exhaustion. It has 3 statements.

Data Analysis

Descriptive statistics and inferential statistics were used to analyze the data.

Table 1

Mean and standard deviation of variables

Variables	Mean	Std. Deviation
Transformational leadership style	51.72	3.17
Job Satisfaction	18.85	2.41
Burnout	11.24	1.86
Emotional Exhaustion	11.98	1.79

Table 1 shows that transformational leadership style has the mean score ($M = 51.72/11 = 4.70$) which is close to scale mark Strongly Agree (5.0). It shows that majority of the teachers were agreed that their heads adopted transformational leadership style. Job satisfaction has the mean score ($M = 18.85/5 = 3.77$) which is close to scale mark Agree (4.0). Burnout has the mean score ($M = 11.24/3 = 3.74$) which is close to scale mark Agree (4.0). Emotional exhaustion has the mean score ($M = 11.98/3 = 3.99$) which is close to scale mark Agree (4.0).

Table 2

Correlations between all variables

No. Variables	<i>M</i>	<i>SD</i>	1	2	3	4
1. Transformational Leadership Style	51.84	3.34	-	0.20	.013	.056
2. Job Satisfaction	17.75	2.59		-	.377**	-.247**
3. Emotional Exhaustion	10.70	2.05			-	-.033
4. Burnout	11.85	2.02				-

** $p < 0.01$ (Sig. 2-tailed)

Table 2 shows that transformational leadership style does not show significant relationship with job satisfaction burnout and emotional exhaustion. Above table indicates that job satisfaction shows the positive weak correlation with emotional exhaustion and negative weak correlation with burnout. Table also shows that there is no relationship between emotional exhaustion and burnout.

Table 3

Gender wise difference regarding transformational leadership style

Variable	Gender	N	M	SD	t	df	P
Transformational leadership style	Female	200	51.84	3.34	.756	398	.450
	Male	200	51.60	2.99	-	-	-

*p<0.05 (Sig. 2-tailed)

Table 3 shows that there is no significant effect of gender on teacher's perception of transformational leadership style of their heads. For t-test since $p = 0.450$ is greater than significance level $\alpha = 0.05$, the null hypothesis that there is no significant difference was accepted ($t (.756) = 0.450, p > .05$).

Table 4

Gender wise difference regarding job satisfaction

Variable	Gender	N	M	SD	t	Df	P
Job Satisfaction	Female	200	17.75	2.59	8.02	398	.000*
	Male	200	15.95	8.18	-	-	-

*p<0.05 (Sig. 2-tailed)

Table 4 shows that there is significant effect of gender on teachers' job satisfaction. For t-test since $p = 0.000$ is less than significance level $\alpha = 0.05$, the null hypothesis that there is no significant difference was rejected ($t (8.028) = 0.000, p < .05$).

Table 5

Gender wise difference regarding emotional exhaustion

Variable	Gender	N	M	SD	t	Df	P
Emotional Exhaustion	Female	200	11.85	2.02	-1.482	398	.139
	Male	200	12.12	1.50	-	-	-

*p<0.05 (Sig. 2-tailed)

Table 5 shows that there is no significant effect of gender on teachers' emotional exhaustion. For t-test since $p = 0.139$ is greater than significance level $\alpha = 0.05$, the null hypothesis that there is no significant difference was accepted ($t (-1.482) = 0.139, p > .05$).

Table 6

Gender wise difference regarding burnout

Variable	Gender	N	M	SD	t	Df	P
Burnout	Female	200	10.70	2.05	-6.090	398	.000*
	Male	200	11.79	1.48	-	-	-

*p<0.05 (Sig. 2-tailed)

Table 5 shows that there is significant effect of gender on teachers' perception regarding burnout. For t-test since $p = 0.000$ is less than significance level $\alpha = 0.05$, the null hypothesis that there is no significant difference was rejected ($t(-6.090) = 0.000, p < .05$).

Discussion

Leadership styles in universities have become one of the main concerns of educational system. In order to enhance academic excellence, leadership role is determining factor in academic institutions. The objective of this research is to find out relationship among transformational leadership style, emotional exhaustion, job satisfaction and burnout.

Universities heads used different leadership styles which influence on teachers' job satisfaction, burnout and emotional exhaustion. Results showed that female and male teachers of universities are significantly different on burnout and job satisfaction. This finding was supported by Khan, Khan, and Naz (2017) they also found significant difference between male and female employees regarding burnout. Male teachers were more agreed on burnout and female teachers were more satisfied with their job. Findings indicated that male and female were not significantly different on transformational leadership style and emotional exhaustion. Transformational leadership style didn't show significant correlation with job satisfaction burnout and emotional exhaustion. This finding was not supported by Choi, Gho, Adam, and Tan (2016), Abelha, Carneiro, and Cavazotte (2018). They found a significant correlation between job satisfaction and transformational leadership. Findings of Green, Miller, and Aarons (2011), Liu, Liu, Yang, and Wu (2019) also did not support the finding that transformational leadership style is not correlated with emotional exhaustion. Findings of Saleem, Ali, and Akhtar (2016) also do not support the finding of current study; they found that transformational leadership is significantly correlated with job satisfaction and insignificantly correlated with burnout. Job satisfaction showed the significance correlation with emotional exhaustion and negative correlation with burnout. This finding was in tandem with the findings of Ogresta, Rusac, and Zorec (2008) they also found significant correlation between job satisfaction, burnout and emotional exhaustion. Emotional exhaustion did not develop any relationship with burnout.

Findings of the study cannot be generalized due to convenient sampling. It is therefore recommended that better sampling strategies produce more generalizable results.

Conclusion

On the basis of the results it was concluded that transformational leadership style was not correlated with job satisfaction, burnout and emotional exhaustion. Job satisfaction showed the weak correlation with emotional exhaustion and negative weak correlation with burnout. Emotional exhaustion did not develop any relationship with burnout. Analyses showed that majority of the teachers were agreed that their heads adopt transformational leadership style. Hence, it can be concluded mostly heads of the departments use transformational leadership style.

It was also concluded that there was no significant gender wise difference of teachers regarding transformational leadership style of their heads and emotional exhaustion. Based on findings it was concluded that there was significant gender wise difference of teachers regarding job satisfaction and burnout. Female teachers were more satisfied with their job and male teachers were more agreed on burnout.

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