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RESEARCH ARTICLE

The Relationship between of Transformational Leadership, Job Satisfaction and Organizational Innovation in Iraqi public universities

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Abstract

Leadership plays an important role in stimulation of creativity among employees satisfaction and establishment of innovative environment in organization. The higher education institutions in Iraq has shown a deterioration in their performance. The research highlights that transformational leadership is an essential ingredient to achieve organizational innovation. Further, innovation requires satisfied employees. Therefore, the purpose of this study is to examine the relationship between transformational leadership and organizational innovation when job satisfaction as Mediating. The quantitative data was collected through survey instrument the population for this study consisted of academic staff in 10 public universities distributed throughout Iraq. The sample consists of 280 academic staff members in public universities located in Iraq. The results found that transformational leadership play a important role in enhancing job satisfaction and organizational innovation within higher education environment.

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Introduction

Iraq is situated in the Middle South- west of the Asia with a population of 30 million. In 2003, Iraqi Higher education has faced severe destruction due to war sixty one universities and 101 colleges buildings were demolish and looted. Iraqi higher education has faced great damage in terms of growth and expansion, strategy, rules and regulations building and in overall management of higher education (www.unesco.org). (Kezar and Carducci, 2006) examined the leadership styles in educational institutions, stated that transformational leadership styles plays an important role in empowering employees, trust building and inculcate the values and preferences of organizational culture among employees in order to work up to mark and to achieve the targeted outcomes. Transformational leadership has played a vital role in organizational change (Tierney *et al.*, 1999), (Bass, 1997). (Rowley, 1997), (Williams *et al.*, 2003) stated that universities and organizations globally have been forced to adapt to the drastic changes in order to be more innovative. As a result of this higher education institution leaders have made necessary adjustments in order to meet the required goals and objectives (Rowley, 1997). Another important issue is the lack of security in Iraq, which has forced hundreds of scientific and intellectuals from various specializations to leave their universities. Iraq has been facing significant deterioration in HEIs because of weak international contact (Al-Janabi and Urban, 2011; Almayali *et al.*, 2012). "When mobility is limited or difficult, it becomes all the more important to enhance professional growth within the institution" (Johnsrud and Rosser, 2000). Not surprisingly, then, staff members are "interested in improving their ability to do the job they have as well as gaining the skills and experience necessary to take on new and more challenging positions" (Rosser *et al.*, 2000). Unfortunately, in Iraq due to lack of financial help to the universities, training and development of the employees is nearly lacking, which is also one of the cause of brain drain (Mahmud, 2013). The above highlighted are few of the issues that are faced by the Iraqi HEIs. These issues are challenges for the leadership of HEIs to overcome and make their institutions

more competitive and bring about organizational innovation so much needed to redevelop the destroyed Iraqi higher education system. Almayali *et al.* (2012). From 1950 till 1990 Iraq had one of the most advanced higher educational systems in the Arab world (Al-Janabi and Urban, 2011). In 1991, economic sanctions were imposed by the United Nations Security Council on Iraq after its occupation and subsequent release of Kuwait. These sanctions lasted from 1991 till middle of 2003. These decade long economic sanctions had hurt the Iraqi higher education sector badly leading to destruction of infrastructure, information technology and reduced support for the higher education academic community. Among other things many of the universities such as University of Basra and Al-Mustansiriya were plundered by the people. These sanctions and the three decades of wars separated Iraq from global developments especially in science and technology and hampered the overall innovation capability of the Iraqi HEIs (Asif *et al.*, 2013). Furthermore, it has been highlighted that the leadership of Iraqi universities needs to expend effort and design strategies on promoting activities among the academic staff that could promote innovativeness - (Al-Husseini and Elbeltagi, 2014).

Literature Review

The following section provides a summary of the academic literature that is relevant to this study. It includes a section on transformational leadership, job satisfaction and organizational innovation.

Transformational Leadership

According to B. J. Avolio and Bass (2004) “a process of influencing in which leaders change their associates’ awareness of what is important, and move them to see themselves and the opportunities and challenges of their environment in a new way. Transformational leaders are proactive: they seek to optimize individual, group, and organizational development and innovation, not just achieve performance ‘at expectations.’ They convince their associated to strive for higher levels of potential as well as higher levels of moral and ethical standards.” (p. 94). Chen (2009) suggest that leadership should be flexible enough to support the employees in their job performance. Researchers have highlighted the importance of organizational climate in understanding the leadership style and behavior, because climate guides the perceptions of employees regarding various organizational policies that are implemented by the management (Bae *et al.*, 2013; Wu *et al.*, 2008). Thus, it becomes imperative that leadership should communicate clearly with the employees Kavanagh and Ashkanasy (2006) that would help develop a bond between the leaders and employees (Bromley and Kirschner-Bromley, 2007), which would lead to enhanced performance. Researchers like C. F. Falk and Blaylock (2012); Luria (2008), further confirms that for effective interrelationships within and outside organizational environment, leadership is the prerequisite. Furthermore, Dorfman and House (2004) are of the view that for organizational survival, cross-cultural perspective of the leadership is a must; while developing employees trust and enhancing motivation, A. Falk and Fischbacher (2006) adds that leaders should be knowledgeable and skilled to help employees. García-Morales *et al.* (2012) has highlighted that leadership should have demonstrable high self-esteem and competency to articulate a vision and a charismatic personality to influence employees; whereas, leaders without any demonstrable skills and vision would lead an organization towards failure (Gardner *et al.*, 2005). Transformational leadership theory was developed by Burns (1998) and as highlighted by Nahavandi (2006), the transformational leaders not only helps in the achievement of goals but also helps in the welfare of the employees by instilling moral and ideological values in their subordinates (Bass, 1985; Burns, 1998; Conger and Kanungo, 1987). Transformational leadership is a process that helps employees to achieve goals and objectives beyond the expectation (B. J. Avolio *et al.*, 1999). Howell (1997) has pointed out that the transformational leaders with their high moral values, idealistic thinking and charismatic personality exert more influence on their subordinates than their counterpart transactional leaders. Previous research has confirmed that transformational leadership style is applicable across cultures and has the same influence on employees across the countries (Bass, 1997; Bass and Avolio, 1990; Podsakoff *et al.*, 1990).

Organizational Innovation

According to Kimberly and Evanisko (1981) Adoption of electronic data processing for a variety of internal information storage, retrieval and analytical purposes, indirectly related to the basic work activity of the hospital and more immediately related to its management. Organizational Innovation as a construct is vague and researchers have hard time on agreeing to a proper definition of it (Armbruster *et al.*, 2008), mainly due to paucity of research on the construct itself (Armbruster *et al.*, 2008; Armbrüster, 2006; Mol and Birkinshaw, 2009). The core concept of innovation appears to center on the newness (Vander Steen, 2009). This ‘new’ can be a concept, idea, amenity, procedure, policy, process, structure, product, system, and much more (Fuglsang, 2010; West and Farr, 1989;

Windrum and García-Goñi, 2008). Such broad meanings have allowed innovation to be both incremental and radical. It can be modified or adopted from another source and it just has to be new to an organization at a given instant (Vander Steen, 2009). Walker (2006) identified three broad groups to scientifically organize the kinds of organizational innovations: “product, process, and ancillary”. Proposing existing or new products and facilities to existing and new ‘clients’ is measured as a kind of product innovation under Walker (2006) outline. Process innovations include variations in organization’s rules, procedures, and constructions, and communications as well as variations in relationships and relations amongst members and between members and outside environment Walker (2006). Ancillary innovations are concerned with employees across boundaries with other service earners, users or other public activities, and, thus, their successful application is dependent upon others” (Walker, 2006).

Job Satisfaction

According to Mosadegh rad, 2003b is an attitude that people have about their jobs and the organizations in which they perform these jobs. Methodologically, we can define job satisfaction as an employee’s affective reaction to a job, based on a comparison between actual outcomes and desired outcomes. Job satisfaction is the phenomena that is point of consideration for decades (Hardman, 1996; Mckee, 1991). Job satisfaction is defined as the emotional satisfaction results from one’s job experience (Locke, 1976). Researches on Job satisfaction linked the connections between job satisfaction and various other influencing factors (Hardman, 1996). Job satisfaction is generally viewed from the attitude of the worker towards the job (Lawler III, 1973; Locke, 1976) highlighted three periods of thought and inquiry that are relative to job satisfaction. The first period is character-ized as the Physical Economic School (Locke (Locke, 1976). During this period of inquiry, little concern was shown for the individual. It’s a belief that efficiency in working procedures results in expansion and growth of production (Locke, 1976). Efficiency increases production and results in greater monetary rewards for individual workers (Proffitt *et al.*, 1990). These monetary rewards in turn be a source of job satisfaction of the employees (Taylor, 1947). Beginning in the 1930’s, the Social or Human Relations School of job satisfaction inquiry emphasized the individual’s personal reactions to supervisory methods (Hardman, 1996; Locke, 1976).

Thus, the above arguments lead to the following hypothesis:

H1: There is significant relationship between transformational leadership and organizational innovation.

H2: There is significant relationship between transformational leadership and job satisfaction

H3: There is significant relationship between job satisfaction and organizational innovation.

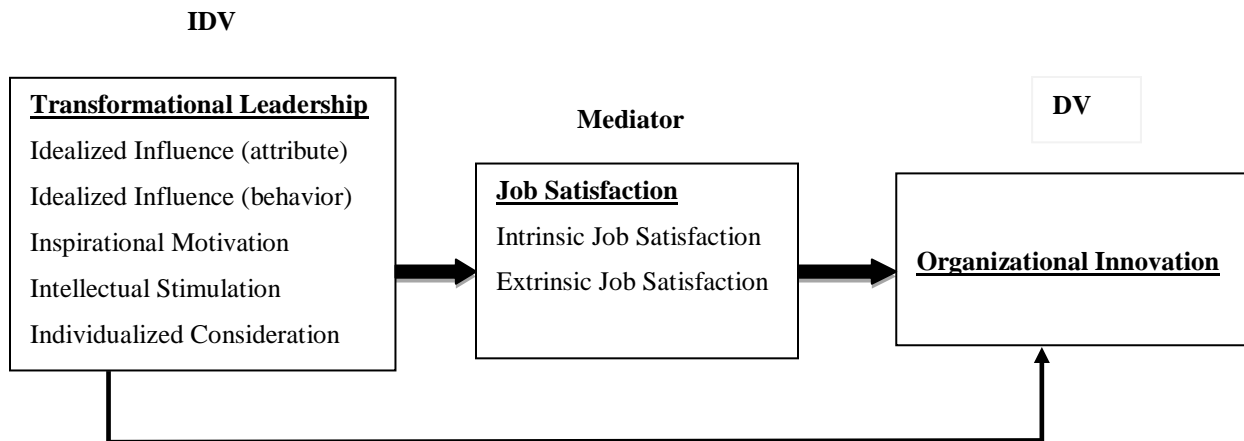


Figure 1.1 conceptual framework of the study

Methodology

Sample and Data Collection

This correlation research attempted to describe the relationship among the variables. The quantitative data was collected through survey instrument. The population for this study consisted of academic staff in 10 public universities distributed throughout Iraq. The sample consists of 280 academic staff members selected through random sampling technique. The questionnaire applying five-point Likert scale.

Transformational Leadership Questionnaire

For the transformational leadership was measured using (Bass and Avolio, 1995) and developed by (Bass, 1997), Multifactor Leadership Questionnaire (MLQ) Form also known as 5X-Short (Bass *et al.*, 2003), MLQ-5X has been shown to be a psychometrically sound instrument (B. Avolio *et al.*, 1997; Bass and Avolio, 1995). The MLQ has been extensively used in prior research and is considered to be a well-validated measure of transformational leadership (Awamleh and Gardner, 1999) .which is one of the most widely used and tested measures of transformational leadership (Singh and Krishnan, 2008).

Organizational Innovation Questionnaire

Organizational Innovation has been measured using 16 items adapted from (Abdi and Ali, 2013; Tsai *et al.*, 2008). Using a 5-point Likert scale, Respondents are asked to indicate the extent of their agreement with each item ranging from 1 (strongly disagree) to 5 (strongly agree).

Job Satisfaction Questionnaire

To measure the job satisfaction of the academicians the short form of the Minnesota Satisfaction Questionnaire (Weiss *et al.*, 1967), was used. The Minnesota Satisfaction Questionnaire (MSQ) is one of the most widely used instruments in the measurement of job satisfaction (Scarpello and Campbell, 1983) and its validity and reliability has been proven over the 40 years that it has been in use. The MSQ short form consists of 20 items/facets which measures of job satisfaction, (Hirschfeld, 2000) found that a two factor model (intrinsic and extrinsic job satisfaction) is superior to a one-factor model (total job satisfaction). (Rothmann *et al.*, 2005) confirmed a two-factor model of job satisfaction, consisting of Intrinsic and Extrinsic Job Satisfaction, in a sample of South African Police Service (SAPS) members. Alpha coefficients for the two scales of the MSQ short form were 0,84 and 0,89 respectively (Rothmann *et al.*, 2005). namely intrinsic satisfaction, and extrinsic satisfaction. Of these 20 facets, 12 measure intrinsic factors/occupational conditions (ability utilization, achievement, activity, authority, creativity, independence, moral values, responsibility, security, social status, social service, and variety) and 8 of them measure extrinsic factors/environmental conditions (advancement, organization policies and practices, compensation, recognition, supervision-human relations, and supervision-technical) (Baylor, 2010; Van Schalkwyk and Rothmann, 2010). Respondents were asked to express the extent of their satisfaction with each of the 20 items on a five point likert scale ranging from 1=very dissatisfied to 5= very satisfied.

Result and Discussion

Reliability Analysis

Reliability was tested for each variable of Transformational Leadership, job satisfaction and organizational Innovation. To measure the consistency of the scale, Cronbachs alpha was used as a measure of reliability. table 1 showed an acceptable range of reliability where the results score.

Table 1. The Reliability result variables Transformational Leadership , job satisfaction and organizational innovation

No.	Variables	Number of items	Cranach's Alpha
1	Transformational leadership	20	.92
2	Job satisfaction	20	.89
3	Organizational Innovation	16	.89

Correlation Analysis

In this section, Pearson Correlation Coefficient was used to determine the relationship among the study variables. In addition, it identifies significant that opposites the potential value of the error from first type, and it is the amount probability uncertainty value is at significance (0.05) and (0.01) to determine the moral differences between the study variables. The statistical results given in Table2 show that there are significant correlations between the transformational leadership and job satisfaction and organizational innovation. The details are as in the following.

Table 2. The Correlation result Transformational Leadership, job satisfaction and organizational innovation.

Variable	1	2	3	Mean	Standard Deviation
1-Transformational leadership	(.92)			3.47	.587
2- job satisfaction	.669**	(.89)		3.56	.511
3- organizational innovation	.674**	.601**	(.89)	3.36	.658
Number of items	20	20	16		

**Correlation is significant at the 0.01 level (2-tailed), Cranach's Alpha coefficient shown in bracket in diagonal parenthesis

Testing Hypothesis

H1: There is significant relationship between transformational leadership and organizational innovation.

Pearson Correlation Coefficient value on the relationship between Transformational leadership and organizational innovation. was $.674^{**}$ at a significance smaller than 0.01. It is a significant positive correlation. This means Transformational leadership has strong significant relationship with organizational innovation. This in turn supports the hypothesis mentioned above.

H2: There is significant relationship between transformational leadership and job satisfaction

Pearson Correlation Coefficient value on the relationship between Transformational leadership and job satisfaction. was $.669^{**}$ at a significance smaller than 0.01. It is a significant positive correlation. This means Transformational leadership has strong significant relationship with job satisfaction. This in turn supports the hypothesis mentioned above.

H3: There is significant relationship between job satisfaction and organizational innovation.

Pearson Correlation Coefficient value on the relationship between job satisfaction and organizational innovation . was $.601^{**}$ at a significance smaller than 0.01. It is a significant positive correlation. This means job satisfaction has strong significant relationship with organizational innovation. This in turn supports the hypothesis mentioned above.

Conclusion

This study tested the relationships among academic staff in Iraqi public universities , transformational leadership ,job satisfaction and organizational innovation using 280 questionnaires. The above statistical results prove that there are significant strong relationship between the transformational leadership and organizational innovation and significant strong relationship between the transformational leadership and job satisfaction and significant strong relationship between the job satisfaction and organizational innovation. More importantly, In others words . This indicates that all of the transformational leadership ,job satisfaction and organizational innovation as the contributing factors and play important roles in enhancing academic staff.

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