The International Journal of Social Sciences World
TIJOSSW is Available Online at:
https://www.growingscholar.org/journal/index.php/TIJOSSW
Vol. 4 No. 1, June 2022, pages: 260~271
DOI: https://doi.org/10.5281/zenodo.6624845
ISSN **2690-5167**
Growingscholar Publisher

Effect of Transformational Leadership on Work Engagement as Mediated by Educator Motivation

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Article history: Received January, 19, 2022, Accepted: April, 01, 2022, Displayed Online: June, 08, 2022; Published: June, 30, 2022

Keywords

Transformational Leadership;

Job involvement;

Education motivation;

Lecturer;

Indonesia;

Abstract

Work involvement for lecturers is a factor that can make a major contribution to implementing the Tri Dharma of Higher Education. Maximum work involvement can be encouraged by motivation and leadership style. The purpose of this study is to investigate the link of transformational leadership and job involvement as well as the role of work motivation as a mediating variable. Data were collected from a higher institution in Indonesia with the faculty members as population. The number of samples used were 182 lecturers with a sampling technique using a census (saturated sample). Data was collected by distributing questionnaires to respondents. The results demonstrated there is no direct link between transformational leadership and job involvement. Educator motivation mediates transformational leadership on job involvement significantly. The mediation of educator motivation explains that the strong contribution of educator motivation in determining the high work involvement of lecturers occurs due to the encouragement of organizational situations whose leaders apply transformational leadership well. The originality or the newness of this research is that the motivation of educators for intrinsic motivation to use blessings has not been carried out in previous studies.

1. Introduction

Lecturers are professional educators and scientists whose main task is to convey and develop science and technology through education, research and community service, this is manifested in high work involvement practices. Work involvement is a job that is conducted with high responsibility,

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and a sense of fun (Schaufeli & Bakker, 2001). To increase work involvement and productivity of a lecturer, it is necessary to have the role of a leader. Indonesia is considered not able to create quality human resources, this is indicated by the problems that arise regarding leadership, the lack of teacher motivation, and low work involvement.

Transformational leadership style that is implemented properly will be able to increase the work involvement of employees in the service companies and higher education / public and private universities (Gözükara & Şimşek, 2015). Transformational leaders have provided great opportunities for employees to provide a solution, opinion, funding, and space that can provide morale, so that work involvement will be realized in all work activities. Prior studies argued that transformational leadership is unable to increase job involvement (Datche & Mukulu, 2015; Mozammel & Haan, 2016; Stewart, 2012).

There is a gap in the results of research on the effect of transformational leadership on work involvement, therefore, it will be examined more deeply by filling the gap with the mediating variable of educator motivation. Research conducted by Mozammel and Haan (2016) shows that transformational leadership does not significantly influence job involvement in the banking sector in Bangladesh. The results in this study are not in line with previous theories, this is because the Bangladeshi banking sector has not kept up with the current developments, it can be said that it is still underdeveloped. Ahmad et al. (2014) explained that transformational leadership is able to influence the work motivation of telecommunications employees in Pakistan at the service and sales centers of various telecommunications companies. Aunjum et al. (2017) state that Transformational leadership has a positive and significant influence on employee motivation in the Pakistani banking sector. The originality or the newness of this research is that the motivation of educators for intrinsic motivation to use blessings has not been carried out in previous studies

The State Polytechnic of Malang (Polinema) uses a package system that requires students to take all programmed courses. The package system in Malang State Polytechnic education has the following characteristics: Students are expected to graduate on time for D3 students with a study period of 3 years and D4 students with a study period of 4 years. In fact, it is not uncommon for Polinema students who have not graduated to have the interest of the industrial world. Lecturers are motivated to work optimally, contribute more and be full of responsibility in teaching and educating students to graduate on time with satisfactory grades and get a job as expected. Polytechnic graduates must produce innovative products that are efficient, cheap, strong and safe and ready to enter the market. In addition, Polinema graduates must also be able to make, engineer, managing science and technology products, and also being able to develop creatively, science and technology products to be more perfect. Polinema is very prominent in the field of producing competent human resources. The aims of the present study are to investigate the direct and indirect effect of transformational leadership on job involvement as mediated by the motivation of educators.

2. Literature Review

Transformational Leadership

Rafferty and Griffin (2004) said that transformational leaders are able to bond and change the attitudes, beliefs, and personal goals of all their subordinates in order to achieve or even exceed the goals set. Robbins and Judge (2013) said that transformational leadership styles have extraordinary influencing abilities and can inspire followers to put their personal interests aside. McCleskey (2014) states that transformational leaders can make their subordinates feel trust, loyal, amazed, proud, and respectful of their superiors, even motivating them to want to do something more than expected. Thus, it can be concluded that transformational pay attention to their subordinates or employees.

Work Involvement

Schaufeli and Bakker (2001) argue that job involvement is a work association to satisfy the life's needs by doing a job that is occupied. Kahn (1990) argues that job involvement means using organizational members to play a role in their work for the organization. Organizational policies, practices, and structures influence the potential for employees to engage in work. Based on these descriptions, an understanding of work involvement can be formulated for this study, namely that employee job involvement is a work association to satisfy life's needs in doing a job that is occupied with indicators of enthusiasm, dedication and absorption.

Educator Motivation

According to Salifu and Agbenyega (2013) Educator motivation is all psychological processes affecting behavior in achieving their educational goals, but this psychological process cannot be observed directly due to challenges originated fro organizational problems. Tang et al. (2016) states that the motivation of educators consists of intrinsic, extrinsic and altruistic, but there are also new factors that are included in the motivation category of educators, namely the influence of socialization, self-perceptions and career fallback. Mukminin et al. (2017), said that the motivation of educators is a drive that involves the interaction between quantitative and qualitative altruistic, intrinsic, and extrinsic motives to do their work.

Transformational Leadership Style for Job Involvement

Arifin et al. (2014) argue that transformational leadership relates to job engagement. Park et al. (2016) conducted research on Korean teachers using transformational leadership elements (Bass et al., 1987), which demonstrated that the link between transformational leadership and educator involvement would be higher when they felt that control reserve, synchronization, and casual social ties were well established. The association between the leadership elegance of the higher institution managers and organization members work engagement does exist.
Hypothesis 1: Transformational Leadership Style directly affects Job Involvement.

Mediating Role of Educator Motivation

Jaiswal et al. (2017) analyzes how teachers perceived job demands and work resources in the school environment are related to teacher welfare, involvement and motivation to terminate the teaching profession. The results show that job demand ranks second in predicting lower teacher welfare, compared to job resources. Teacher welfare in turn can increase job involvement and lower motivation to leave the profession. Skaalvik and Skaalvik (2018) explained the purpose of this study is to explore how the job demands are perceived by teachers.
Hypothesis 2: Transformational Leadership directly affects Job Involvement through Educator Motivation.

3. Research Method and Design

Samples and Research Procedures

One hundred and eighty-two faculty members involved in this study. All population members were taken as research samples. The respondents are faculty members who hold Masters and Doctoral degrees and possess functional positions as associate professor.

Demographics of the Sample

1) Gender: 66% of the respondents are males.
2) Age: 48% are in the range of 51 - 60 years old; 22% were 60 years old; 21% are 30-50 years old; 9% are aged 31-40 years
3) Education level: 60% have master degree and 40% are doctors.
4) Salary:> 5 million at 74.5%; 4- 5 million rupiah as much as 23.8%; 3-4 million as much as 1.1% and 2-3 million as much as 0.6%.

Measurement Instruments

Transformational leadership; using a model (BM Bass et al., 2003) with measurement indicators, among others; 1) ideal inspiration, 2) stimulating, 3) intellectual stimulation, 4) individual deliberation. Educator Motivation; measuring the motivation of educators using a model (Reza, 2012), among others; 1) extrinsic motivation 2) intrinsic motivation / blessing. Work involvement; Job involvement measurement adopts the model (Kahn, 1990) consists of; 1) desire, 2) commitment and 3) fascination.

4. Data Analysis

Descriptive statistics analyses were conducted, followed by the analysis of Structural Equation Modeling (SEM) model.

Statistics analysis

1) Descriptive Analysis

Descriptive analysis consists of: 1) transformational leadership of 11 statement items obtained by an average score between 3.92-3.98 with good category; 2) The motivation of educators with 6 statement items obtained an average score between 4.02-4.40 (good category); and 7 items of work involvement variable statement with an average score between 4.09-4.19 (good category). Each statement item on the indicators describing the research variables under study according to the respondents' perceptions is in the good category so that it explains the problems that occur in Malang State Polytechnic lecturer respondents.

2) Testing Instruments

Discriminant and convergent validity, composite reliability, R^2, and goodness of fit score were tested.

a) **Results of Discriminate Validity;** the value of each transformational leadership variable (0.910); educators 'motivation (0.488; 0.898)' job involvement (0.427; 0; 582; and 0.886). The transformational leadership construct has an AVE value of 0.831, so the AVE root is 0.904. This analysis concludes that there is a fairly good discriminant validity.
b) **Composite Reliability results;** *Composite Reliability* of each variable referring to the Cronbach's Alpha is obtained; transformational leadership (0.931); educator motivation (0.760); job involvement (0.863). When referring to Composite Reliability, the acquisition of each variable includes: transformational leadership (0.95); educator motivation (0.893); job involvement (0916). If referring to the Average Variance Extracted (AVE) it is obtained; transformational leadership (0.828); educator motivation (0.806); job involvement (0.795). Reliability test results show that all variables have sufficient CR.
c) **Results of Loading Factor Convergent Validity;** The loading factor of each indicator for each variable is described as follows: 1) Transformational leadership with 4 indicators, the loading factor value is obtained between (0.901; 0.904; 0.908 and 0.925). The extrindic motivation with 2 indicators obtained the loading factor values respectively (0.884 and 0.911). Furthermore, 3 indicators of job involvement were obtained respectively (0.826; 0.890 and 0.938).
d) **Goodness of Fit (GoF) Index Results**; The acquisition of the Goodness of Fit Index (GoF) refers to the R^2 value where the teacher's motivation variable is 0.238. Transformational leadership contributes to educators' motivation is 23.8%. The R^2 value for the work involvement variable is 0.422. The influence of transformational leadership and teacher motivation to work involvement is 42.2%. Besides that, the Communality results of each variable were also obtained as follows: 1) transformational leadership (0.828); Educator Motivation (0.806) with a value of R^2 (0.238); 2) Educator Motivation, (0.806) with a value of R^2 (0.422); 3) Job involvement (0.785) R^2 value (0.422). The total amount obtained is (2,419) with a value of R^2 (0. 660); The average value is (0.806) and the R^2 value is (0.330) and the index value (GoF) is (0.516).
e) **Loading Factor Results and Average Indicators;** *Loading Factor* and Average Indicators are presented in Table 1 below.

Table 1. Loading Factor Results and Average Indicators

Variable	Indicator	Label	Loading Factor	Average
Leadership Transformational	X11	Ideal Influence	0.921 *)	3.89
	X12	Inspirational Motivation	0.911	3.78*)
	X13	Intellectual Stimulation	0.901	3.83
	X14	Individual Considerations	0.908	3.77
Educator Motivation	Z11	Extrinsic Motivation	0.884	4.18
	Z12	Instrinsic motivation / blessings	0.911 *)	4.23 *)
Work Involvement	Y11	Spirit	0890	4.18 *)
	Y12	Dedication	0.927 *)	4.13
	Y13	Absorption	0826	4.09

Information: *) = the highest score

Transformational leadership's loading factor (0.936) on the indicator of ideal effect and the highest average (3.87) on the indicator of inspirational motivation. The implementation of transformational leadership for lecturers will be highly felt with the main characteristics of the leader's ability to have a vision for the future, be trustworthy, able to respect, share risks, the leader

has the ability to advance the organization and become a role model. Educator motivation is measured from two indicators, where the intrinsic motivation / blessing has a loading factor (0.911) and the average (4.23) is higher than the extrinsic indicator. Educator motivation is the internal condition of a lecturer's activity which contains elements of blessing as the totality of needs and reasons that trigger, support, and adjust activities on campus.

3) Inner Model Testing

The summary of the results of the inner model is described in Figure 1 and Table 2 below which describes links among variables.

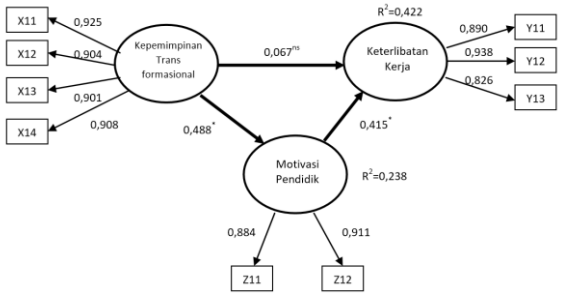


Figure 1. Path Coefficient Test Results

Table 2. The Results of Testing the Path Coefficient on the Inner Model

Variable link	*b*	SE	Statistics t	P
Transformational Leadership -> Job Engagement	0.063	0.067	0.862	0.383
Transformational Leadership -> Educator Motivation	0.488	0.054	8,761	0.000
Educator Motivation -> Job Involvement	0.415	0.087	4,747	0.000

Source: Data Processing Results (2022)

1. Transformational leadership and job involvement are positively related (b = 0.058, p = 0.338). The direction of the path coefficient, both positive and negative, which is tested for insignificance, cannot be used as an explanation for the direction of the influence of the two variables being tested. So that high work involvement can occur both when the leader is implementing transformational leadership or not.
2. Transformational leadership and educators' motivation are positively connected (b = 0.488, p < 0.001), which indicates that transformational leadership significantly affects teacher motivation.
3. Educators' motivation and work involvement are in a positive direction. The result of the calculation is 0.415 with a t-statistic of 4.747 (p = 0.000) which indicates that the motivation of educators has a significant impact on job involvement.

4) Indirect Effect

The results of testing the path of Transformational Leadership -> Educator Motivation -> Work Involvement, the coefficient is 0.2020; with standard error (0.051); t-statistic value (3,944) and p-value of 0,000. This high indirect influence contribution is interpreted that high work involvement positively affects teacher motivation due to the application of good transformational leadership from organizational leaders.

5) Direct, Indirect and Total Influence

`The results of the analysis also show that a direct influence relationship is obtained; Transformational Leadership -> Work Involvement of 0.071 with an indirect effect of 0.381; total effect (0.427); and p-value of 0.000. then the direct influence of Transformational Leadership -> Educator Motivation (0.488); total effect (0.488) and p-value (0.000);
and the indirect effect as well as the total effect obtained; Transformational Leadership -> Educator Motivation -> Job Involvement Job Involvement has a direct effect (0.415) and p-value (0.000).

6) Nature of Mediation

The nature of the mediation shown by Transformational Leadership -> Educator Motivation -> Job Involvement, the direct effect value is 0.202; the total effect was 0.427 and the VAF value was 47.3%. with the acquisition of these values it can be concluded as partial mediation. Based on the results of the calculation, the teacher's motivation is considered as partial mediation since the VAF value is lower than 80%.

7) Hypothesis Testing

The results exhibit that the value coefficient is 0.062 ($p = 0.378$) indicating that there is no significant effect. H1 is not confirmed. The hypothesis H2 states that the motivation of educators significantly intervenes the impact of transformational leadership on work involvement. The indirect effect is 0.202 ($p < 0,001$) from transformational leadership to work involvement through the motivation of educators to make a decision that there is a significant influence. Then the test results confirm that H2 is supported.

8) Findings Model

This research hypothesis model has seven paths and two coefficients between them are tested as insignificant. So that a comparative model will be displayed by eliminating the two paths with insignificant coefficients. The modeling results confirm that these two omitted paths do not have a significant effect size. This study uses three variables, namely transformational leadership, teacher motivation, and job involvement with reflective indicators.

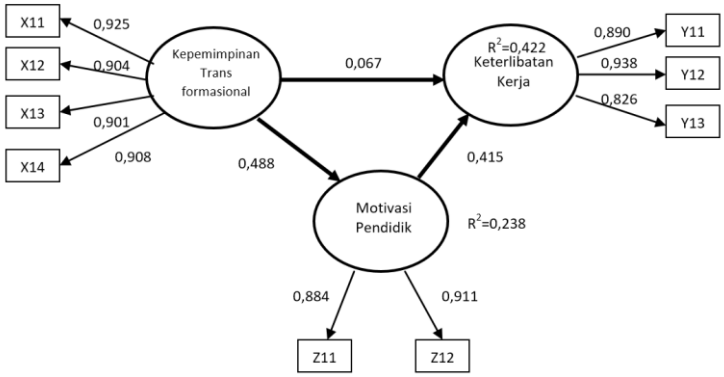


Figure 2. Outer Model Evaluation

The Influence of Transformational Leadership on Job Involvement

The insignificant link between transformational leadership and job involvement was not in line with the thinking of (McCleskey, 2014). The role of a leader through leadership that is used is very important in the organization, because it gives influence to their subordinates (B. Bass et al., 1987). Transformational leadership is a leadership style that inspires followers to put their personal interests aside and have extraordinary influencing abilities (Robbins & Timothy, 2008).

This study is not consistent with previous studies argued that transformational leadership correlates with job involvement (Gözükara & Şimşek, 2015; Henkel, 2016; Park et al., 2016; Tims et al., 2011; Vincent-Höper et al., 2012). The explanation of the possible causes of differences in research results in terms of the research method used is the first in terms of the object of research for research use the company's background about the manager's relationship with employees (Gözükara & Şimşek, 2015; Vincent-Höper et al., 2012). Rawung (2013) with the research object of the employees of the State University of Manado Tondano, North Sulawesi, Indonesia, Ali (2016) with the object of employees at Malaysian Universities, and Nurtjahjani et al. (2021) with faculty staff of State Polytechnic of Malang.

The contribution of transformational leadership needs to be mediated to have an influence on job involvement (Gözükara & Şimşek, 2015; Tims et al., 2011). The mediating variable is there (Gözükara & Şimşek, 2015) use work autonomy on the relationship between transformational leadership and job engagement.

Transformational leadership is not directly related to the level of work involvement of lecturers but mediated by the motivation of teachers. This means that leaders at Polinema need to implement transformational leadership. The procession of selecting the head of the department must require criteria inherented.

The Influence of Educator Motivation as Mediating Variable

Changes in the motivation of educators for a lecturer can occur because of the strong influence of determining factors, in this case one of which is the contribution of transformational leadership carried out by the leadership. The position of the leader in an educational organization such as Polinema is very important, not only with regard to administrative duties but also regarding the many efforts that will bring progress to the institution. A leader at Polinema will carry out his duties for a

certain period of time after being selected, proposed by the lecturers and appointed by the Polinema director.

Educator motivation changes for a lecturer can be intrinsic or extrinsic. Other fellow lecturers can easily assess a lecturer 's motivation from the extrinsic side such as working optimally, giving more contributions and each work of value (quality). The high motivation of educators will be seen from the activities of the lecturers who like to work with children, have a desire to help children succeed, and want to shape their future (Brown & Reilly, 2015; Kyriacou & Coulthard, 2000; Kyriacou & Kobori, 1998).

The role of educators' motivation to increase job involvement is in consistent with prior studies (Aunjum et al., 2017; Datche & Mukulu, 2015; Stewart, 2012; Tobing & Syaiful, 2018). Every lecturer must strive to maintain his motivation so as not to weaken, and this will be one of the duties of the leaders to continue to provide encouragement. Lecturers who feel comfortable, calm, and full of confidence in carrying out their duties will certainly work together with the conditions they can work optimally, contribute more and have value. The demands of the times for a lecturer at this time become even more challenging.

Educator's motivation is encouragement altruistic, intrinsic, and extrinsic that underlies a person to do his job. Educator motivation is one psychological processes that influence their behavior towards the achievement of educational goals. In achieving educational goals, a lecturer does not prioritize the benefits that are obtained for himself.

The typical motivation of educators in higher education is related to blessings. Blessings are the factors of happiness in work that grow and increase. This also happens in the work of a lecturer by placing blessings as a goal, so that various benefits will be reaped, including a calm, comfortable and strong heart in belief in Allah. Blessing is an additional element for the motivation variable, this is related to the facts in the field that lecturers in carrying out their duties focus on benefits for others and get blessings from what has been done. So, blessings are an important element for lecturers in carrying out their duties as educators with various benefits obtained. Some of these benefits are a calm heart, comfortable in carrying out activities and belief in the protection of Allah SWT (Reza, 2012).

The relationship between these three variables means that high work involvement for lecturers occurs because of the strong motivation of teachers to the lecturers which occurs as an effect of implementing transformational leadership. Another meaning of this relationship is that in order for lecturer work involvement to be higher, the determining factors must be identified, one of which is transformational leadership. If this increase in motivation to educate comes from leadership, some leadership besides transformational also has the opportunity to contribute to the motivation of educators and work involvement.

Implications

Educator motivation intervenes the impact of transformational leadership toward job involvement. The mediation of this teacher's motivation explains that the strong contribution of educators' motivation in determining the high work involvement of lecturers occurs due to the encouragement of an organizational situation whose leaders apply transformational leadership well.

Educator motivation is not solely limited to motivation in the form of money, incentives and so on, for that it is necessary to have support for educators in their work so that they always feel happy and proud in carrying out their work, are calm and comfortable in carrying out work, are confident in doing work, and find it easy to do profession. Lecturers need stable motivation to do their best for the institution and contribute more to the institution. Thus, lecturers will produce something of value for the institution.

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