
TRANSFORMATIONAL EDUCATIONAL LEADERSHIP EFFECT ON STAFF MEMBERS ENGAGEMENT: THE MEDIATING IMPACT OF INTRINSIC MOTIVATION

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Abstract:

Staff member's engagement has been at the core of consideration for top management and scholars who stated that staff member's engagement can be a key driver of an organization's business success. Many scholars have found in recent research that a transformational educational leadership approach has a beneficial connection with staff member's engagement. Therefore, this research oriented to investigate the connection of transformational educational leadership on staff members engagement through the mediating role of figurehead intrinsic enthusiasm. Researchers examine the information from a sample of 338 elevated education staff members working in the elevated educational institutes in Ethiopia by means of structural equation modeling (SEM) and confirmatory factor investigation (CFA) to examine the framed hypothesis. Afterward, the bootstrapping investigation was employed to verify the mediation examine in present research. The investigation manifested that transformational educational leadership approach had considered proficient impact on staff member's engagement for the mediating role of intrinsic enthusiasm. The impact of transformational educational leadership on staff member's engagement was found to be totally mediated by figurehead intrinsic enthusiasm. Hypothetically, present experiential investigation contributed to the novel knowledge on the exclusive mediating impacts of figurehead intrinsic motivation on the connections among transformational educational leadership and staff member's engagement in Ethiopia. Practically, present research has administrative connotation in the field of governmental administration, leadership and HRM.

Keywords: Staff Member's Engagement, Intrinsic Enthusiasm, Transformational Educational Leadership, Transformational Leadership.

1. Introduction

Global level change to educating employees about implementation of change, management of change and converting challenge to opportunity in time of change is the responsibility of transformational educational leadership. By these elevated educational institutes are the harbinger for educating next generation and managing the rising poverty and social problems. Transformations concerning leadership in education also attractively involve educators and facilitate them to be proficient to impart their learners a wealthy and friendly learning ecosystem (Al-Husseini et al., 2021). A transformational university leader ensures learners focus on their studies by being thoughtful of personality, being charismatic in influencing and inspiring. In its place of by means of fixed problem-solving techniques, they involve learners and educators to come up with solutions to problems as they arise (Bak et al., 2022). The benefits of transformational educational leadership methods of educators encompass in empowering and rising learner enthusiasm, augment learning and engagement of learners, experiencing success, civilizing learners' presentation and attainment, rising superiority of connections in physical learning (Al-Matroushi & Al-Kiyumi, 2022).

Research outcomes concluded that transformative leadership is associated with staff member's engagement (Meng et al., 2022). Transformational leaders inspire their staff members to achieve elevated success by establishing a good-looking and thrilling apparition, setting challenging goals, being positive and optimistic and emphasizing group job (Anggiani, 2022). On the one hand, leadership is entrusted with articulating apparition, which has an impact on staff member's engagement. Employees are more inspired to do their job when they believe in an elevated purpose and are aligned with the company's mission (Beatrice, 2022). On the other hand, having a strong transformational educational leadership climate is also associated with better educational health in eight countries. Finally, the augmentation impact was considered proficient in six countries, and we also found, as expected, that an elevated power distance strengthens the health promoting impacts of transformational educational leadership (Oloan, 2022). Transformational educational leadership received considers proficient attention in the literature sector and concluded that transformational educational leadership and staff member's engagement are positively related. The systematic research investigating the connection ship among transformational educational

leadership and staff member's engagement but yielding mixed outcomes inspired the present research.

2. Literature Review

Staff members engagement is a phenomenon that has garnered consider proficient attention because of the many desired positive consequences of staff members engagement that benefit the firms that employ workers (HIM, 2021). In today's aggressive business world, staff member's engagement has become an indispensable proficient element for organizational success and excellence. Leadership is the most proficient and critical aspect for organization's progression. Transformational leaders nurture a better participation in the employment of subordinates resulting in elevated competence and sense of fulfillment, hence elevating on the whole staff member's engagement level in organization. Both leadership and staff member's engagement are one of the most researched subjects in HRM; however, concerning transformational educational leadership to staff member's engagement has not been comprehensively investigated (Lai, 2020). Staff members engagement is the "extraction of association members' personality with their assigned task; in engagement, employees occupy and express themselves bodily, cognitively, and psychologically for the duration of responsibility presentation" (Siangchokyoo et al., 2020). Bakker & Albrecht (2018) showed that manager should address the importance and benefit of staff members engagement because it will augment staff members presentation, augment task intelligence of fulfillment, and guide the association to attain goals. The stage to which a staff members' cognitive, expressive, and behavioral condition is sloping in the direction of proficient outcomes is referred to as staff member's engagement. Charoensukmongkol & Puyod (2021) assume the subsequent description for staff member's engagement: staff member's engagement is the quantity to which a staff member is psychologically, cognitively, and behaviorally associated to the job-oriented outcomes of the company.

Equation of structural modeling manifested that, the connection ships among transformational educational leadership and intrinsic motivation are mediated by the intrinsic motivation (Fauzan et al., 2021). Transformational leaders inspire and encourage their job force devoid of attitude development. Transformational leaders have faith on skilled staff members to take power more than taking decisions. It's a supervision practice that's intended to pass on staff member's additional opportunity to be artistic, look to the prospect and investigate novel solutions to getting

on troubles (Krishna et al., 2022). From side to side the potency of Transformational leader's spirit and qualities, transformational leaders are proficient to inspire supporters to modify prospect, perceptions, and enthusiasms to job towards universal goals (Maryani & Fintahiasari, 2021). Intrinsic motivation refers to the figurehead ability to inspire confidence, intrinsic motivation, and a sense of purpose in his supporters. The transformational leader must articulate a clear apparition for the future, communicate expectations of the group and demonstrate a commitment to the goals that have been laid out (Wibowo & Sumiati, 2022). Transformational educational leadership influences the primary attitudes and hypothesis of an organization's members, nurturing a universal state of mind to achieve the organizational goals. This leadership approach frequently generates elevated success than transactional leadership (Chua & Ayoko, 2021).

Intrinsic motivation refers to a staff members' instinctive drive to do well and obtain possession of their job because leaders take pleasure in their task. Leaders also get pleasure from the self-importance and common sense of fulfillment that they experience at a task (Engidaw, 2021). By the side of its nucleus, nurturing intrinsic motivation is about serving staff members turn out to be additional creative, engaged and more contented in their job (Yousaf et al., 2022). The investigation accomplished that there is an optimistic connection ship among intrinsic motivation and staff members engagement, and educational leadership and staff members engagement. Additionally, it is also manifested together intrinsic and educational transformational leadership has a well-built optimistic impact on staff members engagement (Fishbach & Woolley, 2022). Engagement is wisdom of intention, commitment, and obligation to an organization, whereas intrinsic motivation is the willpower and drives to perform on those thoughts. Staff member's engagement serves as a sub-structure for staff members to do their most excellent job, while intrinsic motivation is the stimulation or power required to really do it (Chen et al., 2021). The outcomes showed that teacher's intrinsic motivation has optimistic connection with staff members' task success and intrinsic motivation has impact on staff members' task performance. Investigations also demonstrate that females are extra intrinsically enthused as compared to males (Novitasari et al., 2021).

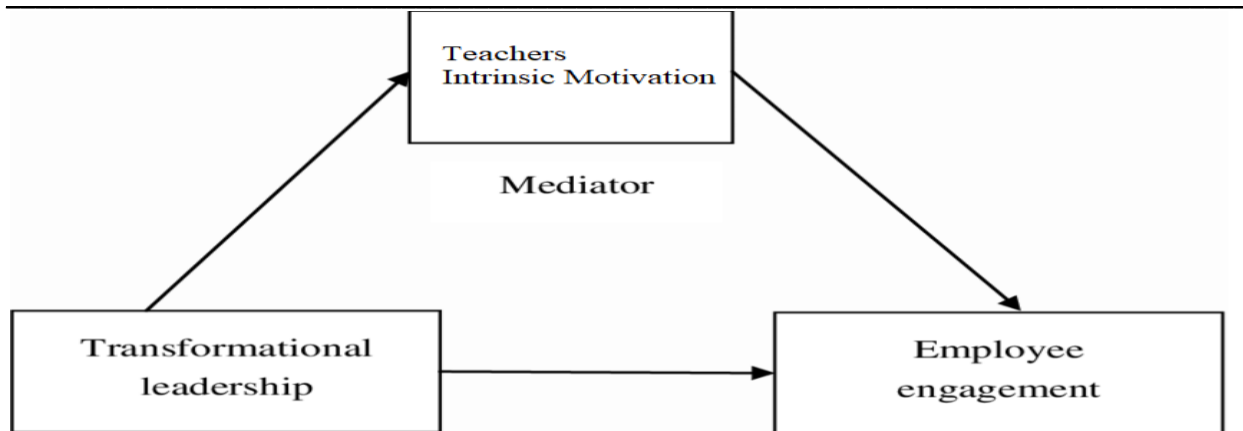


Figure 1: Researchers Schematic Model (2022)

2 Research Methodology

Present investigation applies the research approach in form of quantitative approach engages measuring information on variables (transformational leadership, teachers' intrinsic motivation and employee engagement), by means of quantitative scales and quantitative data investigation. Proceeding to field studies, researchers execute an exploratory factor exploration (EFA) based on the hundred responses from the pilot study to authenticate the magnitude of the proxies and confirm an internal reliability for every variable used in the research.

2.1 Sampling and information collection

The data collection instrument was provided with directions to comprehensive all the points appropriately. Provocation letters were also provided after the approval of competent authority, and it serve the privacy of the respondents. The statistics of data collection instrument received back by the respondents were 352 that represented a return rate of 82%. Incomplete survey responses were 9. Hence, 341 sizes of sample were considered for auxiliary investigation by means of AMOS 26 of IBM SPSS.

2.2 Variable Dimensions

Researchers employ a 5-point Likert scale to gauge the intensity of staff members' perception towards the itemized testimonial in the data collection instrument connecting transformational leadership, teacher's intrinsic motivation and staff member's engagement to congregate the obligation for information assumption by means of parametric investigation.

3 Investigation and discussion

3.1 Evaluation of for information set normality

For research normality evaluation, researcher's experiential the skewness measurement that demonstrated the ordinary distribution for each variable item such as transformational educational leadership (TEL), intrinsic Motivation (IM), and staff member's engagement (SME). Skewness measurement values lies under the range of -1.4 and 1.5 that demonstrated that data was normally distributed and suitable for further analysis.

3.2 Investigation of factors of Confirmation

Researchers by the implication of CFA, confirmatory factor investigation investigated the model fitness by use of indices. Values of indices manifested the covariance amongst items of model of measurement within transformational educational leadership, teacher's intrinsic motivation and staff member's engagement. Formerly the description of CFA was accomplished and each and every one values convene the necessary thresholds for reliability and validity, researchers found that the model of measurement intended for each and every one dormant (latent) variable concerned in the measurement model have been authenticated (Awang, 2015). Subsequently, researchers bring together variables into the model of structural equation to perform structural equation modelling (SEM). Researchers put together in sequence of right to extreme left, commencement through the exogenous variables pursue by in the middle of mediator variables, and far right locate the endogenous variable (Awang, 2015).

Followed by substrate on the course of the assumption, in figure 2 by using the single headed arrow researchers connects the exogenous variable to its particular endogenous variable. Researchers had placed the AMOS 26 based structural model as concluded in figure 2 for computation of weights for standardized and un-standardized regression model. Model fitness tested with help of fit indices manifested the model is statistically fitted under desired parameters.

Table 1: Indices Results Based on Parameters

Indices	Observed Value	Result
Bollen's incremental fit index (IFI)	0.901	<i>Under Acceptance Level</i>
Chi-Square Fit Statistics/Degree of Freedom (CMIN/DF)	2.23	<i>Under Acceptance Level</i>
Comparative Fit Index (CFI)	0.903	<i>Under Acceptance Level</i>

Root Mean Square Error of Approximation (RMSEA) (Close Fit” Hypothesis- parsimony-adjusted index)	0.061	Probability of receiving a sample was 0.061 from 0.080.
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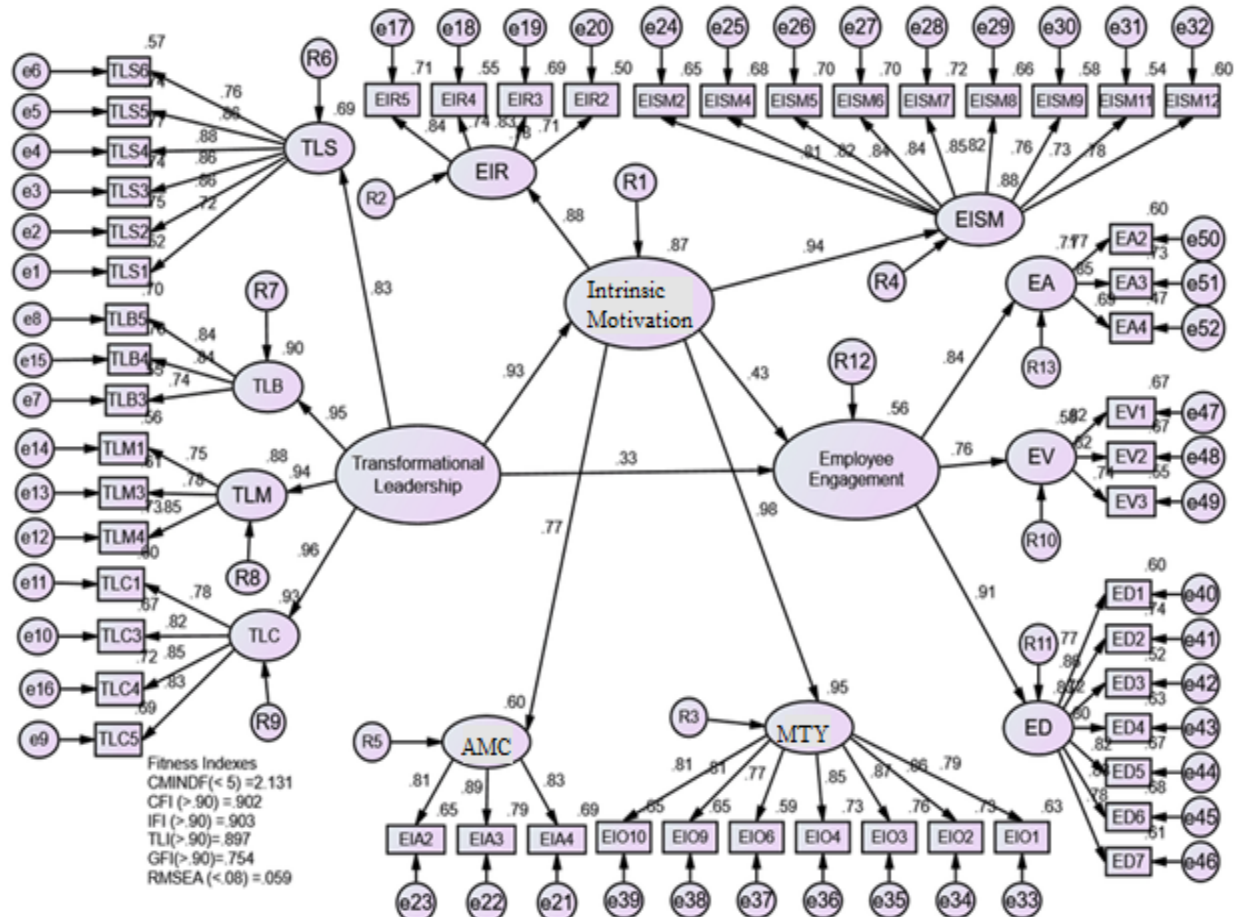


Figure 2: SEM MODEL

Factor loading of whole residual items, as revealed in Figure 2, had the values more than the requisite value of 0.6. Therefore, researchers may possibly presume that the measurement model uni-dimensionality had been achieved. Consequently, researcher’s content through the explored index fitness and the confirmatory factor investigation (CFA) concluded that modus operandi was accomplished at this phase before structural modeling preceding. Following table shows the achieved Composite reliability (CR) requirements and average variance extracted (AVE) for factoring all items.

Table 2: Composite Reliability (CR) Requirements and Average Variance Extracted (AVE)

S.NO.	Items	Composite Reliability	Average Variance Extracted
1.	Transformational Educational Leadership	0.92	0.76
2.	Teachers Intrinsic Motivation	0.94	0.80
3.	Staff Members Engagement	0.88	0.72

3.3 Testing of Hypothesis: analyzing mediating function of intrinsic motivation on the effect of transformational educational leadership on staff members engagement

In present study, researchers hypothesize that as a variable intrinsic motivation mediates the impact from an exogenous variable of transformational educational leadership to its endogenous variable of staff member's engagement. The conjecture is that if the direct impact of transformational educational leadership to staff member's engagement does not exist in the structural model, but the impact exists indirectly through another variable of intrinsic motivation; then in this research intrinsic motivation is a mediating variable.

Fig. 2 manifested the position of intrinsic motivation among transformational educational leadership and staff member's engagement.

The result showed that the probability of getting a critical ratio of 12.379 in absolute value was less than 0.001. In other words, the regression weight for transformational educational leadership when concluded intrinsic motivation consider proficiently differed from zero at 0.001 levels.

Besides, the probability of obtaining a critical ratio of 1.851 in absolute value was 0.064. In other words, the regression weight for transformational educational leadership when staff member's engagement did not consider proficiently differ from zero at 0.05 levels (two-tails).

The probability of obtaining a critical ratio of 2.363 in absolute value was 0.018. In other words, the regression weight for intrinsic motivation when staff member's engagement significantly differed from zero at 0.001 levels (two-tails). Based on the investigation, the above research hypothesis was facilitated.

This research concludes that construct has considered proficiently mediated the connection ship among transformational educational leadership and staff member's engagement. As illustrated before, the type of mediation is called a "complete mediation" since the direct impact of the

transformational educational leadership on staff member's engagement was no longer considered proficient after construct entered the model. The beta coefficient for transformational educational leadership was reduced from 0.575 to 0.241. Hence, in this research, transformational educational leadership had considered proficient indirect impact on staff member's engagement through the mediator proficient, namely construct.

3.4 Mediation of Teacher's Intrinsic Motivation

The method for examining intrinsic motivation mediator role:

- 1) The indirect impact = $0.93 \times 0.43 = 0.40$.
- 2) The direct impact = -0.33 .
- 3) Both indirect paths are considered proficient.
- 4) Since indirect impact > direct impact, the mediation occurs.
- 5) Type of mediation is complete mediation since the direct impact is not considered proficient after mediator enters the model.

In examining the hypothesis for the mediation impact of teacher's intrinsic motivation in linking transformational educational leadership with staff member's engagement, the hypothesis was supported. Consequently, this research concluded that TIM has considered proficiently mediated the connection ship among transformational educational leadership and staff member's engagement. Hence, these investigations have answered the research question: Does a figurehead TIM mediate the impact of transformational leadership on staff member's engagement?

To discover the type of mediation, these investigating also provided a calculation for the impact size of mediation. In calculating the impact size of a mediator in the mediating impact, it was found that the impact size of teacher's intrinsic motivation on staff member's engagement was in the small range.

In this research, the impact size is the amounts of variance explained in the mediation model contribute by every single path. Again, these investigating closed the gaps found in the previous research by linking teacher's intrinsic motivation as a mediator in the connection ship among transformational educational leadership and staff member's engagement. This research has not only concluded the type of mediation, but also the impact size of teacher's intrinsic motivation (TIM) on staff member's engagement (SME).

Proficient 1. Examining TEM as a mediator in the connection ship among TEL and SME			
Connection ship	Standardized (β)	P-Value	Result
TEL \rightarrow TIM (a)	0.94	***	Consider proficient
TIM \rightarrow SME (b)	0.43	0.18	Consider proficient
TEL \rightarrow SME (c)	0.332	0.064	Not Consider proficient
a*b		0.40	
a*b > c		Mediation occurs	

(Source: AMOS 26 OUTPUTS, 2022)

Proficient 2. Bootstrapping Result		
Indirect Impact	Direct Impact	
P- Value	P-Value	
Bootstrapping P-Value	0.000	0.064
Result	Consider proficient	Not Consider proficient
Type of Mediation	Complete Mediation	

(Source: AMOS 26 OUTPUTS, 2022)

4. Conclusions

Present research focused the method fundamental on the impacts of transformational educational leadership on staff engagement from the perspective of mediating part of teacher intrinsic motivation. The investigation of present research specify that teacher intrinsic motivation adds to the intensification of the correlation among transformational educational leadership and staff members engagement and there was collision function of the mediators when inter the model and the size of this impact was in small range. Present research assists Ghadi, et al. (2013) suggestions that supplementary mediators may affect the relation flanked by transformational educational leadership and staff member's engagement which need to examine. In this regard, present research frame job can be comprehensive to supplementary studies in a different context other than education sector. At the same time as the majority engagement studies have greatly paying attention on linking staff members engagement to organizational job circumstances, this

investigation provides empirical evidence represented that staff member's engagement reflects a two-way connection ship.

The investigations of this research add to the academic writing by provided that imperative information on the subject of the correlation among leadership and educator intrinsic motivation and staff members engagement, which have not been previously investigated in single research. From a practitioner's perspective, the investigations from this research put forward that for educators who show the transformational educational leadership behavior and intrinsic motivation are more suit proficient for engaging staff members at job place. Exclusively, these implications concentrate on issues related to organization of presentation, teaching and expansion, task intend, employment and assortment. The potential drawbacks of present study merely can be comprehensive to a populace of staff members working in Bule Hora University, Ethiopia, higher educational institute in Ethiopia due to diverse backgrounds in special context of studies.

Moreover, the investigating originates from existing investigation recommended that there is a need for potential examine based on the assessments of the explicit magnitudes of teachers' intrinsic motivation affecting employee engagement necessitate supplementary investigation may be in the significance of intrinsic motivation behaviors that consider both the leader and employees, rather than the intrinsic motivation behaviors that describe the behaviors of only the leader.

5. Future Implication

This study is significant for the government to revise his policy to give a solution for personal and organizational –related, legal/administration, economic, social/cultural, and other factors that affect the perception of women entrepreneurs in entrepreneurial activities. It also enables them what types of policy need to be adopted to encourage the participation and achievement of potential and existing women entrepreneurs. Finally, the study helps other researchers to predict the factors affecting the perception of women entrepreneurs in the same study area and provide the deep understanding of the critical factors that affect the perception of women entrepreneurs in general.

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7. Compliance with Ethical Standards

The present research work closely followed all ethical standards established by the Institutional Review Board at the author's university "Bule Hora University", Oromia, Ethiopia, and the participating college. The study was reviewed by the "Department Graduate Committee" (DGC) for the college of Business and Economics, Bule Hora University, Ethiopia, headed by the college Dean. Prior consent for information was obtained from the study participants and informed them in advanced that the information was collected only for academic research purpose. It is confirmation that the guidelines outlined in the Declaration of University were followed.

8. Funding

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9. Disclosure

The authors declare no conflicts of interest in this research work.

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