

## **ROLE OF LEADERSHIP STYLE AND PERFORMANCE IN HIGHER EDUCATION: THE ROLE OF ORGANIZATIONAL JUSTICE**

**Baldev Raj**  
Scholar, FMS, MRIIRS  
**Dr Nandini Srivastava**  
Professor FMS, MRIIRS

### **Abstract**

In the context of higher education, there has been an increase in leadership research development in recent years, as higher education institutions must be prepared to meet the needs and challenges of today's complex global environment. Several shifts in higher education have occurred in recent decades, owing primarily to globalization, digital transformation, and the development of information technology, all of which necessitate new competencies and leadership styles to meet global challenges. Accordingly, this study proposes that transformational and transactional leadership styles in HEIs help in ensuring justice and employee performance along with organization performance. Therefore, this study takes higher education as the research subject and investigates how leadership style influence justice, employee performance and organization performance

**Keywords:** *Leadership style, higher education, organizational justice, organizational performance*

### **1. Introduction**

Leadership is defined as a complex, multi-faceted form of performance that does not exist unless something happens (Mumford, 2011). This is the nature of leadership as a multi-level, socially constructed process (Gardner et al., 2010). In most cases, it is associated with issues of leadership and purpose sustainability, a lack of strategic communications and teamwork for performance improvement, and a lack of total commitment to the learning philosophy and practice.

It is believed that the primary cause of such issues is a lack of guidance in the development and cultivation of the appropriate leadership style. Because leaders can directly decide to introduce new ideas into an organization, set specific goals, and encourage subordinates' innovation initiatives, leadership style has been emphasized as one of the most important individual influences on firm innovation (Harbone and John, 2003; Zacher and Rosing, 2015).

Leadership is a topic of discussion among academics and practitioners because it has a significant impact on organizational performance (Samad, 2015). Scholars have debated whether innovation and leadership foster superior performance and whether past performance is influenced by innovation and leadership (Montes et al., 2005).

To be competitive, an organization must have supportive leadership, which entails having a leader who possesses a set of leadership characteristics such as being a good designer, master, mentor, challenger, and integrator, as well as having a clear, sustained shared vision. This leader must support and encourage innovation, individual initiative, and the development of competences centered on learning, open communications that reduce the costs of internal change, and the development of teamwork cohesion.

In the context of higher education, there has been an increase in leadership research development in recent years, as higher education institutions must be prepared to meet the needs and challenges of today's complex global environment. Several shifts in higher education have occurred in recent decades, owing primarily to globalization, digital transformation, and the development of information technology, all of which necessitate new competencies and leadership styles to meet global challenges.

Not only higher education institutions need to improve their governance, operations, and relationships with stakeholders (students, parents, the state, and so on), but they also need to improve their leadership, which is critical to their success and survival. The authority, power, and structure approach are few of the most traditional approaches associated with higher education institutions. Leadership studies in higher education institutions must investigate how effective leaders hold their organizations, as well as approaches that work best in the higher education context for better management, transformation, and improvement.

Organizational justice has been identified as the most effective variable in determining institutional success because it denotes fairness in institutional procedures, processes, distribution, and interaction (Khuong & Hoang, 2016). When employees believe that the procedures are fair, distributions are impartial, and interactions are neutral, the concerned employees eventually demonstrate utmost performance and undaunted promise by putting forth their best efforts to achieve the institutional goals (Benson & Martin, 2017).

The leadership's reasonable behavior is the most important factor in determining the interactions between the leader and the followers, which aids in the development of effective leadership in institutions (Szeto & Cheng, 2017). The leaders' inspiration and fair interaction encourage employees to put forth their best efforts and perform better (Tziner&Shkoler, 2018). Leadership, perception of fairness, and performance are all important factors in determining institutional credibility and success. As a result, without fairness in procedures, distributions, and interactions, leaders may be unable to elicit the desired efforts and performances from their workforces (Wen et al., 2019). Thus, for leaders in HEIs, justice and performance are the primary challenges in overcoming diverse situations and achieving desired outcomes.

Accordingly, this study proposes that transformational and transactional leadership styles in HEIs help in ensuring justice and employee performance along with organization performance. Therefore, this study takes higher education as the research subject and investigates how leadership style influence justice, employee performance and organization performance. Based on the above research, this study proposes the conceptual framework shown in Figure 1.

## **2. Theoretical background**

### ***Transformational Leadership***

Tintami et.al (2012) explained that transformational leadership is a style where leaders inspire their followers to put aside their personal interests, and it has a remarkable influence. Transformational leadership can be defined as the ratings of leader's ability to influence subordinates to raise their awareness regarding the importance of work, to prioritize group's interest, and to increase the needs of subordinates for achieving a better life. Transformational leaders motivate employees toward institutional long-term objectives wherein the leaders turn as an ideal (role-model) through his/her attribute of idealized influence while transactional leaders inspire the workforces through rewards (Bass & Bass, 2008). Furthermore, transformational leaders always try to stimulate the workforces intellectually over their attribute of intellectual stimulation while transactional leaders perform the same task over contingent punishment (Avolio et al., 2009).

According to Aragon-Correa et al. (2007), leadership style is an individual trait, and OL, which is a collective process, both simultaneously and positively affect firm innovation. Garcia-Morales et al. (2012) investigated the effects of transformational leadership on organisational performance using dynamic OL and innovation capabilities. Other studies have discovered that leadership influences OL (Victor et al., 2006; Hsiao and Chang, 2011).

### ***Transactional leadership***

Transactional leadership assumes that rewards and punishments motivate employees. Transactional leadership is best suited to social systems that function best through clear chains of command. Because of this concept, employees' primary responsibility is to do what their superiors tell them to do. In this sense, transactional leadership can also be described as autocratic, because leaders expect their subordinates to follow the established rules and follow the leader's instructions (Zainuddin et al. 2019). According to Bass, as cited by (Mustika et al., 2020), the initial concept of transactional leadership will explain the process of subordinates' needs being met in exchange for the leader's role, and that the leader can only react if the subordinates fail to meet their role needs. Transactional leadership is also defined as an activity that directs subordinates toward a predetermined goal by emphasising these roles and responsibilities (Wahyuni&Eliyana, 2014). According to Zainuddin et al. (2019), there are three requirements in transactional leadership: conditional rewards, management by exception (passive), and management by exception (active).

### ***Organizational justice***

Organizational justice is a widely researched phenomenon in the educational context, the higher educational context. The main role of the concerned leadership is to ensure fair policies for all the employees without any discriminations (Clayton & Opotow, 2003). Fairness in the policies and processes not only help in inspiring employees toward the tasks attainment but also helps in nurturing their commitment and loyalty toward the concerned institution (Walumbwa et al., 2009). Fairness perception is also the main factor that inspires the concerned employees to show their elevated performances (Rokhman& Hassan, 2012). It is an established fact employee are always worried about their institutional status and thereby show their utmost potential and performance which in turn help them in shaping their positive behavior toward institutional actions (Khuong& Hoang, 2016). Justice is thus, the main theme that directly tells about both the administrative and academic health of the concerned institution(s) because it is more concerned with the institutional actions with constructive manners to serve without any discriminations (Nazarpoori, 2017; Suifan, 2019). In addition, justice is also the main concern of employees in shaping their behavior toward the achievement of the institutional tasks.

### ***Employee's performance***

Performance is the only phenomenon that is directly related to both the institutional failure and success. The reason is that the institutions which can get the optimistic outcomes from employees are considered the most successful ones while those unable to get the desired results from their employees are considered as failed due to their least interest in employees' motivation and performance (Armstrong, 2009). Hence, performance is an

indispensable asset of the institutions as the better standing and higher ranking is contingent upon the level of desired performances (Vecchio et al., 2008). In this connection, Paracha et al. (2012) argue that when the leadership is fair, policies are transparent, and actions are clear then concerned employees will show their higher performance to achieve institutional tasks more effectively. Institutions are also more concerned with the performances of their employees since higher performance on the part of employees ultimately lead to higher institutional performance (Tiara &Putranto, 2015). Therefore, leadership styles, the fairness perception, and employees' performance are leading parameters that are directly responsible for the success of the concerned institutions (Wen et al., 2019).

**Relationship between leadership and organizational justice**

Recent research has also investigated the role of organizational justice (OJ) as a moderator in the relationship between transformational leadership and organizational effectiveness (e.g., Cho and Dansereau, 2010). However, leadership effectiveness research has probably paid less attention to the role of organizational justice than it should have (van Knippenberg et al., 2007). OJ is strongly correlated to leadership styles (Tatum et al., 2003; Harris et al., 2018).

According to Bose and Patnaik (2015), the constructs of organizational learning, organizational justice, and psychological empowerment are important underlying mechanisms illuminating the effectiveness of transformational leadership for organizational employee identification. According to Armagan and Erzen (2015), leadership has a significant impact on organizational justice. Transformational and transactional leadership styles had a positive and significant effect on organizational justice (Hendrian and Patiro, 2019).The followinghypothesis are being proposed to take the concept forward for furtherinvestigation

*Hypothesis 1: Transformational leadership has a positive and significant impact on organizational justice*

*Hypothesis 2: Transactional leadership has a positive and significant impact on organizational justice*

**Relationship between organizational justice and employee performance**

Organizational Justice has been identified as an important variable that plays a significant role in improving the performance of an organization's employees. According to various studies, if employees are not treated fairly, their output decreases as a natural response to the unfair treatment (Iqbal et al, 2017). Organizational Justice refers to how employees perceive fairness and react to outcomes while working in their organizations. Organizational justice has been the focus of research in organizations, with variables such as employee performance, job satisfaction, trust, commitment, and organizational citizenship behavior being studied (Cropanzano et al. 2017).

According to researchers, organizational justice can benefit both the organization and its employees. In the last quarter-century, there has been a significant increase in the amount of literature on organizational justice. Organizational justice has been shown to influence employee job satisfaction, extra-role behaviors, and citizenship behavior (Ansari et al. 2007). Moorman and Niehoff (1993) also stated that when employees perceive unfairness, they compensate by decreasing their outputs. Therefore, we have proposed the third hypothesis, as follows:

*Hypothesis 3: Organizational justice has a positive and significant impact on employee performance*

**Relationship between employee performance and organization performance**

Employee performance influences organizational performance positively. As a result of this, the company should always increase the driver's motivation for performance (Tarmidi and Arsajah, 2019). Employee performance is defined as the outcomes and accomplishments attained at work. The term "performance" refers to sticking to plans while aiming for results. Although performance evaluation is at the heart of performance management (Cardy, 2004), an individual's or an organization's performance is strongly dependent on all organizational policies, practices, and design features. Based on the abovediscussion the fourth hypothesis has been proposed:

*Hypothesis 4: Employee performance has a positive and significant impact on organization performance*

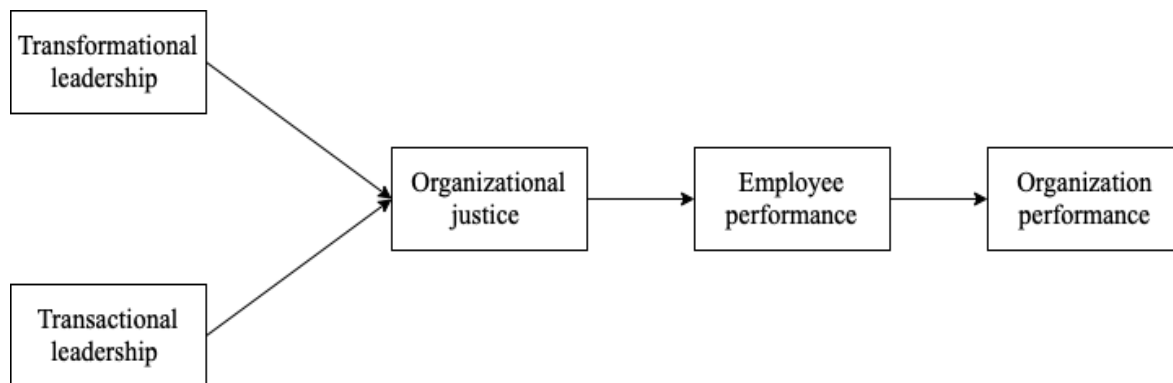


Figure 1. Conceptual framework

**3. Research methods**

In the present study, higher education institutes in Delhi/NCR are taken as the research subject to investigate the relationship between the variables considered in this study. According to the previous literature discussion, this study proposed a conceptual framework as shown in Figure 1.

*Measurement*

In this study, the research on leadership is structured by transactional and transformational leadership (Bass, 1985; Bass and Avolio, 2000). To measure the transactional leadership and transformational leadership, as revised from the Multifactor Leadership Questionnaire developed by Avolio et al. (1999) was used, for organizational justice, Greenberg (1990), for employee performance, Uphoff and Moharir (1994) and for organization performance, Zulkifli & Perera (2011) were used.

*Sampling and data collection*

The questionnaire was created and shared online via Google forms to the faculty members in HEIs in Delhi/NCR region. To obtain responses convenient sampling was used. A total of 167 responses were collected and used for statistical analysis procedures.

**4. Analysis and results**

*Demographic data*

*Data analysis procedure*

To achieve the research objectives, present study used SmartPLS 3 to perform data analysis, due to fact that its appropriateness in analyzing small sample sizes (Chin et al. 2003). A two-step procedure is adopted to evaluate the measurement and structural model.

*Handling common method bias*

Podsakoff et al., (2003), stated that, “common method bias (CMB) is the bias that is attributable to the measurement method rather than to the constructs the measures represents”.

Items of all the constructs were merged in a single factor and common variance explained was 47.73% which does not exceed 50%. Thus, the common method bias was insignificant for the data set Podsakoff et al., (2003).

*Measurement model evaluation*

For examining the measurement model internal consistency, convergent validity and discriminant validity were analyzed. Convergent validity shows “the extent to which different measures refer to the same conceptual construct” (Dinev & Hart, 2004, p. 417).

Table 2. Cronbach’s Alpha, composite reliability, and average variance extracted of constructs

Construct	No. of items	Cronbach’s Alpha	Composite reliability	Average variance extracted
Transformational leadership	10	0.813	0.836	0.667
Transactional leadership	10	0.723	0.803	0.762
Organizational justice	10	0.839	0.857	0.654
Employee performance	10	0.767	0.811	0.742
Organization performance	10	0.793	0.829	0.736

From table 2, composite reliability was above 0.7 and average variance extracted exceeded 0.5 (Hair et al. 2017). The value of Cronbach’s alpha to meet internal consistency was also greater than 0.7 (Fornell and Larcker 1981). Thus, the convergent validity of the constructs was achieved. To examine the discriminant validity, the Fornell-Larcker criteria was employed. Table 3 depicts the Fornell-Larcker criterion in which the square roots of average variance extracted of the constructs were higher than the correlation values between each construct as well as other constructs. Thus, discriminant validity was established as per Fornell-Larcker criterion.

Table 3. Discriminant validity–Fornell-Larcker criterion

	TFL	TCL	OJ	EP	OP
TFL	1				
TCL	0.434	1			
OJ	0.525	0.376	1		
EP	0.535	0.437	0.488	1	
OP	0.321	0.356	0.278	0.481	1

*Model fit estimates*

This study tests four hypotheses with the structural equation model. This model provided an adequate fit to the data, with  $\chi^2=142.17$ ,  $p<0.00$ ; GFI=0.95; CFI=0.97; and RMSEA=0.078. Figure 2 shows the path diagram of variables in this study, indicating that the path coefficient and p-value of these paths, including TFL-OJ, OJ-EP AND EP-OP, are significant; the parameter estimates are 0.819, 0.922 and 0.928. However, the p-value of the TCL-OJ path is not significant.

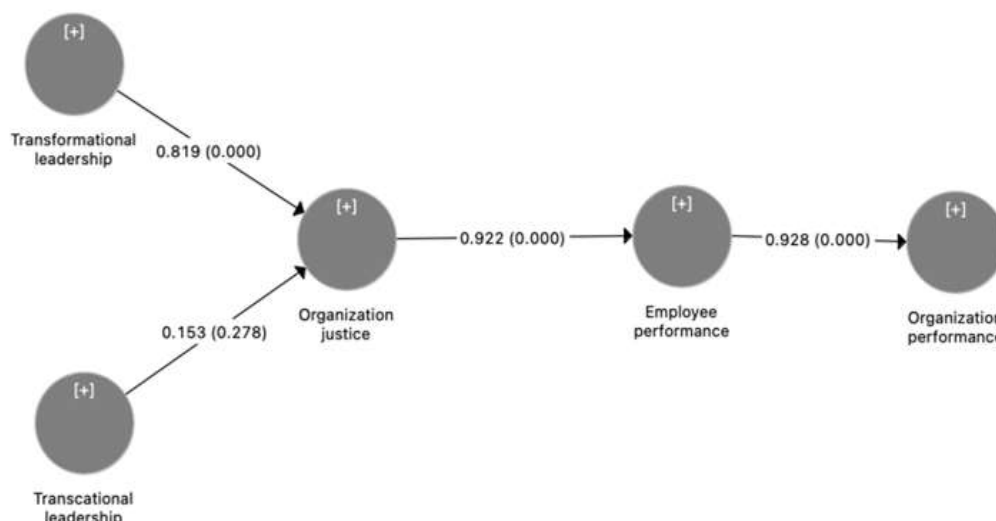


Figure 2. Path diagram

*Hypotheses testing*

This study estimated the path coefficient of the theoretical model by bootstrapping method to check the significance level of hypothetical path. Figure 2 shows the structural model with the standardized coefficients for the research sample. Results indicate that the relation between the transformational leadership relation was positively associated with OJ ( $\beta =0.819$ ,  $p< 0.05$ ), thereby supporting H1. The relationship between transcational leadership and OJ was not positively associated ( $\beta =0.153$ ,  $p> 0.05$ ). Thereby H2, not supported. The relationship between OJ-EP ( $\beta =0.922$ ,  $p< 0.05$ ) and EP-OP ( $\beta =0.928$ ,  $p< 0.05$ ) was positively associated and significant. Thereby H3 and H4, supported.

**5. Discussion**

Organizational success is heavily influenced by a variety of factors, with leadership being the most significant and dynamic force in all of them. Fairness perception is also important since it aids in the development of individuals' behavior in accordance with the norms and values of the involved organizations. The leader seeks to influence their subordinates through various approaches in order to accomplish the necessary tasks by inspiring them to give their all at work. In order to encourage their staff toward high-valued duties, the leaders also aim to establish a fair and transparent procedure, distribution, and interaction in institutional affairs and resources. In this regard, the goal of this research was to look into the role of organisational justice in connecting leadership styles and employee performance in higher education by examining the certain hypotheses from the theoretical framework about the relationships between the variables undertaken in this study.

First hypothesis (H1) was about the relationship between the transformational leadership and organizational justice. The findings of this study confirm the positive relationship between the transformational leadership and organizational justice supported the existing studies (Khan and Amin, 2021; Ali & Rehman, 2016; Paracha et

al., 2012; Tiara &Putranto, 2015). The second hypothesis (H2) is concerned with the relationship between the transactional leadership and organizational justice. The findings of this study do not confirm the relationship between the transactional leadership and organizational justice. The third hypothesis (H3) is concerned with the relationship between the organizational justice and employee performance. The findings of this study confirm the positive relationship between the organizational justice and employee performance thereby supported the existing studies (Khan and Amin, 2021;Rokhman& Hassan, 2012; Tziner&Shkoler, 2018; Walumbwa et al., 2009). Fourth hypothesis (H4) was about the relationship between the employee performance and organization performance. The findings of this study confirm the positive relationship between the employee performance and organization performance, thereby supported the existing studies (Tarmidi and Arsajah, 2019; Vosloban, 2012). Therefore, from the present study, sufficient information was obtained in deciding the relationships between the variables considered in this study to reach the conclusion.

## **6. Conclusion**

Based on the research framework and empirical analyses, this study explores a better understating of relationship between the TFL, TCL, OJ, EP and OP. Current study presents a value information as a reference for HEIs in Delhi/NCR region for their direction of leadership in the development of OJ and improvement in EP and OP. The results of this study confirm that transformation leadership has a significant influence on OJ. In this regard many studies stated that transformational leadership is most popular and powerful style as compared to transactional leadership. Some studies have pointed out transactional leadership has a potential impact on OJ. Aragón-Correa et al., (2007) confirmed that leadership is one of the important factors for OJ. Due to up and down ranking of HEIs, HEIs exposed to the phenomena of leadership which have researched many times and offering different results in different situations. TFL, TCL, OJ, EP and OP are significant issues in the context of higher education and present study confirmed the relationship between the TFL, OJ, EP and OP.

## **7. Suggestions for future study**

As transformational leadership is most popular and powerful style as compared to transactional leadership. Therefore, the management of HEIs ensure to practice transformational leadership in the institutions. Transactional leadership is somewhat less popular, but it can be useful in many situations, and it may prevent both leaders and followers to reach full potential. Organizational justice is both an individual and team level phenomenon. Therefore, the management of HEIs ensure that procedures and practices are transparent and equitable so that employees remain committed to the goals of the HEIs.

## **References**

- Mumford, Michael & Medeiros, Kelsey & Steele, Logan & Watts, Logan. (2015). Leadership, creativity and innovation: An overview.
- Gardner, William & Lowe, Kevin & Moss, Todd & Mahoney, Kevin & Cogliser, Claudia. (2010). Scholarly leadership of the study of leadership: A review of The Leadership Quarterly's second decade, 2000–2009. *The Leadership Quarterly*, 21, 922-958. 10.1016/j.leaqua.2010.10.003.
- Johne, A., & Harborne, P. (2003). One leader is not enough for major new service development: results of a consumer banking study. *Service Industries Journal*, 23(3), 22-39.
- Zacher, H., & Rosing, K. (2015). Ambidextrous leadership and team innovation. *Leadership & Organization Development Journal*.
- Samad, A. (2015). Towards an understanding of the effect of leadership on employee wellbeing and organizational outcomes in Australian universities. *The Journal of Developing Areas*, 49(6), 441-448.
- Montes, F. J. L., Moreno, A. R., & Morales, V. G. (2005). Influence of support leadership and teamwork cohesion on organizational learning, innovation and performance: an empirical examination. *Technovation*, 25(10), 1159-1172.
- Khuong, M. N., & Quoc, T. H. (2016). The effects of organizational justice and ethical leadership on employee performance in Binh Duong's Industrial Parks, Vietnam. *Journal of Economics, Business and Management*, 4(4), 327-333.
- McLaren, C. D., Boardley, I. D., Benson, A. J., Martin, L. J., Fransen, K., Herbison, J. D., ... & Bruner, M. W. (2021). Follow the leader: Identity leadership and moral behaviour in social situations among youth sport teammates. *Psychology of Sport and Exercise*, 55, 101940.
- Szeto, E., & Cheng, A. Y. N. (2018). How do principals practise leadership for social justice in diverse school settings? A Hong Kong case study. *Journal of Educational Administration*.
- Tziner, A., & Shkoler, O. (2018). Leadership Styles and Work Attitudes: Does Age Moderate their Relationship?(Estilos de liderazgo y actitudes en el trabajo: ¿modera la edad su relación?). *Journal of Work and Organizational Psychology* (2018), 34(3), 195-201.
- Wen, T. B., Ho, T. C., Kelana, B. W. Y., Othman, R., & Syed, O. R. (2019). Leadership styles in influencing employees' job performances. *International Journal of Academic Research in Business and Social Sciences*, 9(9), 55-65.

- Tintami et.al (2012). Transformational Leadership in Higher Education: (A Study in Indonesian Universities). *Advances in Economics, Business and Management Research*, volume 135, 3rd Asia Pacific International Conference of Management and Business Science (AICMBS 2019)
- Bass & Bass (2008). *The Bass handbook of leadership: Theory, research, and managerial applications* (4th ed.). New York: Free Press
- Avolio, B. J., Walumbwa, F. O., & Weber, T. J. (2009). Leadership: Current theories, research, and future directions. *Annual review of psychology*, 60, 421-449.
- Aragón-Correa, J. A., García-Morales, V. J., & Cordón-Pozo, E. (2007). Leadership and organizational learning's role on innovation and performance: Lessons from Spain. *Industrial marketing management*, 36(3), 349-359.
- Ho, J. P. Y., Victor Chen, D. T., & Ng, D. (2016). Distributed leadership through the lens of activity theory. *Educational Management Administration & Leadership*, 44(5), 814-836.
- Hsiao, H. C., & Chang, J. C. (2011). The role of organizational learning in transformational leadership and organizational innovation. *Asia Pacific Education Review*, 12(4), 621-631.
- Zainuddin, A., Kuzaiman, N. A., Mohd Salleh, N. A., & Kasolang, S. (2019). Quality green lean energy leadership management practices in Malaysian automotive companies. *Journal of Mechanical Engineering (JMEchE)*, 16(1), 149-158.
- Mustika, H., Eliyana, A., & Agustina, T. S. (2020). The effect of leadership behaviour on knowledge management practices at the PT Power Plant of East Java. *International Journal of Innovation, Creativity and Change*, 10(12), 382-391.
- Mustika, H., Eliyana, A., & Agustina, T. S. (2020). The effect of leadership behaviour on knowledge management practices at the PT Power Plant of East Java. *International Journal of Innovation, Creativity and Change*, 10(12), 382-391.
- Clayton, S., & Opotow, S. (2003). Introduction: Identity and the Natural Environment. In S. Clayton & S. Opotow (Eds.), *Identity and the natural environment: The psychological significance of nature* (pp. 1–24). MIT Press.
- Walumbwa et al., (2009). *Leadership: Current Theories, Research, and Future Directions*. DigitalCommons@University of Nebraska – Lincoln.
- Rokhman, Wahibur & Hassan, Arif. (2012). The effect of Islamic work ethic on organisational justice. *African Journal of Business Ethics*. 6. 25. 10.4103/1817-7417.104699.
- Ngoc Khuong, Mai & Hoang, Dang. (2015). The Effects of Leadership Styles on Employee Motivation in Auditing Companies in Ho Chi Minh City, Vietnam. *International Journal of Trade, Economics and Finance*. 6. 210-217. 10.7763/IJTEF.2015.V6.471.
- Nazarpoori, Amirhooshang. (2017). A survey of the effect of leader's social intelligence on employee's perception of interpersonal justice: the mediating role of shared leadership. *International Journal of Leadership in Education*. 20. 1-14. 10.1080/13603124.2017.1283063.
- Suifan, T. S., Diab, H., Alhyari, S., & Sweis, R. J. (2020). Does ethical leadership reduce turnover intention? The mediating effects of psychological empowerment and organizational identification. *Journal of Human Behavior in the Social Environment*, 30(4), 410-428.
- M. Armstrong, *Handbook of Performance Management: An Evidence-based Guide to Delivering High Performance* 4th edition, London, Kogan Page (2009).
- Vecchio, R. P., Justin, J. E., & Pearce, C. L. (2008). The utility of transactional and transformational leadership for predicting performance and satisfaction within a path-goal theory framework. *Journal of Occupational and Organizational Psychology*, 81(1), 71-82.  
Chicago
- Paracha, M. U., Qamar, A., Mirza, A., Hassan, I. U., & Waqas, H. (2012). Impact of leadership style (transformational & transactional leadership) on employee performance & mediating role of job satisfaction. Study of private school (educator) in Pakistan. *Global Journal of Management and Business Research*, 12(4), 55-64.
- Tiara, A. W., & Putranto, R. (2015). Analyzing the relationship between transformational and transactional leadership style on employee performance. *Journal of Business and Management*, 4(5), 561-568.
- Wen, T. B., Ho, T. C., Kelana, B. W. Y., Othman, R., & Syed, O. R. (2019). Leadership styles in influencing employees' job performances. *International Journal of Academic Research in Business and Social Sciences*, 9(9), 55-65.
- Cho, J., & Dansereau, F. (2010). Are transformational leaders fair? A multi-level study of transformational leadership, justice perceptions, and organizational citizenship behaviors. *The leadership quarterly*, 21(3), 409-421.
- van Knippenberg, D., & De Cremer, D. (2008). Leadership and fairness: Taking stock and looking ahead. *European Journal of Work and Organizational Psychology*, 17(2), 173-179.
- Tatum, B. C., Eberlin, R., Kottraba, C., & Bradberry, T. (2003). Leadership, decision making, and organizational justice. *Management decision*.

- Harris, A., & Jones, M. (2019). Teacher leadership and educational change. *School Leadership & Management*, 39(2), 123-126.
- Bose, S., & Patnaik, B. (2015). A theoretical model of transformational leadership and organizational identification of employees: The role of organizational learning, organizational justice and psychological empowerment. *International Journal of Management & Information Technology*, 10(5), 2199-2207.
- Erzen, E., & Armağan, Y. (2015). The effect of leadership on conflict management. In *Leadership and Organizational Outcomes* (pp. 225-237). Springer, Cham.
- Hendrian, C. A. M., Patiro, S. P. S., & Budiyantri, H. (2020). The Effect of Leadership and Organizational Justice in Predicting Positive Emotion of Indonesian Civil Servants. *Jurnal Dinamika Manajemen*, 11(2), 167-183.
- Iqbal, Q., & Ahmad, N. H. (2021). Sustainable development: The colors of sustainable leadership in learning organization. *Sustainable Development*, 29(1), 108-119.
- Cropanzano, R., Dasborough, M. T., & Weiss, H. M. (2017). Affective events and the development of leader-member exchange. *Academy of Management Review*, 42(2), 233-258.
- Ansari, M. A., Hung, D. K. M., & Aafaqi, R. (2007). Leader-member Exchange and Attitudinal Outcomes: Role of procedural justice climate. *Leadership & Organization Development Journal*.
- Niehoff, B. P., & Moorman, R. H. (1993). Justice as a mediator of the relationship between methods of monitoring and organizational citizenship behavior. *Academy of Management Journal*, 36(3), 527-556.
- Albritton, R. L. (1998). A new paradigm of leader effectiveness for academic librarians: An empirical study of the Bass (1985) model of transformational leadership. In T.F. Mech & G.B. McCabe (Eds.), *Leadership and academic librarians* (pp. 66-82). Westport, CT: Greenwood, 1998.
- Bass, B. M. & Avolio, B. J. (2000). *MLQ Multifactor Leadership Questionnaire* Redwood City: Mind Garden.
- Avolio, B. J., Bass, B. M., & Jung, D. I. (1999). Re-examining the components of transformational and transactional leadership using the Multifactor Leadership. *Journal of occupational and organizational psychology*, 72(4), 441-462.
- Uphoff, N., & Moharir, V. (1994). An analytical model of performance for developing indicators of employees' capability. *Journal of Public administration*, 17 (3), 372-379.
- Zulkiffli, Siti & Perera, Nelson. (2011). A Literature Analysis on Business Performance for SMEs: Subjective or Objective Measures?. *SSRN Electronic Journal*. 10.2139/ssrn.1867874.
- Podsakoff, Philip & MacKenzie, Scott & Lee, Jeong-Yeon & Podsakoff, Nathan. (2003). Common Method Biases in Behavioral Research: A Critical Review of the Literature and Recommended Remedies. *The Journal of applied psychology*. 88. 879-903. 10.1037/0021-9010.88.5.879.
- Dinev, T., & Hart, P. (2004). Internet privacy concerns and their antecedents-measurement validity and a regression model. *Behaviour & Information Technology*, 23(6), 413-422. <https://doi.org/10.1080/01449290410001715723>.
- Fornell, C., & Larcker, D. F. (1981). Evaluating structural equation models with unobservable variables and measurement error. *Journal of Marketing Research*, 18(1), 39-50. <https://doi.org/10.2307/3151312>
- Khan, I. U., Idris, M., & Amin, R. U. (2021). Leadership style and performance in higher education: the role of organizational justice. *International Journal of Leadership in Education*, 1-15.
- Ali, M. R., & Mohammad Hossein, Y. (2016). A study of relationship between ma , Leadership in Health Services, 19(2), xi-xxviii.
- Paracha, M & Qamar, Adnan & Mirza, Anam & Inam-ul-Hassan, & Waqas, Hamid. (2012). "Impact of Leadership Style (Transformational & Transactional Leadership) On Employee Performance & Mediating Role of Job Satisfaction" Study of Private School (Educator) In Pakistan.
- Tiara, A. W., & Putranto, R. (2015). Analyzing the relationship between transformational and transactional leadership style on employee performance. *Journal of Business and Management*, 4(5), 561-568.
- Khan, I. U., Idris, M., & Amin, R. U. (2021). Leadership style and performance in higher education: the role of organizational justice. *International Journal of Leadership in Education*, 1-15.
- Rokhman, W., & Hassan, A. (2012). Transformational leadership and work outcomes: Organizational justice as mediator. *World Review of Business Research*, 2(4), 164-171.
- Tziner, A., & Shkoler, O. (2018). Leadership Styles and Work Attitudes: Does Age Moderate their Relationship?(Estilos de liderazgo y actitudes en el trabajo: modera la edad surelación?). *Journal of Work and Organizational Psychology* (2018), 34(3), 195-201.