

CAPITAL UNIVERSITY OF SCIENCE AND  
TECHNOLOGY, ISLAMABAD



**Impact of Leader's Motivating  
Language on Employees' Job  
Performance with Mediation of  
Job Satisfaction and Affective  
Commitment**

by

**Muhammad Haroon**

A thesis submitted in partial fulfillment for the  
degree of Doctor of Philosophy

in the

Faculty of Management & Social Sciences

Department of Management Sciences

2018

**Impact of Leader's Motivating Language on  
Employees' Job Performance with Mediation of  
Job Satisfaction and Affective Commitment**

By

Muhammad Haroon

(PM091002)

**Dr. Luke Faulkner**

School of Management, University of South Australia Business School

**FDr. Boris Popesko**

Tomas Bata University in Zlin, Czech Republic

**Dr. Aisha Akbar**

(Thesis Supervisor)

**Dr. Sajid Bashir**

(Head, Department of Management Sciences)

**Dr. Arshad Hassan**

(Dean, Faculty of Management & Social Sciences)

**DEPARTMENT OF MANAGEMENT SCIENCES  
CAPITAL UNIVERSITY OF SCIENCE AND TECHNOLOGY  
ISLAMABAD**

**2018**

Copyright © 2017 by Muhammad Haroon

All rights reserved. No part of this thesis may be reproduced, distributed, or transmitted in any form or by any means, including photocopying, recording, or other electronic or mechanical methods, by any information storage and retrieval system without the prior written permission of the author.

*I modestly & respectfully dedicate this research work to my charismatic extraordinary beloved real legend parents whose loyalty to my best interest and willingly sacrifices have been such great factors in teaching me the good morals, struggles in unending darkness not to accept defeat, shown me glimmer of light that found its way on stormy waves of roaming river, provided me education of ignorance to interest from dimness to light, from wits to feelings, made the path for me of never capitulation in this valiant journey of my breathtaking life. May Allah give them spectacular rewards beyond the expectations here life after life! Amin*



# CAPITAL UNIVERSITY OF SCIENCE & TECHNOLOGY ISLAMABAD

Expressway, Kahuta Road, Zone-V, Islamabad  
Phone: +92-51-111-555-666 Fax: +92-51-4486705  
Email: [info@cust.edu.pk](mailto:info@cust.edu.pk) Website: <https://www.cust.edu.pk>

## CERTIFICATE OF APPROVAL

This is to certify that the research work presented in the thesis, entitled **“Impact of Leader’s Motivating Language on Employees’ Job Performance with Mediation of Job Satisfaction and Affective Commitment”** was conducted under the supervision of **Dr. Aisha Akbar**. No part of this thesis has been submitted anywhere else for any other degree. This thesis is submitted to the **Department of Management Sciences, Capital University of Science and Technology** in partial fulfillment of the requirements for the degree of Doctor in Philosophy in the field of **Computer Science**. The open defence of the thesis was conducted on **12Oct 2017**.

**Student Name :** Mr. Muhammad Haroon (PM091002)

The Examination Committee unanimously agrees to award PhD degree to

Mr. Muhammad Haroon in the field of Management Sciences.

### **Examination Committee :**

(a) External Examiner 1: Dr.Sadia Nadeem  
Associate Professor  
FAST, Islamabad.

(b) External Examiner 2: Dr.Saima Naseer  
Assistant Professor  
IIU, Islamabad.

(c) Internal Examiner : Dr.Sajid Bashir  
Associate Professor  
CUST, Islamabad.

**Supervisor Name :** Dr.Aisha Akbar  
Professor  
CUST, Islamabad.

**Name of HoD :** Dr.Sajid Bashir  
Associate Professor  
CUST, Islamabad.

**Name of Dean :** Dr. Arshad Hassan  
Associate Professor  
CUST, Islamabad.

---

## *Author's Declaration*

I, **Muhammad Haroon** hereby state that my PhD thesis titled “**Impact of Leader's Motivating Language on Employees' Job Performance with Mediation of Job Satisfaction and Affective Commitment**” is my own work and has not been submitted previously by me for taking any degree from Capital University of Science and Technology, Islamabad or anywhere else in the country/abroad.

At any time if my statement is found to be incorrect even after my graduation, the University has the right to withdraw my PhD Degree.



(Muhammad Haroon)

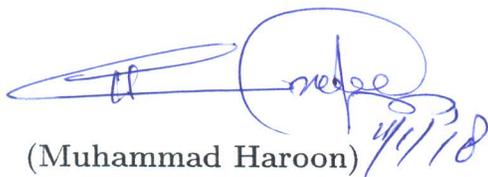
Registration No: PM091002

## *Plagiarism Undertaking*

I solemnly declare that research work presented in this thesis titled “**Impact of Leader’s Motivating Language on Employees’ Job Performance with Mediation of Job Satisfaction and Affective Commitment**” is solely my research work with no significant contribution from any other person. Small contribution/help wherever taken has been dully acknowledged and that complete thesis has been written by me.

I understand the zero tolerance policy of the HEC and Capital University of Science and Technology towards plagiarism. Therefore, I as an author of the above titled thesis declare that no portion of my thesis has been plagiarized and any material used as reference is properly referred/cited.

I undertake that if I am found guilty of any formal plagiarism in the above titled thesis even after award of PhD Degree, the University reserves the right to withdraw/revoke my PhD degree and that HEC and the University have the right to publish my name on the HEC/University website on which names of students are placed who submitted plagiarized work.



(Muhammad Haroon)

Registration No: PM091002

## *List of Publications*

It is certified that following publication(s) have been made out of the research work that has been carried out for this thesis:-

1. Haroon. M & Akbar,. A. (2016). Leader's Motivating Language and Job Performance: Mediating Role of Job Satisfaction. *NUML, International Journal of Business & Management*, 11(1), 70-84. [HEC Recognized 'Y']
2. Haroon. M & Akbar,. A. (2017). Leader's Use of Motivating Language and Job Performance: The Mediating Role of Affective Commitment. Under Review Process in *Social Behaviour and Personality an International Journal*. ['W' category]

**Muhammad Haroon**

(PM091002)

## *Acknowledgements*

All Praise goes to ALLAH, The Exceedingly Compassionate, The Exceedingly Beneficent, The Exceedingly Gracious, The Judge, The Arbitrator, and Rab-bil'Alamin. Al-Hamdulillahi, the realization of this work was only possible due to the several people's collaboration, to which desire to express my gratefulness.

To Professor Dr. Aisha Akbar, my supervisor, I am grateful to her for the trust deposited in my work and for the constant supervision, encouragement and motivation demonstrated along this arduous research work. Her support was without a doubt crucial in my dedication to this research work.

I am highly indebted to Dean Dr. Arshad Hasan, Head of Department Dr. Sajid Bashir and Dr. Muhammad Arif, Capital University of Science and Technology, Islamabad, and Prof. Dr. Khurram Shahzad, Associate Dean/HOD Management Sciences, whose generous guidance proved to be bacon for a novice like me in the deep ocean of research.

Further, in addition, I express my gratefulness to Professor. Dr. Peter Baillie, Former Professor (Clinical) University of Oxford, Oxford, UK, whose guidance and lectures made this work more in line with real essence of research parameters, and also equally beholden to Dr. Julie Flowerday Truman State University USA, her assistance and round table discussion on linguistic anthropology, pursues to comprehend the routes of human communications, verbal and non-verbal, disparity in language athwart time and space, the social uses of language, manners of interpretation, and the relationship between language and its effects on different outcomes.

I also express deepest thanks to Ms. Ambreena Qayyum, and Mr. Hassan Raza for their persistent help. I am also thankful to my siblings for their continually and convincingly support in this research. Without their prayers, guidance and persistent help this dissertation would not have been possible. I thankfully recognize the support and encouragement of my colleagues I must also acknowledge the support, advice and help of my very good friends.

---

## *Abstract*

Leadership communication plays a pivotal role in the effectiveness and efficiency of an organization. Successful organizations always remain concerned about every aspect of their leadership and the verbal communication being used by the leaders remains the top agenda of these organizations. This research study endeavours to investigate the model based on Sullivan's (1988) Motivating Language Theory. This study investigates the relationship and impact that the three components, i.e.; 1) Direction-Giving Language, 2) Empathetic Language, and 3) Meaning-Making Language use on job performance. It also analyses the mediating role of job satisfaction, and affective commitment between the use of all three components of motivating language and job performance.

A sample of all levels of teaching staff from all public and private universities in Pakistan was drawn based on the non-probability convenient technique. A total 770 questionnaires were administered to the target respondents; in return, 633 questionnaires were received and then 577 complete questionnaires in every aspect were considered for data analysis. At the dyadic level, the teachers were asked to tap their perception regarding the use of all three components of motivating language by their Deans/HoDs and also to provide information regarding their own level of job satisfaction and affective commitment. In response, to a six-item scale of job performance, the Deans/HoDs provided the perceived evaluation of the performance of their teaching staff members. The Correlation Coefficient Test was applied to ascertain the relationship between the studied variables. The use of direction-giving and empathetic language by Deans/HoDs has a positive significant relationship with the teachers' affective commitment, but the less significant negative relationship was found with meaning-making language. Direction-giving and empathetic language used by the Deans/HoDs has a positive significant relationship with the teachers' job satisfaction, but negative relationship with the use of meaning-making language.

The results of CFA and SEM indicate that job satisfaction and affective commitment mediate the relationship between the use of direction-giving language and

job performance and also between the use of empathetic language and job performance. However, job satisfaction and affective commitment do not mediate the relationship between the use of meaning-making language and job performance.

The finding generates more interest in enhancing communication patterns used in the context of the university environment that develop more job satisfaction and job performance of the faculty members. This also added to the literature of leadership communication in another cultural environment. The study recommends that additional testing to be carried out with the longitudinal approach in order to check its further generalization. This study also recommends more leadership-development programmes to be imparted for enhancing the dynamics of verbal communication used by institutional leaders.

**Key words: Motivating language, Direction-giving, Empathetic, Meaning-making, Job satisfaction, Affective commitment, Job performance.**

# Contents

<b>Author’s Declaration</b>	<b>v</b>
<b>Plagiarism Undertaking</b>	<b>vi</b>
<b>List of Publications</b>	<b>vii</b>
<b>Acknowledgements</b>	<b>viii</b>
<b>Abstract</b>	<b>ix</b>
<b>List of Figures</b>	<b>xv</b>
<b>List of Tables</b>	<b>xvi</b>
<b>List of Theories</b>	<b>xvii</b>
<b>Abbreviations</b>	<b>xviii</b>
<b>1 Introduction</b>	<b>1</b>
1.1 Background	1
1.2 Historical Perspective of Leader Motivating Language	2
1.3 Theoretical Support	6
1.3.1 Underpinning Theory	6
1.3.1.1 Leader-Member Exchange Theory (LMX)	6
1.3.2 Supporting Theory	8
1.3.2.1 Social Exchange Theory (SET)	8
1.3.2.2 Employee-organization Relationships Theory (EORs)	9
1.4 Significance of the Study	9
1.4.1 Consolidated Model	10
1.4.2 Focus on Higher Education Institutes in Pakistan	11
1.4.3 Cultural Context	13
1.4.4 Practical Context	14
1.5 Contribution to Literature	14
1.6 Problem Statement	17
1.7 Research Questions	19

---

1.8	Objectives of the Study . . . . .	19
1.9	Thesis Structure . . . . .	20
1.10	Conclusion . . . . .	21
<b>2</b>	<b>Literature Review</b>	<b>23</b>
2.1	Leadership and Verbal Language Use . . . . .	23
2.2	The Leader’s Verbal Language . . . . .	25
2.3	The Speech-Act Theory to Motivating Language Theory . . . . .	26
2.4	Leader’s Motivating Language . . . . .	28
	2.4.1 Direction-Giving Language . . . . .	32
	2.4.2 Empathetic Language . . . . .	32
	2.4.3 Meaning-Making Language . . . . .	33
2.5	Leaders Motivating Language and Job Performance . . . . .	35
	2.5.1 Direction-Giving Language and Job Performance . . . . .	39
	2.5.2 Empathetic Language and Job Performance . . . . .	40
	2.5.3 Meaning-Making Language and Job Performance . . . . .	41
2.6	Leaders Motivating Language and Job Satisfaction . . . . .	42
	2.6.1 Direction-Giving Language and Job Satisfaction . . . . .	43
	2.6.2 Empathetic Language and Job Satisfaction . . . . .	44
	2.6.3 Meaning-Making Language and Job Satisfaction . . . . .	45
2.7	Job Satisfaction and Job Performance . . . . .	46
2.8	The Role of Job Satisfaction as a Mediator . . . . .	47
2.9	Leaders Motivating Language and Affective Commitment ( <i>A Desire</i> ) . . . . .	49
	2.9.1 Direction Giving and Affective Commitment . . . . .	51
	2.9.2 Empathetic Language and Affective Commitment . . . . .	52
	2.9.3 Meaning-Making Language and Affective Commitment . . . . .	53
2.10	Affective Commitment and Job Performance . . . . .	54
2.11	The Role of Affective Commitment as a Mediator . . . . .	55
2.12	Theoretical Framework . . . . .	58
2.13	Summary of Hypotheses with Structural Path . . . . .	59
2.14	Conclusion . . . . .	60
<b>3</b>	<b>Methodology</b>	<b>61</b>
3.1	Research Methodology . . . . .	62
3.2	Research Scheme . . . . .	62
3.3	Research Design . . . . .	62
	3.3.1 Type of the Study . . . . .	63
	3.3.2 Setting of the Study . . . . .	64
	3.3.3 Data Collection: Time Periods . . . . .	64
	3.3.4 Individual as a Unit of Analysis . . . . .	65
3.4	Population and Sample . . . . .	65
	3.4.1 Selection of Sample Size . . . . .	66
	3.4.2 Use of the Sampling Technique . . . . .	66
	3.4.3 Demographic Features of the Respondents . . . . .	68

---

3.5	The Scale Used . . . . .	69
3.6	The Survey Questionnaire . . . . .	69
3.6.1	Motivating Language Scale . . . . .	71
3.6.2	Job Satisfaction (Self-Reported) . . . . .	73
3.6.3	Affective Commitment . . . . .	74
3.6.4	Job Performance . . . . .	75
3.7	The Data-Collection Method . . . . .	76
3.7.1	Pilot-Testing . . . . .	76
3.7.2	Field Survey/Data Collection . . . . .	77
3.7.3	Ethical Issues During Data Collection/Conduction of the Survey . . . . .	78
3.8	Statistical Tools and Techniques . . . . .	79
3.9	Ethical Considerations . . . . .	80
3.10	Conclusion . . . . .	80
<b>4</b>	<b>Data Analysis and Results</b> . . . . .	<b>81</b>
4.1	Introduction . . . . .	81
4.2	Descriptive Statistics of Demographic Variables . . . . .	81
4.3	Normality . . . . .	86
4.4	Correlation Analysis . . . . .	88
4.5	Multicollinearity Statistics . . . . .	89
4.6	Measurement and Structure Model Testing . . . . .	90
4.6.1	Model Fitness Indices . . . . .	91
4.6.1.1	Chi-Square $\chi^2$ /Normed Chi-Square( $\chi^2$ /df) . . . . .	91
4.6.1.2	Goodness Fit Index (GFI) . . . . .	92
4.6.1.3	Adjusted Goodness Fit Index (AGFI) . . . . .	92
4.6.1.4	Comparative Fit Index (CFI) . . . . .	92
4.6.1.5	Root Mean Square Error of Approximation (RM- SEA) . . . . .	93
4.7	Measurement Model Testing . . . . .	93
4.7.1	Direction-Giving Language . . . . .	93
4.7.2	Empathetic Language . . . . .	95
4.7.3	Meaning-Making Language . . . . .	96
4.7.4	Job Satisfaction . . . . .	98
4.7.5	Affective Commitment . . . . .	100
4.7.6	Job Performance . . . . .	101
4.8	Confirmatory Factor Analysis (CFA) of Measurement Model . . . . .	103
4.8.1	Measurement Model Fit . . . . .	103
4.9	CFA Estimations for Convergent and Discriminant Validity . . . . .	105
4.10	Structural Model Testing . . . . .	106
4.10.1	Description of Structural Model . . . . .	106
4.10.1.1	The Exogenous Variables . . . . .	106
4.10.1.2	The Endogenous Variables . . . . .	107
4.10.2	Structural Model Fit . . . . .	107

4.11	Test of Hypotheses . . . . .	110
4.12	General Explanation of all Hypotheses . . . . .	113
4.13	Conclusion . . . . .	119
<b>5</b>	<b>Discussion, Conclusion and Recommendations</b>	<b>121</b>
5.1	Research Question 1 . . . . .	121
5.1.1	Summary of Hypotheses Results . . . . .	122
5.1.2	Discussion . . . . .	122
5.2	Research Question 2 . . . . .	124
5.2.1	Summary of Hypotheses Results . . . . .	125
5.2.2	Discussion . . . . .	125
5.3	Research Question 3 . . . . .	127
5.3.1	Summary of Hypothesis Results . . . . .	127
5.3.2	Discussion . . . . .	127
5.4	Research Question 4 . . . . .	127
5.4.1	Summary of Hypotheses Results . . . . .	128
5.4.2	Discussion . . . . .	128
5.5	Research Question 5 . . . . .	131
5.5.1	Summary of Hypotheses Results . . . . .	131
5.5.2	Discussion . . . . .	131
5.6	Research Question 6 . . . . .	132
5.6.1	Summary of Hypothesis Results . . . . .	132
5.6.2	Discussion . . . . .	132
5.7	Research Question 7 . . . . .	133
5.7.1	Summary of Hypotheses Results . . . . .	133
5.7.2	Discussion . . . . .	134
5.8	Conclusion . . . . .	136
5.9	Theoretical Contribution of this Study . . . . .	137
5.10	Managerial Implications . . . . .	139
5.11	Limitations of the Study . . . . .	141
5.12	Proposed Future Line of Research . . . . .	142
	<b>Bibliography</b>	<b>145</b>

# List of Figures

1.1	Thesis structure. . . . .	21
2.1	Six Elements of Employee Rating. . . . .	37
3.1	A Schematic representation of the research scheme showing the step wise approach to conduct the study. . . . .	63
4.1	Measure Model for Direction-Giving Language. . . . .	94
4.2	Measure Model for Empathetic Language. . . . .	96
4.3	Measure Model for Meaning-Making Language. . . . .	97
4.4	Measure Model for Job Satisfaction. . . . .	99
4.5	Measure Model for Affective Commitment. . . . .	100
4.6	Measure Model for Job Performance. . . . .	102
4.7	Confirmatory Factor Analysis of Measurement Model. . . . .	104
4.8	Structural Model with Composite Variables. . . . .	108

# List of Tables

2.1	Summary List of Motivating Language Theory Assumptions. . . . .	31
2.2	Motivating Language Theory Behavioural Checklist . . . . .	34
2.3	Summary of Hypotheses with Structural Paths. . . . .	59
3.1	Data Collected from Public and Private-Sector Universities. . . . .	68
3.2	The summary of instruments which have been used in this study. . . . .	70
4.1	Age Groups of the Sample Respondents. . . . .	82
4.2	The Gender Diversification of the Respondents. . . . .	82
4.3	Monthly Salary Range of the Respondents. . . . .	83
4.4	Job Title of the Respondents. . . . .	83
4.5	Qualifications of the Respondents. . . . .	84
4.6	Sector Categorization of the Respondents University. . . . .	84
4.7	Teaching Experience representing tenure in Current University. . . . .	85
4.8	The Geographical Location Of Respondents Indicating Belongingness. . . . .	85
4.9	Descriptive Statistics Summary of the respondents. . . . .	86
4.10	Summary of Descriptive Statistics of Study Variables. . . . .	87
4.11	Correlation Matrix of Predictors and Criterions. . . . .	89
4.12	Multicollinearity Statistics. . . . .	90
4.13	Measurement Model of Direction-Giving Language. . . . .	95
4.14	Measurement Model of Empathetic Language. . . . .	96
4.15	Measurement Model of Meaning-Making Language. . . . .	98
4.16	Measurement Model of Job Satisfaction. . . . .	99
4.17	Measurement Model of Affective Commitment. . . . .	101
4.18	Measurement Model of Job Performance. . . . .	102
4.19	Validity and Reliability of Measurement Model. . . . .	105
4.20	Summary of Hypotheses with Structural Path. . . . .	114

# List of Theories

<b>S. No.</b>	<b>Theories</b>	<b>Author(s)/Year</b>
1.	Expectancy Theory	(Vroom, 1964)
2.	Expectation Violations Theory	(Judee K. Burgoon, 1978)
3.	Equity Theory	(Adams, 1965)
4.	Goal-Setting Theory	(Locke & Latham, 1990)
5.	Language Expectancy Theory (LET)	(Burgoon, M., Hunsacker, F., & Dawson, E. 1994)
6.	Motivational Language Theory	(Sullivan, 1988)
7.	Path-Goal Theory	(House, 1971; 1996)
8.	Self-Efficacy Theory	(Bandura, 1982)

# Abbreviations

AC	Affective Commitment
ET	Equity Theory
GST	Goal-Setting Theory
HEI	Higher-Education Institutions
HRM	Human Resource Management
IP	Industrial Psychology
IM	Intrinsic Motivation
JP	Job Performance
MLT	Motivating Language Theory
OC	Organizational Commitment
SET	Self-Efficacy Theory
SET	Social Exchange Theory
ET	Expectancy Theory

# Chapter 1

## Introduction

### 1.1 Background

From the decades of research very few of the motivation, leadership and communication theories are based on the leader's communication patterns which are composed of the specific elements that impact employees' attitude and job-related outcomes. Among these theories, the Motivating Language Theory (MLT) is the key theory that explicitly focuses on the motivational aspects of the leader's verbal-communication patterns (Mayfield et al., 1995; Mayfield, 2008; Mayfield & Mayfield, 2010; Sullivan, 1988). The rationale behind constructing the communication theories is the motivation aspect of the employees which managers apply in their communication with subordinates during the interaction process. Nevertheless, the most well-liked theories of employee motivation (Kanfer, Frese, & Johnson, 2017; Parker, Morgeson, & Johns, 2017; Ryan, 2017) cover the inner neurological state of the people working in the organizational context but do not deal with the essential role of manager's communication. In the most popular theories (Devito, Bannister, Cianci, & Mujtaba, 2016; Dwivedula, Bredillet, & Mller, 2017), for instance, the Goal-Setting Theory (GST) (Locke & Latham, 2006) focuses the process of communicating goals by the managers to their respective subordinates, yet the main facets of this theory are setting goal specificity, taking into account the level of goal difficulty with all its characteristics - and acceptance of goal. House

(1971;1996) constructed The Path-Goal Theory of leadership, which emphasis on employee motivation that is similar to other theories of motivation, Vroom (1964) in his Expectancy Theory argues on meeting employee's expectations as the source of motivation, Bandura (1982)in her Self-Efficacy Theory, builds the argument that information lessens the ambiguity regarding individual's aptitude, Adams in the Equity Theory (1965) (ET) describes the information based on action which brings feelings of impartiality and motivates employees by reducing uncertainty.

Though all motivational theories do consider the motivation of people in the work context, however, these theories except MLT do not concentrate on the central role played by communication in relations to job-related outcomes (Mayfield & Mayfield, 2015; Pi-Chuan, Fu-Tien, & Chien-Wei, 2016; Sullivan 1988).

Moreover, the leadership theories generally describe the traits of the leader which could be utilized during the communication process but interestingly these theories emphasize less on the use of language by the leader, and focus more on leaders' behaviour in term of directing and supporting the followers in the organizations (Mayfield, Mayfield & Kopf,1995; Wang, Fan, Hsieh, & Menefee, 2009). Therefore, MLT encompasses the domain of leader's oral communication in term of motivating language use and its relation with work-related job outcomes, which describe that how leader's spoken words yield attitudinal and behavioural effect on subordinates. The research on MLT in organizational behaviour has generated new dimensional addition to leaders' communication in the organization.

## **1.2 Historical Perspective of Leader Motivating Language**

The history of leadership and communication research is complex in nature. The contemporary Leader Motivating Language's (LML) roots back to Speech Act Theory by Austin (1962) and he is the first one who dealt with the speech acts of human language. Austin explored the development of performative vocalizations of language, and these vocalizations taken acts of oral communication in the form

of praising governing, recognizing, predicting, cautionary, tempting and complimenting, however, Searle (1969) further developed to the next level that relevant words (speech acts) should be used by person in oral communication to inform the receivers. Later on Cashman and Graen, (1973), Daft and Wiginton (1979) described the importance of leader's speech acts as oral communication (unidimensional) within leader's conversation and this had nothing to do any relation with other variables. Scandura and Graen (1984) studied the possible relationship of leader training invariance of speech as oral communication (unidimensional) with positive performance and effective outcomes. Nevertheless, Sullivan (1988) constituted the concept of oral communication as Leader Motivating Language (LML) in three dimensions i.e., i. Direction-giving language, ii. Empathetic language, and iii. Meaning-making language. These three components or acts of the ML are described in the following sections:

- a. Direction-Giving Language (*Perlocutionary Speech*): This is the most established type of language used to decrease the possible ambiguity at the workplace. It is used by the leaders, who through their spoken words, dispel any vagueness felt by the employees. It is commonly used for clarifying confusion, giving transparent instructions, explaining incentives and categorically assigning the duties/responsibility.

*Example:* A manager gives the employee a clear timeline for accomplishing the specific objectives.

- b. Empathetic Language (*Illocutionary Speech*): the use of this type of language develops the bond of relationship between the leaders and employees. This bond develops due to sharing of humanity between the leaders and employees. Leaders using this type of language give instant compliments. It also involves motivating employees with positive criticism.

*Example:* A manager appreciated and praised the employees for achieving the targets in very short time.

- c. Meaning-Making Language (*Locutionary Speech*): The use of Meaning-Making language conveys the cultural values and norms, the level of expectation

about the employees and the reporting relationships among them. This language facilitates in making the employees mental schema compatible with the organization's environment which ultimately leads to the achievement of the desired level of work performance. The use of this language is also beneficial at times of major changes. Besides, it is also similar to transformational leadership (Yukl, 2013). By using this language pattern, leaders narrate exemplary stories from the past to influence the minds of the employees.

*Example:* A manager shares values with an employee an ordinary means of communication.

Sullivan (1988) states that how spoken words (strategic talk) of three dimensional by the managers channelize the attitude of the people that eventually affect their behaviour and job-related outcomes. He reinterpreted his arguments in organizational context based on Speech Act Theory of Austin (1962) ("Saying is part of doing" or "Words are connected to behaviour") contains three components of meaning: first the real significance of the spoken words: second, the social impact of what has been communicated and third: verbal concept of the person's behaviour in a dependable manner on others (Henkemans, 2014; Mey,2016). Other organizational behaviour researchers like Fairhurst and Chandler (1989) Conger (1991); Waldron(1991); Jablin and Krone (1994) studied the only leader's spoken language that conveys the intended message to workers.

However, Mayfield et al., (1995) are likely the first researchers who have developed and validated the scale of the use of all three components (dimensions) of motivating language of Sullivan (1988). They follow all the necessary steps of scale validation and for this purpose, they collected data from students who had full-time work experience, after the reliability and validation of ML, Mayfield, Mayfield and Kopf (1998) studied the nursing staff of a US-based hospital and found motivating language scale significant with job-related outcomes. However, this study has certain limitations in term of generalizability due to the contextual differences. Later, the same and other authors like Wang et al (2009) in Taiwan, Madlock and Sexton, (2015) in Mexico, Sarros, Luca, Densten, and Santora,

(2014) in Australia, and Alqahtini (2015) in Kuwait, continued studying ML for possible cross-cultural potential (Mayfield & Mayfield, 2017). Though, studies in US context are still predominant in nature and required to be carried in a different part of the world (Mayfield & Mayfield, 2017).

In organization behaviour, employees' attitude has been taken considerable attention by the researchers around the world. As per human psychology that attitude has the significant direct impact on human behaviour especially in organizational perspectives. In other words, employees' attitude has the sound impact on their job-related outcomes (Zeb & Yasmin, 2016). Among the employee's attitudes the job satisfaction and multiple dimensions of organization commitment have taken much attention among the research community (Mosadeghrad & Ferdosi, 2013). Because these attitudinal variables lead impact towards subordinates job performance. The job satisfaction and affective commitment have operationalized with their antecedents (from whom they get the influence) and outcomes (to whose they create effect) in various diverse situations and cultural backgrounds (Alegre, Mas-Machuca, & Berbegal, 2016; Yousef, 2017; Asrar-ul-Haq, Kuchinke, & Iqbal, 2017; Behery et al., 2016; Fu & Deshpande, 2014; Supeli & Creed, 2016).

There is emerging trend among the research community to know about the antecedents of the job satisfaction and commitment (Leite, Rodrigues, & Albuquerque, 2014; Lok, Peter & Crawford, 2001; Mathieu, Fabi, Lacoursire, & Raymond, 2015); among these antecedents, the leaders motivating language use is relatively new addition. This leader's motivating language use has been defined that it comprehend to make compatible with subordinates attitude, behavioural outcomes and organization' vision. In other words, LML uses has to link leaders with employees welfare and organization goals.

The LML use brings important effect on subordinates' job satisfaction, commitment and their job performance. After the realization of the importance of LML use with reference to various outcomes, researchers have started giving more attention towards this phenomenon by presenting different and similar models in diverse culture and situations (Alqahtani, 2015; Madlock & Sexton, 2015; Mayfield, 2008; Mayfield & Mayfield, 2010, 2017; Sharbrough, et al 2006). However, as

mentioned early that LML use is relatively a new concept and researchers (Alqah-tani, 2015; Buenviaje et al., 2017; Mayfield & Mayfield, 2015,2017; Refozar et al., 2017) called the future research that ML use would be coupled with attitudinal and behavioural variables with causal evidence to study in different situations and culture perspectives.

## **1.3 Theoretical Support**

The underneath enumerates management theories endorse the support of study model:

### **1.3.1 Underpinning Theory**

#### **1.3.1.1 Leader-Member Exchange Theory (LMX)**

The Leader-Member Exchange Theory (LMX) is conceived as the well-grounded theory that described the dyadic relationship of leaders and followers in a leadership context (Gerstner & Day, 1997; Graen & Uhl-Bien, 1995; Uhl-Bien et al., 2000). The dyadic type of the relationship entails that it is harmonious at the similar degree of relationships of LML with subordinates' attitude and behaviour. This harmonious relationship would helpful that LMX provides support to leaders' ML use and subordinates outcomes. So far, LMX theory presented one of the valid theories under the relationship approach of leader and followers (Liden, Sparrowe, & Wayne, 1997). This theory proposes that in a given context leaders formulate an exchange relationship with their subordinates and the characterisation of this relationship influences the responsibility, satisfaction, commitment, decisions and performance of subordinates (Miner, 2005). LMX renders a compact measurement mechanism of the developed relationship of the leader with a subordinate in work perspective. This theory has also been demonstrated a strong association with leadership communication (Graen & Cashman, 1975; Graen &

Graen, 2006; Mayfield & Mayfield, 2004). LMX states that the relationship between leader and worker has substantial effect on work-related outcomes, for example LMX generally help in reduction of turnover intentions as well as the actual turnover, also decreases the role ambiguity and uncertainty, share cultural values through metaphoric stories, compliment works for their achievements and all these arguments support the use of three types of ML (Dulebohn et al., 2012). LMX also enhances the other measures like perceptual and attitudinal (satisfaction and commitment, in this particular study) outcomes. Bernerth et al.,(2007); Carson and Carson (2002); Gerstner and Day (1997); Lapierre and Hackett (2007); Mayfield and Mayfield (2009) also reported that LMX relationship has been indicated the strong link with job satisfaction, job performance, intention to stay, other work-related outcomes and firm well-being. When the leaders have the open communication with subordinates by using the appropriate language types than this generate the feel of satisfaction, commitment and lead to job performance.

In a meta-analysis of 79 studies by the Gerstner and Day (1997) found the positive correlation between the perception of subordinate about LMX and leader's rating of subordination job performance and this has provided the support to the link of use of all three types of ML with subordinate job performance. Rockstuhl et al., (2012) in their meta-analysis of 253 studies of 23 countries mentioned the impact of LMX on both work oriented attitude and behaviour, for example, various types of justice, job satisfaction, an affective commitment between western horizontal individualistic and Asian vertical-collectivist cultures. Thus, LMX as an underpinning theory bestows to explain the study of the use of three dimensions of motivating language in relation to job satisfaction, affective commitment and job performance. Therefore, the roots of motivating language determinedly embedded in LMX theory.

## 1.3.2 Supporting Theory

### 1.3.2.1 Social Exchange Theory (SET)

The Social Exchange Theory as considered exchange of human behaviour beyond the economic gains (Blau, 1964, 1986) because there is the difference of exchange between the social and economic context. The social exchange possesses the central properties of self-interest and interdependence, it demonstrates that both parties (dyadic level) exchange such things that value to each other. This theory has the assumptions of that relationship are interdependent and this relationship works as a process. This SET has extensive application in an interpersonal relationship (personal feedback, role clarity, adjustment with culture). This theory further emphasis that social exchange brings the satisfaction among the individuals, when they receive fair treatment, either in the form of intangible (use of language by the leaders) or tangible. This satisfaction eventually influences the individual organizational outcomes (Huang et al., 2016; McCarthy, Trougakos, & Cheng, 2016). However, apparently it seems linear functions but according to the social interaction, this is reciprocal in nature that involves the trust element, not the bargaining (Liden, Fu, Liu, & Song, 2016).

Social exchange theory has been enormously stated with reference to a reciprocal relationship between the organizations and this relationship carry between the leader and subordinates (Hanse et al., 2016). Related to aforementioned facts, the use of all three components of motivating language help this reciprocity through with transparency, reducing ambiguity, concise cultural compatibility, use of all three ML types affect subordinates attitude and behaviour at the workplace.

Although leaders do open-communication, when the leader does not use proper motivating language than in response feel ambiguity and distance with their supervisors and this perception brings that leader is not properly playing their organizational role and in response to this lack of motivating language use, subordinate experience dissatisfaction, intention to leave and eventually affecting job performance (Zhang et al., 2017). Because SET explains the establishment and sustainability of psychological contract between leaders and subordinates and hence, it

provides a general approach of understanding that how subordinates response to their leaders that how they are fulfilling their obligation via the use of motivating language.

Therefore, this social exchange refers to supporting theory to the leader's use of motivating language and its relational impact on the subordinates' work-related outcomes in the organizations.

### **1.3.2.2 Employee-organization Relationships Theory (EORs)**

The EORs states the social exchange between the two parties in which they both get the prevailing benefits, along with the opinions and trust of employees regarding the organization. These resonances display shared commitment, devotion and trust between the organization and employees (Mayfield & Mayfield, 2017; Kang & Sung, 2017; Schauder, 2015). Due to a high level of employee-organization (leadership process) relationship generates an optimistic communication culture (Eisenberg & Riley, 2001; Keyton, 2013). In this type of communication culture ML plays a key role to influence the subordinates attitude and behaviour outcomes. These outcomes nurtured and sustained by regular use of motivating language that is clear, empathetic and complimentary to the employees. Therefore, this EORs support the use of all three types of motivating language with reference to employees' job-related outcomes.

## **1.4 Significance of the Study**

The state of today's business world poses the compulsion on the organization's leaders to use their charisma and communication power to motivate their employees in order to cope with the quick changes, develop sustainable patterns of growth with a blend to achieve the required level of satisfaction, affective commitment and job performance in the organizations (Al-Maqbali, 2017; Boehm, Dwertmann, Bruch, & Shamir, 2015; Irving, 2011; Sparrow & Cooper, 2014). Thus, a particular leadership-communication pattern plays a significant role in the achievement

of aforementioned aspects in the society in general and in the organization in particular. It appears imperious that organizations explore the mechanism to develop and uphold the positive work environment for the employees by knowing and understanding their attitude and behaviour. This dissertation attempts to explain the role played by the use of all three types of motivating language to influence the attitude and behaviour of the employees, with the expectation that findings will offer understandings into more inspired ways to the head of institutes. The significance of this study is four folds, first it attempts to present a consolidated model, secondly, it focuses on higher education institute at a larger scale, and thirdly it generates the discussion of motivating language use in different cultural context and fourth practical importance at the workplace.

#### **1.4.1 Consolidated Model**

Here the question arises that why the use of all three motivating languages are important to discuss and analyse. The answer to this question can be observed in several research studies that if leaders use all three types of motivating language suitably than it generates a positive impact on subordinates' job-related outcomes. Fine structured motivating language can work well if it effectively and efficiently conveys the leader's intended messages and significantly develops the employee's attitude; hence it can bring about behavioural changes in the employees (Pincus, 1986). It generates attitudinal agreement among the employees with the use of motivating language and this penetrates in the employees to improve their job performance (Mayfield et al., 1998; Mayfield & Mayfield, 2004). The theory of improved performance through motivating language also drew the attention of Sullivan (1988); where great emphasis had been laid on the improvement of language skills and its results, i.e., the employee's job performance. It was suggested by Searle (1969) that motivational skill can stimulate the behaviour of employees, thereby improving the goals of the organization. The motivating language concept of leaders inspiring employees to yield maximum output has been attaining significant importance as well as interest in being a part of the subject in social and organization behaviour.

The overwhelming effects of leader motivating language use on subordinated job outcomes have generated interest among the researchers around the world especially prominently in US context. Researchers investigated motivating language use differently in multiple models with attitudinal and behavioural variables separately in their own specific context. These study generated debate with the limited scope of importance of motivating language use. Since studies on motivating language use have so far focused on a bit by bit variables, however, this dissertation undertakes to develop a consolidated model with various attitudinal and behavioural outcomes together. This will help us to understand leader's motivating language use in consolidated form rather as fragmentary.

### **1.4.2 Focus on Higher Education Institutes in Pakistan**

From almost two and half decades research studies of motivating language theory are developed intensely focusing on health, arm forces, manufacturing, primary education sector organization. The results of these studies may not be applied to higher education sector because universities play an exceptionally significant role in the prosperity of a country (Bozoki & Richter, 2016; Hussain, Khan, Khalid, Kiran, & Hussain, 2017; Yusuf, & Sim, 2017). Teachers, hired for various positions, are expected to more or less fulfil various responsibilities. In spite of the fact that teachers are striving tremendously to contribute to the future of the country, colossal variations are visible in financial and non-financial benefits associated with different levels of teaching positions in the universities. This affects the behavioural state of the teachers in terms of their motivation, satisfaction, productive level, commitment and overall job performance. In this regard, Higher Education Commission (HEC) the regulatory body of universities in Pakistan is supporting all initiatives taken by the universities to build sustainable development in the country (Buzdar, Abbasi, Sargana, & Ahmed, 2016; Khalid, Ali, Khaleel, & Islam, 2017).

According to Voelter (2008), cited by Khurram (2011) in Pakistan Higher Education Commission (HEC) made significant progress under the leadership of Atta, and his tenure has been declared golden years in the history of Pakistan's higher

education. Between the two years (2000-2002) time Pakistan launched its first educational space satellite in the region with the name of PAKSAT 1.

Voelter also identified, the fact that from 2000 to 2008 students' enrolments have been increased three times, 400% increase has been noted in research publications at international journals and 600% increase was noted in the citation of Pakistani research studies by the foreign researchers in their works. Three Pakistani universities were ranked among world's top 600 universities, which had never happened since 1947, the year of Pakistan independence. HEC also provided and access to 25000 multidisciplinary journals and 45000 online books to universities in Pakistan in order to cope up with teaching and research related problems.

Teaching at the university level is different from teaching at school and college levels because in university, teaching contents and methods as well as teachers job description at the task level are not formalized (Peril & Promise, 2000). Teachers in universities need to keep themselves aware and aligned with the changing environment. In other words, teachers need to be proactive. This is only being possible when they feel satisfied and committed. But this is not only the responsibility of teachers. The heads of departments, in fact, need to keep communicating with faculty using motivating language patterns. This involves providing them feedback well on time, to make them satisfied and committed (Rahman, 2006).

The major obstacles faced by universities are the management of the 'knowledge worker' and to retain them with the required level of motivation for job requirements. Therefore, for acquiring and keeping a competitive advantage of the university, such motivated teachers are required by the universities who are more focused toward their work and possess the high level of determination and concentration in gaining competitive advantage. Thus, in the absence of a leader's ML use, this essential concentration level is not attainable. Its presence, however, paves the subordinates' path to the accomplishment of the organization's goals. It is now the time to handle the challenges by the experienced leaders who need to win the hearts and minds of the subordinates by using right ML in the organizations (Rice & Ann, 2012; Ward, Bacon, & Mackie, 2003).

Although recently two different research studies conducted by the same authors' group (Buenviaje et al., 2017; Reforzar et al., 2017) on LML use only in one private university by taking only 61 respondents, nevertheless this current study taking both public and private universities of Pakistan for generalizability. This research will help policymakers in the higher educational institutes to develop such policies that are directed to enhance the motivating-language use, general conditions of faculty and also improve the usefulness and quality of higher-education institutions (HEI).

### 1.4.3 Cultural Context

It has been stated in research studies that testing of any theory without considering the connotations of cultural impact which respondents reside may not give a comprehensive view of that theory. As the many research studies related to organizational behaviour have been conducted in more developed countries, like the US, some European countries and Australia etc. The results of these researches studies would apply to the rest of the world as well but theorists considered that there is a flaw in the literature which does not do the result discussion in cultural context (Lee & Malerba, 2017). For example, if the leader's motivating language use in US organization generate specific impact on subordinate job-related outcomes would not be similar to the organization in Pakistan. However, this has been proven that lessons learned from developed countries which have individualistic culture may not have the same level of implications as of a collectivistic culture like South Asian countries (Abdullah, 2017; George et al., 2016; Krassner et al., 2017). The prevailing research literature on leader's motivating language use primarily emerge from the developed countries and no research studies extensively discussed the topic in the developing countries (Heystek, 2016). Therefore, on rationale developed by the researcher in cross-culture studies, this dissertation will fill the gap in current literature by developing a consolidated model of leader motivating language use and also testing the same model in Pakistani culture which is a developing country in the region.

#### **1.4.4 Practical Context**

The results of this research have great significance for leaders and supervisors in organizations (higher educational institutes in this research study) because they will provide the information to support them in effectively and efficiently discharging their capacity of administrative responsibility. Supervisors would also learn more about this important dimension of leadership and it would be helpful in showing them the quality of their leadership according to their own personality and situation, thereby affecting their roles within the organization. Furthermore, the leader would identify the relationship between the use of motivating language and job-related outcomes. The consolidated model of this study renders best strategic techniques for the guidance of leaders in order to use efficiently all three types of motivating language under the different circumstances. This LML will also be used to diagnose the training needs of the new and existing leaders. This research will also help policymakers in developing such policies that are directed to enhance the use of motivating-language patterns, general conditions of faculty and also improve the usefulness and quality of higher-education institutions.

### **1.5 Contribution to Literature**

This dissertation attempts to examine a novel consolidated model of motivating language use and other variables, and that is unique in different situational and cultural setting like higher education sector of Pakistan. Both public and private universities will be considered to collect data.

The consolidated model which is presented in this dissertation also includes the attitudinal outcomes, i.e.; job satisfaction, and affective commitment, behavioural outcome i.e., job performance. The underpinning theory governs this relationship which ultimately affects the outcomes. Up till now some organization related variables gained the attention of various researchers based on the sound effect on outcomes variables due to use of all three types of leader's motivating language (Mayfield & Mayfield, 2015; Sullivan,1988). Among these variables job satisfaction, affective commitment and job performance are recommended to be a further

study (Mayfield & Mayfield, 2015). Therefore, this study includes these variables in relation to use of all three components of motivating language. Thus, intend contribution of this dissertation is consolidates fragmented finding of previous research studies into one consolidated model in a specific setting.

When we analyse job satisfaction it assesses how subordinate prefer to work at their workplace like work atmosphere, job tasks assigned to them. These can't be the alternative to the job security or safety at the workplace. Subordinates job satisfaction has the significant impact on their psychological well-being and performance in the organization.

Interestingly, previous studies on job satisfaction with relation to use of all three types of motivating language were studied in a fragmentary way in a specific context, among these research studies only one study was conducted in higher education institute (Buenviaje et al., 2017; Reforzar et al., 2017). The results of this dissertation will serve as the more rationale for generalizability of results compare to the previous research of 61 sample respondents from a private university of the higher education sector. Thus, there are two things which are lacking in the literature, first research on the use of all three components of motivating language and job satisfaction were conducted in a piecemeal manner with the specific context, secondly lacking the generalizability of results in higher education institutions. This dissertation attempts to gather data from both public and private sectors universities in Pakistan, which is un-researched and empirically un-examined area to check to the impact of all three components of motivating language use on job satisfaction with relation to the job performance of the faculty members. The results of this relationship would be in addition to literature due to study in the Pakistani context.

Another variable of this consolidated model is affective commitment. The term affective commitment described the sentimental attachment with the organization (Allen & Mayer, 1990; Fazio, Gong & Sims, 2017). Every employee has feelings of commitment if they have been treated properly. Employees seek tangible and intangible benefits while staying with an organization. If they have communicated properly with the use of all components of motivating language by the leader then

there is the likelihood that employees will demonstrate the commitment to the organization (Gebert, Heinitz, & Buengeler, 2016; Shore & Wayne, 1993; Van, Kuipers, & Groeneveld, 2016). Since every organization wants high commitment employees because it leads to a low turnover and this also leads to the high job performance in the organization. In other words, organization commitment describes that how subordinates feel loyal to the leader and how much subordinates exercise their efforts in the hardiness time within the organization. Such subordinates feel a significant commitment to their organization, not because of professional requirements but also they want it for themselves (Beck & Wilson, 2000).

Employees demonstrate affective commitment differently in different organizational settings (Beck & Wilson, 2000). Furthermore commitment can be effected both upwards and downwards due to leader use of language because spoken words may either clear the perception and beliefs or may hurt the employees' sentimental bonding with the organization. Sharbrough et al., (2006) argued that organizational leaders perhaps adopt effective language use to boost up the organizational commitment, which ultimately leads to good job performance. Mayfield and Mayfield (2017) identified that in previous research; the researchers did not clarify the relationship of use of all types of motivating language with affective commitment (Mayfield & Mayfield, 2015, 2017) and its effect on subordinate job performance. They recommended a future line of research should be done to investigate the impact of the use of all three components of motivating language, affective commitment and job performance both conceptually and empirically. Therefore, this dissertation also attempts to study this stated missing link in the consolidated model of this study.

The outcome variable of this model is the job performance. In the organization where employees who have experience of clear communication with their managers to reduce uncertainty, proper listening and timely feedback are more performance oriented (Bartel, Pruyn, De Jang, & Joustra, 2007). Many researchers have found the evidence that numerous aspects of a leader's communication style for example, uncertainty reducing, providing performance feedback, clarifying goals and communicating organizational rules and regulations are all positively and significantly

related with employees performance (Roberts & O'Reilly,1977).

In higher education sector of Pakistan, faculty members may feel that if there could be more open communication with the clarity of job description that they may feel more satisfaction and work with more commitment to demonstrate more performance. However, due to power distance culture among the leader and subordinates (Benoliel, Barth, & Barth, 2017; Kossek et al., 2017) faculty members face problems in attitudinal variations and ultimately in their behaviour as well. Therefore, based on previous research studies which suggested to investigate the linear functions of use of all three components of motivating language, job satisfaction, affective commitment and job performance. Thus, in Pakistan especially in higher education sector the relationship of this consolidated model has never been studied, and research finding in the cultural setting will be also a new addition to the existing body of literature. Earlier research studies have called for more comprehensive exploration leader-worker-communication in the context of LML and to present a cultured model to further explain the phenomenon of leader-subordination communication pattern.

## 1.6 Problem Statement

As a whole, satisfied, committed and good-performing teachers are required by the universities. They are the main asset in coping with the quick technological changes, the shift in the socio-economic conditions at the global level, the fierce and intense competition, new mergers and acquisitions, the political and economic polarization in various parts of the world and the emergence of dynamic worker demographics-elements that lead to set new key performance indicators for the organizations. In this aforementioned situations the managers' use of LML in the organizational perspective, competitive advantage can be obtained and sustained (John & James, 2016; Sharbrough et al., 2006). According to many research studies regarding the internal culture and working patterns of the organization, it has been found that the leaders, encourage, direct and stimulate the subordinates towards the desired level of achievements (Boehm, Dwertmann, Bruch, & Shamir,

2015; Bolton, Brunnermeier, & Veldkamp, 2013; Schneider, Ehrhart, & Macey, 2013; Tong, Tak, & Wong, 2015). They get others' attention and encourage people to follow rules and regulations amidst in different conditions. They attempt to handle the conditions and secure anticipated outcomes by enhancing the individual's performance within the organization. In this regard influence of using all three components of LML on the worker's job-related conduct in the company is crucial and hence, it has been the main postulate of studies conducted during the past decade in various countries around the world. However, in Pakistan, it is an overlooked area and LML practices in relation to workers' job-related conduct are not taken into consideration.

In Pakistan, a study in the field of university leadership and its use of LML according to work-related outcomes is virtually non-existent. Some articles related to this topic have been published in journals and in general media at different times. The current higher-education institutions have to be at the level where their faculty members intend to experience more job satisfaction, commitment and job performance (Alqahtani, 2015; Mayfield & Mayfield, 2015). This current study is deliberated to review the subjective performance of the chosen public and private-sector universities' teachers of Pakistan. It also aims at inquiring these teachers' insight/perception related to the use of motivating language by their Deans and HoDs, and to check the relationship between all three components of ML use with the teachers' job satisfaction, affective commitment and job performance. Thus, it concluded that there is a need to inform university officials about the significance of using motivating language and its intended impact on satisfaction, commitment and performance of the faculty members. This study endeavours to find out that how the use of ML by the seniors produces an impact on job satisfaction and affective commitment in association with the overall job performance of the subordinates.

## 1.7 Research Questions

The research questions must elaborate the statement of the problem which is subsequently followed by research objectives (Hair et al., 2006). The following research questions are based on the problem statement and this research study endeavours to answer them.

**Research Question 1.** What level of relationship exists among the use of all three components of motivating language and job performance?

**Research Question 2.** To what degree does use of all three components of motivating language predict job satisfaction?

**Research Question 3.** To what extent does job satisfaction predict job performance?

**Research Question 4.** Does job satisfaction mediate the relationship between the use of three components of motivating language and job performance?

**Research Question 5.** To what extent does use of all three components of motivating language predict affective commitment?

**Research Question 6.** To what extent does affective commitment predict job performance?

**Research Question 7.** Does affective commitment mediate the relationship between the use of three components of motivating language and job performance?

## 1.8 Objectives of the Study

The exclusive use of all three components of ML in universities is one of the antecedents of job-related outcomes of the teachers. It has turned out to investigate the impact of use of all three components of motivating language by Deans/HoDs on job-related outcomes of their teaching staff, and hence the following objectives are intended to be pursued in this research study:-

- a. To explore the leader's use of all three components of motivating language.

- b. To examine the effect of leader's of all three components of motivating language on subordinates' job satisfaction.
- c. To measure the impact of leader's use of all three components of motivating language on subordinates' affective commitment.
- d. To examine the mediating role of the subordinates' level of job satisfaction and affective commitment between the leader's use of all three components of motivating language and the subordinates' job performance.

## 1.9 Thesis Structure

Figure 1.1 depicts the thesis structured into five chapters and interrelationship among the chapters. The brief description of each chapter is as mentioned underneath:

Chapter 1: This chapter is to discuss the topic "leadership communication" in comparison to other motivating theories, while drawing upon the literature from the fields of Human Resource Management (HRM), Organization Behaviour (OB) and Industrial Psychology (IP). This discussion leads to the main topic of this research i.e., "Motivating Language Theory" (MLT) and since this debate started in historical perspective. Moreover, this chapter also discourse progressed over a period of time in the area of MLT along with the significance of research, research gap, theoretical and contextual contributions of this particular research study. Besides this, it also identifies the contemporary challenges confronted by the business world, and delineates the current situation of the institutions that are providing higher education in Pakistan. This discussion is followed by the problem statement. The final part of this chapter contains the research questions and objectives.

Chapter 2: This chapter deals with the review of relevant literature of this study by describing the rigour progress of the construct of leader use of motivating language, and its link with job satisfaction, affective commitment and job performance, based on reviewed literature hypotheses and research model will be presented.

Chapter 3: This chapter described the research methodology by narrating the research design in detail, study population & sample characteristics, description of the scale used to tape each variable of the model, research procedure to collect data and description of statistical techniques used to analyze the data.

Chapter 4 deals with quantitative data analyses & findings by using the prescribed statistical technique in chapter 3. It presents the results of descriptive statistics, correlation, CFA and SEM.

Lastly, chapter 5 comprises of inclusive discussion related to issues and emanating research findings of the study in the specific context. It also provides practical implications and endorses future research areas.

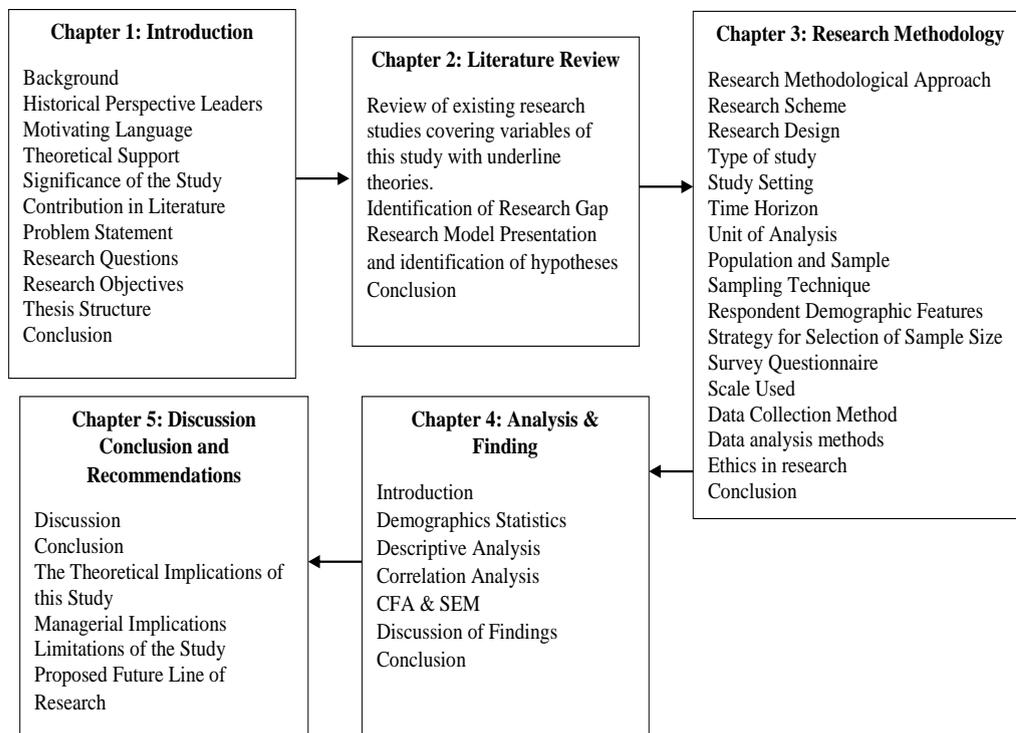


FIGURE 1.1: Thesis structure.

## 1.10 Conclusion

This chapter discussed the topic “leadership communication” in comparison to other motivating theories, while drawn upon the literature from the fields of Human Resource Management (HRM), Organization Behaviour (OB) and Industrial

Psychology (IP). This discussion leads to the main topic of this research i.e., “Motivating Language Theory” (MLT) and since this debate started in historical perspective. Moreover, this chapter also discoursed the progressed over a period of time in the area of MLT along with the research gaps, theoretical and contextual contributions of this particular research study. Further this study has multifold contribution in the literature, first it presents the consolidated model of ML with job satisfaction, affective commitment and job performance, second it contributes by studying ML model in higher education sector for more generalizability, third contribution in the literature is to investigate the consolidated model in developing country like Pakistan, and fourth contribution to present a model of ML use for practical implication in the higher education institutes. Besides this, it also identified the contemporary challenges confronted by the business world, and delineates the current situation of the institutions that are providing higher education in Pakistan. This discussion was followed by the problem statement. The final part of this chapter contained the research questions, objectives of research, and the thesis structure.

# Chapter 2

## Literature Review

In this chapter, the discussion encompasses the relevant literature related to the background study concerning the pursuance of all three components of motivating language use and its relation with job satisfaction and affective commitment among the employees that will be ultimately reflected in their job performance. This chapter first described brief discussion around the leader's general verbal language use, then this discussion leads to the literature related to Speech Act theory which is the root-theory of Motivating Language Theory (MLT), this MLT further discussed with its three components (manifest variables) i.e., the use of direction-giving language, empathetic language and meaning-making language. Further the relevant literature of study variables and hypotheses rationally presented under the prescribed headings to support the research model which has presented at the end.

### 2.1 Leadership and Verbal Language Use

The leaders' verbal language use is indispensable for successful outcomes (Robbins & Judge, 2014). Mayfield and Mayfield (2015) identified that management theorists implicitly and explicitly identified the leader's verbal language use as most essential for attitude and behavioural outcomes of the workers. Amongst the numerous leadership abilities, motivating subordinates via verbal language

use (oral-communication) has gained popularity in theories and practices (Bornman & Puth, 2017; Waldron, 1991) and recent studies explicitly investigated the impact of leaders' language use on subordinates behavioural outcomes in the organizational setting (Hogan & Coote, 2014; Mayfield & Mayfield, 2012; Steele & Daniel, 2015) and how it also affects their career advancement (Bornman & Puth, 2017; Fairhurst & Chandler, 1989). Graen and Scandura (1987) highlighted that the leader's oral-communication skills and expression of verbal language towards consideration and initiating structures are key factors for successful outcomes.

The effective leaders pay attention to their language that is used to communicate the organizational mission, cultural values, clarify the ambiguity, encourage the employees and deal in such a way that their words generate the effect on attitude and behaviour of subordinates (Conger, 1991; Woodward & Shaffakat, 2017). Mayfield, Mayfield, and Sharbrough (2015) identified that intended language use work as a tool or means of generating motivation and conveying a strategic vision to the subordinates. Drake and Moberg (1986) claimed that verbal communication has been sculpted in the form of managerial dominance and mitigation because language has not been treated as an instrumental tool which holds the potential in any nature of leadership (Boehm, Dwertmann, Bruch, & Shamir, 2015; Girma, 2016; Mayfield et al., 1998).

The exploration of leadership roles and the nature of functions have gained attention among the academicians and professionals. Fifty-four (54) leadership professionals were evaluated by House, Javidan, Hanges, & Dorfman (2002) from thirty-eight (38) nations, the obtained data showed that leaders oral-communication entitles the ability to impact and encourage the employees to carry out their attitude and behaviour in such a way that accomplished the company's goals (Chemers, 2014; Walumbwa, Hartnell, & Misati, 2017; Vidyarathi, Anand, & Liden, 2014). Moreover, a leader is the one who uses the oral-communication skills to epitomizes the skills of the employees by favourably compelling to do what is needed to be accomplished (Hammond, Clapp-Smith, & Palanski, 2017; Solaja, Idowu, & James, 2016; Warsi, Mustafa, & Ahmed, 2016). Hellriegel and Woodman (2007) said

that the leader reveals organizational concepts, perspectives and results which can be the basic characteristics of the leadership process in the organizational context. In this organizational context, leadership generates outstanding changes in a company: (1) carrying out the vision/direction of the association; (2) looking out for the workers' objectives with the help of efficient and good communication and (3) inspiring the workers to actively participate (Solaja, Idowu, & James, 2016; Louis, Louis, Murphy, & Murphy, 2017; Mathieu, Hollenbeck, Knippenberg, & Ilgen, 2017). According to Yulk (2013) the significance of being successful in the organization requires an excellent leadership that provides diversified concepts to the subordinates, delivered results and this can be generated through the use of appropriate language according to the prevailing situation. Above all, leaders' language use is very influential on the behaviour of others (Schmitt, Den Hartog, & Belschak, 2016; Walumbwa, Hartnell, & Misati, 2017). Furthermore, it requires a wide range of interest for its effectiveness through the application of leader's verbal language competency.

## **2.2 The Leader's Verbal Language**

Leadership studies undertaken in the past 80 years have featured the characteristics and level of effectiveness of leadership which are contributory to its performance (Landy, & Conte, 2016; Gibson, 2017; Holt, Marques, Hu, & Wood, 2017). Scholars have different and versatile approaches related to studying leadership and different schools of thought exist regarding a leader's performance. Professionals and practitioners have estimated the leader's performance and have associated it with their routine activities and interaction with their subordinates (Meuser, Gardner, Dinh Hu, Liden, & Lord, 2016). Hughes, Ginnett, and Curphy (2006) concluded in their study that a leader's resilience regarding organizational excellence is normally related to effective oral communication skills. Though previous research studies regarding leadership are complex, the propositions about a leader's communication skills are simple and one-dimensional (Bornman, & Puth, 2017; Carter, Ro, Alcott & Lattuca, 2016). Although previous research has explored the

multiple dimensions of leadership ranging from “getting the job done” to “working in a contingent environment” (Mathieu, Fabi, Lacoursière, & Raymond, 2015; Feng, Hao, Iles, & Bown, 2016), little attention has been paid to a leader’s use of particular verbal language in the work environment. Ironically, some researchers of organizational behaviour began to study the verbal language which has used to transmit the leader’s feelings to the workers (Lamude, Daniels, & Graham, 1988; Edelman, & Knippenberg, 2016). Jointly, these researchers have made the assumption that, predominately a specific language pattern is used by the leaders in reducing the uncertainty level (Hawkins, 1980; Graen & Scandura, 1987; Sullivan, 1988; Gary, 1991, 2003; Yagil & Medler-Liraz, 2014). Sullivan (1988) paid special attention to leader’s motivating language use and has given specific, theoretical examples including the reduction of uncertainty through job characteristics in the Growth-Needs Model, the Goal-Setting Model and the Expectancy Theory Model. Sullivan also elaborated the three components of leaders motivating language use by connecting with the legacy of speech acts as a motivator to generate certain change among their subordinates (Yagil, & Medler-Liraz, 2014).

### **2.3 The Speech-Act Theory to Motivating Language Theory**

The Speech Acts Theory (“Saying is part of doing” or “words are connected to behaviour”) by Austin, (1962) who is acknowledged as the founder of the Speech-Act Theory (SAT) both at Oxford and Harvard, contains three components of meaning: first the real significance of the spoken words: second, the social impact of what has been communicated and third: Verbal concept of the person’s behaviour in a dependable manner on others (Henkemans, 2014; Mey, 2016).

Details can be described in terms of language with reference to Austin’s (1962) Speech-Acts designated which classifies the use of verbal expressions in words with regards to locutionary details described as the worth of the words uttered in a given situation; illocutionary, which highlights what the communicator is doing at

the time of speaking, and perlocutionary, which describes what the communicator wants to accomplish. Currently, motivation-research models concentrate on the use of the perlocutionary terms, while a focus on locutionary functions is the feature of the meaning-making language of MLT (Kissine, 2008, 2012; Ross, & Rossen, 2016; Sullivan, 1988; Witek, 2016). Perlocutionary language focuses on reducing uncertainty and thereby minimizing the worker's questions regarding the relationship between actions with stated objectives and their expected rewards. The goal is to produce enough psychological clarity so as a result of workers achieve enhanced and successful job performance (Downs & Hain, 1982). For example, a leader mentions to an assistant, "I am fairly well satisfied to tell you that your chances of progressing in marketing will be possible if you achieve the required level of performance".

According to Austin (1962) a theory is what explains not only a situation, information or some details, but also in itself serves as a certain type of action. In this way, each verbal statement should itself be either true or false. In the locutionary and perlocutionary functions, Austin concentrates especially on the worth of illocution and extended his research by creating an alteration between illocutionary and perlocutionary acts: "illocutionary functions are traditional acts: perlocutionary functions are not conventional" (p. 120).

Now, this review articulates some prime aims/reasons that can help to subsequently change the Speech Act Theory. This review also indicates that it can likely start a new line of the Speech Act Theory. For example, in a situation, it is the "power of speech" that elevates a substantial public opinion. However, Austin uses the word "power" to describe the attribute of the illocutionary act, creating the phrase "illocutionary power". So through this approach, the Speech-Act Theory provides a fresh horizon to give growth to research on the advancement, duplication and modification of a leader's verbal communication.

The Speech-Act Theory concluded that the communicator communicates using particular language patterns or words to accomplish pre-planned actions through the receivers'/respondents' ability to deduce the expected meaning of that which

was communicated to him/her. Although now this speech act research is considered as a sub-discipline of cross-culture study, indeed it is taken as the origin of the Motivating Language Theory (Ludwig & De Ruyter, 2016; Wierzbicka, 1985; Wong, 1994; Sullivan, 1988).

## 2.4 Leader's Motivating Language

*“Motivating Language is a compass that seeks to align follower aspirations with organizational vision using leader talk. ML seeks helps leaders to better connect with their followers and improves follower and firm well-being.”* (Mayfield & Mayfield, 2017)

Leader's Motivating Language (LML) which is basically a Motivating Language Theory (MLT) (Sullivan, 1988) accepted like the other theories of leadership motivation and communication in the discipline of organizational behaviour. In LML, it has been hypothesized that a leader's thoughtful spoken communication (with appropriate use of language) can be taken as an inspiring and a motivational tool to support subordinates for achieving both their individual and organizational goals. The articulated language of leaders has been regularly distinguished as having a discriminating impact on employee attitude and work-related outcomes.

Much earlier research certainly focused on the leader's speech. For instance, leaders regularly make conversation regarding reward possibilities and objectives that lead to performance (Lamude, Daniels, & Graham, 1988; LePine, Zhang, Crawford, & Rich, 2016; Scandura & Graen, 1984; Sullivan, 1988). However, more present-day research studies have exclusively began to focus on the style of oral communication of the leaders and its influence on the workers in the organization context (Ulrich & Smallwood, 2007). The finding of the research suggests that the management research has been broken into a conclusive way because these research studies focus on language as a distinctive feature that helps the leaders in transforming the attitudes and behaviours of subordinates at the work-place. Furthermore, they concluded that language not only reduces uncertainty but also

takes into account both the aspects of initiating structure (task-oriented) and of consideration dimensions (people-oriented) which were stated in the leadership studies of Ohio-State. In the context of manager-subordinate communication, Sullivan (1988) described this can be understood in a more comprehensive way in his Motivation Language Theory (MLT).

The LML is a form of “strategic communication capability of a leader” which demonstrates in worker’s results such as job performance, and is foreseen as an enhancing element in attitudes such as worker’s satisfaction and commitment, and an effective addition to the objective of organization (Sullivan, 1988). The earlier research studies of LML were conducted from the perspective of organizational communication that recognizes the leader’s behaviour has the potential (through the instructions to subordinates) to achieve business objectives through the efficient and careful application of speech norms directed to the workers.

In a similar context, use of LML is inevitably in the leadership theories that emphasize communication being the essential approach for increasing the worker’s outcomes at the individual and organizational levels, i.e.; job satisfaction, reducing employee absenteeism, commitment and general motivation (Sullivan, 1988; Mayfield et al., 1998).

Numerous theories have been put forward regarding employee’s motivation, for example, hierarchy of needs, expectancy theory, equity theory, path-goal theory, goal setting theory and the two-factor theories (Devito, Brown, Bannister, Cianci, & Mujtaba, 2016; Kanfer, Frese, & Johnson, 2017); however, LML is the only theory which narrates the oral-communication blend within motivational parameters in a specific setting. Though, all motivational theories do consider the motivation of people in the work context, no theory has concentrated on the central role played by communication in association with job-related outcomes (Mayfield & Mayfield, 2015; Pi-Chuan, Fu-Tien, & Chien-Wei, 2016; Sullivan, 1988). For example, Locke and Latham (1990) in their Goal-Setting Theory emphasize manager communication in four dimensions regarding goals, first, goal specification, second, the level of difficulty involved in attaining the goal, third, characteristics of the goal itself and, fourth, the acceptance of the goal by the subordinates. Likewise

the Path-Goal Theory (House, 1971; revised in 1996) focused on the manager's task to guide the path of achieving targeted goals. The Expectancy Theory presented by Vroom (1964) draws attention on an individual being motivated towards achieving goals by believing that their effort will bring performance which will be rewarded accordingly and this reward will satisfy their needs.

On the other hand, Rost (1991) stated that motivated verbal communication ought to, at most, be viewed as one aspect of leadership behaviour. Leadership models are famous in terms of promoting leader's communication competency in general but less focus was given to the use of language during interaction with subordinates (Cho, Rau, Liu, & Jiang, 2017; Mayfield et al., 1995; Mikkelsen, Sloan, & Hesse, 2017; Zorn & Leichty, 1991). Moreover, experts have conjectured that a leader's communication is a significant 'means' for securing the employees' belief and approval of the leader's intentions within the organization (Binyamin & Brender-Ilan, 2016; Chan & Lai, 2017; Mayfield & Mayfield, 2010; Mikkelsen, Sloan, & Hesse, 2017).

Some of the research has been conducted on common leadership dimensions (Barge, 1994; Cusella, 1987; Higgs, 2017; Seibold, Cantrill, & Meyers, 1985). As a whole, all of these research studies have paid concentration on the connotation that motivation is related to an employee's achievements. Likewise, research has also been conducted on how motivation is related to employees' objective (Marthouret & Sigvardsson, 2016; Lăzăroiu, 2015; Zorn, 1993). Mayfield and Mayfield (1995, 2012) highlighted the LML as one of the concepts that certainly assists in the motivational progression in each situation. Nevertheless, the popular models of motivation all suggest that people's motivation level has its worth in the organizational context, but they do not clearly identify the relationship between communication and job-related behaviour.

In accordance with the above-stated literature, Sullivan (1988) specified a more comprehensive model of LML that shows how a leader's communication significantly affects the workers' job-related outcomes. The concept of using LML anticipates that a leader's oral-communication has premeditated, quantifiable positive

influence on the job satisfaction and job performance of the subordinates (Mayfield et al., 1995). As stated in the notion of the LML, Sullivan (1998) suggested that a leader's performance can be assessed by using three components of motivating language which helps to achieve individual and organizational goals. MLT is instituted on several indispensable assumptions; first, what a leader says that to a worker results in worker motivation, second, manager's communication can be classified into three types of speech acts: (a) those which decrease workers' queries and improve their consciousness (b) the communication which undoubtedly re-insures the worker's sensitivity of self-respect as a human being; (c) and the communication which appreciate the workers' progression of intelligent schemas and programs, which help the workers in their work execution (Sullivan, 1988). Third, perceptions regarding motivation emphasis reducing the uncertainty aspect of the speech acts of the leader. Fourth, a supervisor's effect on the worker's motivation through conversation can be controlled by employing an extensive range of discussion structures (Bonner, Greenbaum, & Mayer, 2016; Dulek & Fielden, 1990; Janssen & Gao, 2015; Malhotra & Ackfeldt, 2016; Ober, 1992). Table 2.1 provides the summary list of MLT assumptions.

TABLE 2.1: Summary List of Motivating Language Theory Assumptions.

<b>Assumptions</b>
1. MLT just clarifies subordinate reactions/responses to leader started communication and not to oppose him/her. This must be resultant in worker's motivation.
2. It is presumed that motivating language will be all the more effective when all three components (types of speech) are applied in a powerful manner.
3. The emphasis is on reducing the uncertainty felt by the worker at the workplace. The leader's behaviour would moderate the relationship among the use of all three components motivating language and its impact on the employees' job-related outcomes. If the leader's actions are conflicting in nature, then the leader's behaviour tends to be the dominant factor.
4. The assumption is that most of the verbal expressions are those of leader to the worker, not vice versa.

The three components of LML which is in fact MLT are: i. Direction-Giving Language, ii. Empathetic Language iii. Meaning-Making Language. These three components are described in the following texts:

### **2.4.1 Direction-Giving Language**

Direction-Giving Language (DGL) is also known as the “uncertainty-reducing language” and facilitates in minimizing the worker’s role, task and job-related ambiguities which ultimately result in an enhancement of performance and job satisfaction (Sullivan, 1988). It also includes sharing the company’s vision and management by objectives. This kind of encouraging verbal language represents the training given by the management which is designed to help in reducing the doubts (Sullivan, 1988). The leader might give positive assistance or a definite job description to the workers in order to explain guidelines, open up inquiries, and so forth. This kind of conversation is similar to the Ohio State and Path-Goal Frameworks (Yukl, 1989).

From the post-positivist communication theories, Berger and Calabrese (1975) presented the Uncertainty-Reduction Theory (URT) presuming that relevant verbal communication can be used to reduce the uncertainty level among the people during interpersonal interaction (Carr, 2016; Kashian & Walther, 2016). This theory highlighted that people feel uncertain during preliminary interactions so they are motivated to bring down the level of uncertainty through clear communication. Furthermore, this theory states that the level of uncertainty is reduced with an increased number of interactions. This theory encountered criticism from many researchers as this theory had been tested only on middle class, ‘white’ foreigners in the USA. However this theory does provide support for Sullivan’s (1988) concept of Direction-Giving Language.

### **2.4.2 Empathetic Language**

The Empathetic Language (EL) conveys the passion of a leader through distributed emotions, compliments, disapproval and so forth (Mayfield & Mayfield,

2012; Sullivan 1988). That is, supervisors willingly engage in both motivational and critique type of discourse with the subordinates. For example, when allocated goals are achieved by the employees, (“Well job is done Mr. X”) and for validation of negative emotion (“I know the level of difficulty associated with this project, Mr. X”), management would instantly offer compliments and verbal encouragement. In addition, indulgent language provides the psychological support to workers during organization problems (Robbins & Judge, 2017; Young & Post, 1993).

### 2.4.3 Meaning-Making Language

Meaning-Making Language (MML), the third component of the MLT conveys the organization’s framework, guidelines, organizational culture and values to the workers. Most of all, this kind of language assists the company’s employees to fully blend into the organizational culture. Moreover, meaning-making language is often modified by metaphoric stories and case studies (Binyamin & Brender-Ilan, 2016; Cooke & Rousseau, 1988; Holmes & Holmes, 2016; Mayfield & Mayfield, 2017; Murphy & Clark, 2016). This strategy is appropriate for some workers, but may not perform well with workers who have a diverse background. For these workers, a relationship that allows diverse significance would be more feasible.

Sullivan (1988) has stated that top management must use all of the three conversation functions, i.e. perlocutionary, illocutionary and locutionary, to ascertain utmost advantages in the organizations. Based on the assumptions, the impact of MLT use will be materialized more if the supervisors are well-acquainted with all three speech functions. As such, the three kinds of conversations can be seen as illustrating a real progression of MLT (Sullivan, 1988).

It is important to take it into consideration that MLT clarifies subordinates’ perceptions regarding the language used by the leaders not the language of their colleagues, even though MLT does not consider the language used by the subordinates (Schnake, Dumler, Cochran, & Barnett 1990; Holmes, & Parker, 2017;

Jablin & Krone, 1994; Smith, 2014). Nevertheless, MLT includes some further primary assumptions:

MLT assumed the language use only encompasses the verbal expressions during the interaction between leader and subordinate like the speech acts. Next, the leader's behaviour moderates the influence of using all three components of ML and outcomes of employees at the workplace. The behavioural patterns get prominent when there seems contradiction between the spoken words and actions. Basically, the leader will simply move further through communication, and as time goes by speech should be compatible with conduct that has to be carried (Badrinarayanan, Ramachandran, & Madhavaram, 2017; Dulek & Fielden, 1990; Ober, 1992; Vogelgesang, Leroy, & Avolio, 2013). Lastly, the leader will get more leverage when all three components of ML use in harmony, however, a flaw in any part could be equalized by stability in other dimensions of ML.

In provision, the components of ML can be seen as an implicit benefaction comprised of contemporary direction-giving, empathetic style of speech and meaning-making language. Having the combination of traditional direction-giving with the other components of ML distinguishes it from the majority of speech theories that are being practised by the leaders in the workplace setting to enhance employees' job-related performance. Table 2.2 depicts the behavioural aspects of MLT.

TABLE 2.2: Motivating Language Theory Behavioural Checklist

ML DIMENSIONS	BEHAVIOURAL ASPECTS
<b>1. Direction Giving Language</b> or <i>Perlocutionary Speech</i> :	<ul style="list-style-type: none"> <li>• Tasks that are required to be completed must be defined to the worker, and this ought to be incorporated with the description of desired, tangible outcomes.</li> <li>• Give essential direction to the workers, including time frame and the quality level of output.</li> <li>• Ensure that the directions have been understood by the worker.</li> </ul>
<b>2. Empathetic Language</b> or <i>Illocutionary Speech</i> :	

---

**ML DIMENSIONS    BEHAVIOURAL ASPECTS**


---

- Always beware of the worker's emotional-support needs.
- Support the worker with appropriate verbal expressions.
- Compliment verbally along with suitable helpful behaviours.

**3. Meaning-Making Language or *Locutionary Speech*:**

- Select relevant, cultural dimensions that the worker is required to be made aware of.
  - Communicate these aspects to the workers.
  - Explain with the help of stories, case studies and blend these with the required level of motivation.
- 

## 2.5 Leaders Motivating Language and Job Performance

Preceding stated that communication is a major contributor to organizational success (Castells, 2013; Cornelissen, 2014). Those employees who build open communication channels with their managers give better job performance, are likely to generate more productivity and contribute to organizational effectiveness (Jain, 1973; Tsai, Chuang & Hsieh, 2009). Employees who have the experience of clear communication with their managers to reduce uncertainty, proper listening, and timely feedback provision are more performance oriented and adaptable to changing circumstances at the workplace (Bartel, Pruyn, De Jang, & Joustra, 2007).

In the past two decades, the concept of individual job performance has gained much research attention (Sykes, Venkatesh, & Johnson, 2014; Zhang & Venkatesh, 2013). It has been considered as a branch of industrial psychology at the workplace. Now, in recent times, most human resources management theorists and practitioners consider "job performance" as an integral part of human resource

management. This concept belongs to human resource, i.e., whether or not an individual is performing his/her job according to the prescribed guidelines. This “job performance” is reflected in the organizational outcomes. Campbell (1990) described job performance as a variable outcome of an individual’s efforts at the workplace. In this context all accumulated research studies examining to explore the antecedents that affect the job performance.

There is not a single, well-grounded definition of job performance because every job has its own requirements and standards. Therefore, job performance has been conceptualized as a multi-dimensional variable, which consists of a mix-matrix of required behaviour to perform every job (Dalal, Bhave, & Fiset, 2014). However, in the broad term the job performance the result of accumulated efforts of applied knowledge, skills, abilities, motivation and planning (Campbell, 1990; Christen, Iyer & Soberman, 2006). This is has been proven that employees require being motivated for better performance, in this regard the recognition, responsibility, communication and social affiliation play the important role of motivational factors (Herzberg, 1964; Mayfield et al., 1998; Sullivan, 1988). This current study also focuses on this very important aspect of employee job performance, who receives the motivational clues which help them to perform better via their job satisfaction from the oral-communication with their supervisors.

Job-performance described in term of qualitative to quantitative results and from more particular dimensions of the job to the common dimensions. Previously, researchers were very optimistic about measuring job performance, but soon researchers began to get a more in-depth understanding about the dimensions factors influencing the job performance (Dane & Brummel, 2014; Guay et al., 2013; Harari, Reaves, & Viswesvaran, 2016, Marfield et al., 1998). In the past, only three dimensions of job performance were explored, which are named as follows:

- a) Outcome Function
- b) Behaviour Function
- c) Personality Traits/Characteristics

However, researchers prefer to focus on the outcome and behaviour functions of job performance rather than consider personality traits. In this particular study, the six-item questionnaire of Cashman et al., (1976) was considered, because many researchers have used this instrument in supervisor-worker communication research studies (Mayfield et al., 1998, 2008, 2009; Sun et al., 2006; Hsieh, 2016).

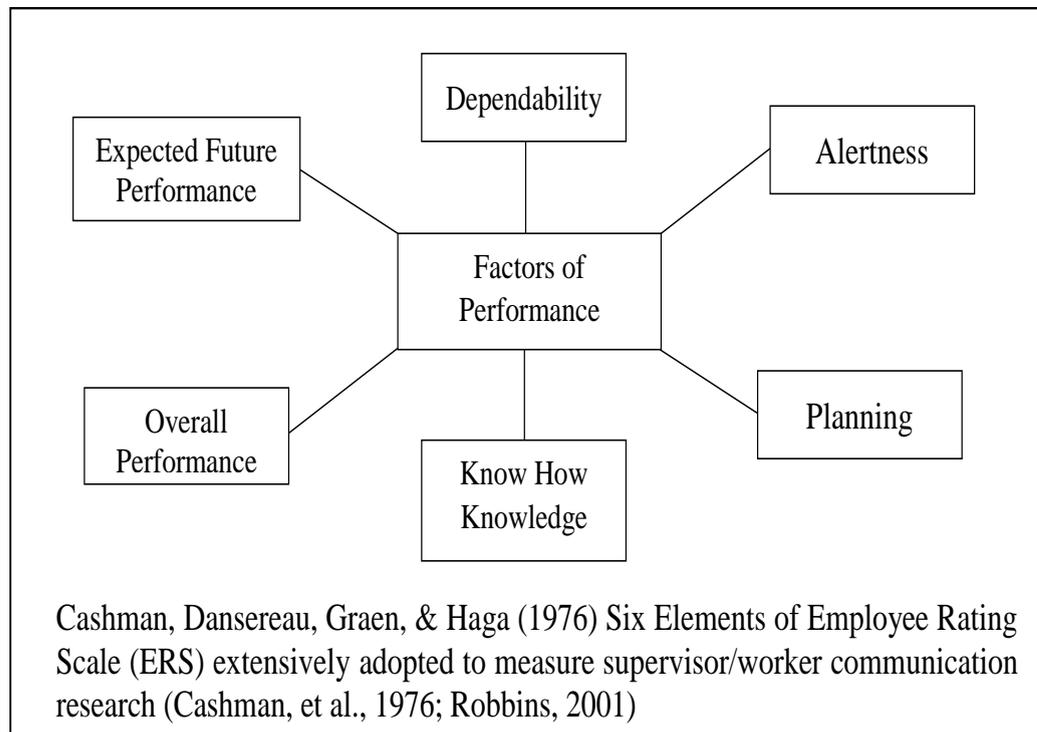


FIGURE 2.1: Six Elements of Employee Rating.

The details of the above-presented items are given below:

- 1) **Dependability:** This item states that an employee is reliable to perform the job. In some cases, such as in a university environment, faculty members are required to perform some extra duties other than teaching, i.e. research and administrative responsibilities. These extra duties may involve the arrangement of seminars, national and international conferences and many more activities. However, dependability is applicable in both the scenarios of day-to-day activities and other, extra specific assignments. Dependability also covers how much responsibility a faculty member takes and his/her assessment of the significance of given tasks. Additionally, this also includes to

what degree the faculty member requires supervision onto making him/her accountable for the tasks done or not done.

- 2) **Alertness:** Cashman et al., described “alertness” as for how to alert an employee is regarding new happenings or changing circumstance at the workplace which may affect their job. This element also deals with how an employee adjusts a change in the work environment. Does the employee seek and assess the changes going on in his/her surroundings? Supervisors assess this element based on their own perception backed by experiences with the particular employee.
- 3) **Planning:** This element deals with the assessment of how good the employees are in setting objective in line with overall organizational goals and, for achieving these objectives, how the employees utilize their time, work-enabling facilities and their own skills, in higher-education institutes teaching faculty members are required to plan their activities for every semester, and to utilize all available resources for teaching, research and administrative responsibilities in order to enhance their academic performance as subsequently, this will transfer to the overall performance of the universities as well.
- 4) **Know-How/Knowledge (Knowledge about the job):** This element reveals whether or not an employee exhibits relevant knowledge to perform the duties of a particular position. Does the employee consider updating current knowledge required to perform the job? This element also covers how employees apply their conceptual skills to grasp the phenomenon in its real context, which is imperative to effectively perform the job. In a university setting, which is actually meant to be a knowledge city, the core responsibility of the teaching faculty members to disseminate the knowledge and most importantly, how to impart the knowledge to the students in order to make them ready for the practical world. This is a critical job-performance element for faculty members to know how to perform the three-dimensional, academic jobs at a university. Most of the time, heads of the departments at

universities say that some of the faculty members think that teaching is the only duty in their job (Hagenauer & Volet, 2014; Khan, Yusoffa, & Azam, 2014; Kooshki & Zeinabadi, 2015), although the other two aspects are also associated with their profession; this they should know and they must have the knowledge for performing their total job duties in the academic-institute setting.

- 5) **Overall Performance:** How does the employee perform the job in general terms? This element deals with the overall perception held by the supervisor about an employee's job performance.
- 6) **Expected Future Performance:** Based on the previous performance exhibited by employees, supervisors may also expect future performance on both up-and-down streams.

Moreover, an effort will be exerted to postulate that three components of LML bring job satisfaction and affective commitment which eventually portrayed in job performance of the employees.

### 2.5.1 Direction-Giving Language and Job Performance

The employees who have built open communication with their managers give better job performance, and they are likely to generate more productivity and contribute to organizational effectiveness (Castells, 2013; Cornelissen, 2014; Jain, 1973; Tsai, Chuang, & Hsieh, 2009). According to LMX theory, the leader generally helps subordinates in reduction of their role ambiguity, uncertainty and give proper feedback (Dulebohn et al., 2012). Similarly, the leader's use of direction-giving language clarify the ambiguity in their job as well as help the subordinates' to overcome the uncertainty (Sullivan, 1988). Subordinates who have the experienced of clear directive communication with their managers to reduce uncertainty, proper listening, and timely feedback provision are more performance oriented and are adaptable to changing circumstances at the workplace (Bartel, Pruyn, De Jang, & Joustra, 2007). Sullivan (1988) hypothesized that the use of leader use

of direction-giving language has a significant impact on the employees' job performance and organizational goal. Direction-giving language emphasizes on doing the right thing in the right manner to generate better job performance (Mayfield & Mayfield, 2017). Previously this relationship has also supported by the expectancy theory (Vroom, 1994) of motivation that when the high goals are not communicated clearly then employees may demonstrate low performance due discrepancy between the expectation and actual state of affairs.

Whenever leader uses direction-giving language to reduce uncertainty at the workplace, explain the ambiguity in job tasks, and clarify the confusion that influences the general and creative performance of the individual in the organization (Berman, 2015). Because when the employees received clear communication via direction-giving than they would be able to exert for better performance on a timely manner with more accuracy and vice versa (Blumberg & Pringle, 1982; Mayfield et al., 1998; Wang, Hsieh, Fan, & Meniffee, 2009). Thus, direction-giving language use brings impact on job performance. Henceforth, the following hypothesis explains the relationship of direction-giving language and job performance.

***H1: Direction-Giving Language has a positive impact on Job Performance.***

## **2.5.2 Empathetic Language and Job Performance**

Another dimension of LMS is empathetic language use; it focuses to take care of the emotional welfare of the employees for their better job performance. The leader uses this language by putting him/herself in the shoes of subordinates (Mayfield & Mayfield, 2017) and ties up the emotional well-being of subordinates with their job performance. The leader uses this language in various situations for example to accolade the subordinates on successfully accomplishes critical job objective, this ultimately set the path for the job performance of the subordinates (Miller, 2013). As per the LMX, the leader shares the joyful moments with their subordinates and also show the sympathy at the time of hardness (Lapierre & Hackett, 2017) likewise, the leader's use of empathetic language depicts the care, sympathy,

and enjoying together the employees' happy moments are all positively and significantly related with employee's performance (Dutton & Spreitzer, 2014; Mayfield & Mayfield, 2006, 2017). The use of this language is important as much as direction-giving language, because direction-giving may not work properly if it could not use along with the empathetic language. Mayfield and Mayfield (2009) concluded in their study conducted in a U.S-health care centre that use of empathetic language significantly related to job performance. Therefore, the above-cited literature leads to the following hypothesis:

***H2: Empathetic Language has a positive impact on Job Performance.***

### **2.5.3 Meaning-Making Language and Job Performance**

Like the other two dimensions of LML, use of Meaning-making language is a convincing instrument which is based on certain evidence that is not common. According to LMS theory, the leader formulates the relationship with the subordinates to help them understanding of organizational culture and also leader share metaphorical stories with subordinates to make them compatible with organizational values, this facilitate subordinates in their job performance (Rockstuhl et al., 2012). Similarly, the leader's use of meaning-making language conveys the cultural values and norms, and facilitate in making the employees mental schema compatible with organization's culture with ultimately leads to desired level of work outcomes (Mayfield & Mayfield, 2009). Wang, Hsieh, Fan, and Meniffee (2009), Sun et al., (2006) found that through the use of meaning-making language leader depicts the vision, and share the cultural values of the organization with the subordinates, likely to link with both general and creative job performance. This finding connotes that when employees feel compatible with organization goal with their personal goals and adjustable with organizational culture, then they demonstrate positive job performance. If these values are not communicated properly than there may not have a positive influence on job performance. However, the influence of meaning-making language on job performance may vary in a different culture in organization setting due to the lack of transformational leadership approach (Jablin 2001; Yukl 2013). This form of language would be linked to

employee job-related performance, when it is being communicated with true letter and spirit (Mayfield, Mayfield, & Sharbrough, 2015) if this language has not use properly than it would generate unpleasant impact on the job-related outcome, in this situation leaders would to concentrate on the use of other two types of language in order to overcome the shortfalls. Employees who experienced the informal communication from their managers regarding the compatibility of individual values and goals with organizational values and goals, these employees exhibit more job performance and the meaning-making language use also make the employees adaptable to changing circumstances in the workplace and vice versa (Bartel, Pruyn, De Jang, & Joustra, 2007). Based on the above arguments the following hypothesis explains the impact of meaning-making language on job performance:

***H3: Meaning-Making Language has a positive impact on Job Performance.***

## **2.6 Leaders Motivating Language and Job Satisfaction**

Organizations consider employee job satisfaction as a top-most priority because it is the leading factor that determines the bottom line of the organization. Employee's satisfaction leads to job performance, ensuring good service, high attendance level at work and effort made for profitability. Therefore, organizations pay more attention to antecedents to ensure job satisfaction among employees at all management levels (Atchison, 1999; Hamilton, 2016; Mockler, 2002; Sithole & Solomon, 2014).

Anderson (2001) proclaimed job satisfaction as a pleasing and optimistic feeling based on the appraisal of the individual's job experience. From this definition Anderson presumed that satisfaction is based on the relationship between reasoning and affect or cognition and feelings. Robbins (2005) endorses Anderson (2001) he defines job satisfaction as collective feelings that individuals carry about their

jobs. High job satisfaction brings positive feeling towards the job and vice versa (Castillo, & Cano, 2004).

On the contrary the other approach focuses on different facets of the job. This describes at which level individuals are satisfied with different aspects of their jobs. For instance, the level of job satisfaction is considered to be individuals feeling a discrepancy between their expectations and the actual state of affairs. Likewise, Hewstone and Stroebe (2001) concluded job satisfaction depends upon individuals making a comparison between their desires with the actual outcomes. Since employees want clarification of job expectations from their bosses through the use appropriate language patterns. If these expectations match with actual circumstances and rewards, then employees would be more satisfied with their job, and eventually satisfied employees give more performances which transform into increased organizational/institutional productivity (Hoboubi, Choobineh, Ghana-vati, Keshavarzi, & Hosseini, 2017; Salehi, Taghavi, & Yunus, 2015; Wahyuni, Christiananta, & Eliyana, 2014).

### **2.6.1 Direction-Giving Language and Job Satisfaction**

Job satisfaction has remained as a prevalent focus of research studies and it has been extended by many researchers ever since Hoppock (1935) suggested it. It has been signposted in an initiative by Ohio State University that the higher the construct dimension of leadership style, the higher would be the job satisfaction (Robbins, 2005). The level of job satisfaction can be enhanced among subordinates by the leaders through exhibiting higher structure (task-oriented) of leadership style (Danish & Usman, 2010; Nahavandi, Malekzadeh & Mizzi, 1991; Salancik & Pfeffer, 1975). As per the LMX, the leader tends to clarify the tasks ambiguities and heed the subordinates at the time of allocating the duties with more information; and this lead to enhance in job satisfaction of the subordinates (Green et al., 2006). As like the leaders, use the direction-giving language to overcome the kind of uncertainty, and communicate transparently to clarify the confusion than it tends to generate the feelings of satisfaction among the employees (Amin, Shah, & Tatlah, 2013). A study based on the relationship between the communication

satisfaction and job satisfaction has been conducted by the Pincus (1986). The intended relationship between the variables was studied using Downs and Hazen (1977) customized edition of Communication Satisfaction Questionnaire (CSQ). Results concluded that a positive important correlation presents between communication satisfaction (including uncertainty reduction) and job satisfaction. Particularly, personal feedback (construct of the MLT i.e.; direction-giving language), work environment and supervisory communication were established to be the major contributors to the job satisfaction. This study also highlighted the significant relationship among employees' job satisfaction with top management communication for the clarity. Therefore, motivation factors in the form of clarifying the ambiguity are required to motivate employees for more satisfaction, if they have not being provided with the clarity in work-related tasks than they may feel dissatisfied. Thus, the following hypothesis proposed the possible relationship:

***H4: Direction giving language has a positive impact on job satisfaction.***

### **2.6.2 Empathetic Language and Job Satisfaction**

An empathetic style of conversation has been considered as an integral part of LML use which was omitted from behavioural theories, henceforth, it can be assumed that this type and level of leadership communication used would impact the job satisfaction (Sharbrough et al., 2006; Zohar, 2002). As LMX theory encompasses that the leader shows sympathy and also provide the compliments to their subordinates for their desire level of job satisfaction (Golden & Veiga, 2008), likewise the leader use of empathetic language develops the bond relationship with subordinates. This bond develops due to sharing of humanity between the leaders and subordinates which eventually leads to subordinates' job satisfaction (Sullivan, 1988). Dutton, Workman, & Hardin, (2014) have concluded that the use of compassionate communication with employees resulted in the form of satisfaction among them, which in due course of time would be associated with their job. This relationship is very much nearly tied up to the theory of compassion at the

workplace. When employees receive compliments and praise from their leaders besides the task clarification (through the use of direction-giving language) than they would feel a level of job satisfaction. Therefore, the proposed relationship explains in the following hypothesis:

***H5: Empathetic language has a positive impact on job satisfaction.***

### 2.6.3 Meaning-Making Language and Job Satisfaction

The use of meaning-making language allows the subordinates to know about their abilities/talents which are exclusively appreciated and this language helps the subordinates to use the talent for the success of the organization. According to LMX theory, the leader makes subordinates compatible with organizational culture and values, similarly the leader's use of meaning-making language use also helpful in the organization, if subordinate are communicated about organization culture and values than they would feel a level of satisfaction (Mayfield et al., 1998). In addition to this, when leaders communicate the cultural norms and values of the organization to subordinates than subordinates try to adjust themselves with the prevailing culture and also prepare themselves for future changes in organization, on contrary if this type of language has not communicated well it may generate the negligible effect on job satisfaction on the subordinates. Marie (2008) conducted a research study on how the use of motivating language helps to create a workplace culture of job satisfaction and performance. This study explores the relationship between motivating language, communicative competence, leadership effectiveness, communication satisfaction and job satisfaction for building a helping culture. The use of meaning-making language also helps to overcome the power distance between the boss and subordinates, however, sometimes leaders avoid using this type of language because they want to maintain the distance with the subordinates for more control purpose.

So, ignoring the relation-oriented behaviour by the leader and considering only task-oriented behaviour will result in a decrease in employee's satisfaction (Sharabrough et al., 2006). The MLT indicates that meaning-making language links with

consideration while the initiation structure of behavioural theories is linked with direction-giving language. Mayfield et al., (1998) investigated in their study the influence of meaning-making language use on job satisfaction of the subordinates. The empirical results indicate that meaning-making language use has the modest influence on subordinates' job satisfaction.

***H6: Meaning-making language has a positive impact on job satisfaction.***

## 2.7 Job Satisfaction and Job Performance

The relationship between the job satisfaction and job performance is the phenomenon which has considered over the decades by the researchers. In the literature of industrial psychology, the association between job satisfaction and job performance has been identified as a "Holy Grail" (Davar & Bala, 2012). Numerous research studies have explored an organization's consideration is to enhance an employee's job satisfaction to a level that will lead to favourable performance at both the individual level and the company level. Both dimensions of the Ohio State study positively related to employees' job satisfaction (Robbin, 2001, 2005). Vroom (1964) has supported the idea that job satisfaction leads to good job performance and he built his argument that better performance is the outcome of the needs' satisfaction of employees. Precisely, in LMX theory, the leader's healthy relationship with subordinates generate the job satisfaction which eventually leads to job performance of subordinates (Walumbwa, Cropanzano, Hartnell, 2009). Now this has become the tradition to study the job satisfaction and job performance because researchers are agreed on the notion that satisfied employees demonstrate themselves as better performers. In research this has also been reported that clarity of tasks and feedback in the job has the significant relationship with the job performance (Anderson, 2001). Therefore, theoretically job satisfaction which is the attitude can be linked to job performance. Muse and Stamper (2007); Chi, Yeh and Yu, (2008); Joo and Park (2010) also stated that individual task performance and perspective-related performance affected by job satisfaction. Upon the

above-stated literature review, the underneath hypothesis explains the relationship between the job satisfaction and job performance:

***H7: Job satisfaction has the positive impact on job performance.***

## 2.8 The Role of Job Satisfaction as a Mediator

The consolidated model of this study also examines the role of job satisfaction as a mediator between the use of three components of motivating language and job performance. However, there are certain conditions (described by Baron and Kenny, 1986; 1995) that must be satisfied for establishing mediation effects in the model. These are the following conditions:

In order to provide the evidence of mediating variable, first, there must be the relationship between independent variable with mediating variable, second, the relation of mediating variable with the dependent variable and third, the independent variable also be related with the dependent variable (Sajid, 2011). These conditions have helped to establish the thorough theoretical background for the proposed relationship between the variables like the use of three components of motivating language and job satisfaction; between job satisfaction and job performance, have satisfied the first two conditions of the mediation model. The third condition has satisfied in the subsequent literature review that supports to develop the missing link i.e.; the impact of the use of three components on job performance through mediating role of job satisfaction.

In various research studies, researchers have attempted to determine their view in diverse methods in order to investigate the elements that affect the level of job satisfaction in higher-education institutes (Agha, Azmi, & Irfan, 2017; Caprara, Barbaranelli, Steca, & Malone, 2006; Carriere & Bourque, 2009; De Lourdes et al., 2017; Ramirez, 2012). Siddique, Aslam, Khan, and Fatima (2011) in their study investigated the relationship between teachers job satisfaction related with salaries, other financial benefits, job-promotion opportunities, job security and acceptance of the status quo. Some of the factors have a significant relationship and others have an insignificant relationship. In most of the research studies the

researchers considered the same variables: for example, the work itself, supervision, the organization's rules, job-promotion opportunities, relationship with co-workers and work-enabling factors.

An important factor (among others) that affects the employee's dissatisfaction is linked with the dyadic level of interpersonal contact between the leader and the subordinate (Kenny & Cooper, 2003). Both in basic and applied research, job satisfaction has been considered, to be the most considerable research topic. Since Hoopock's (1935) conceptualization of job satisfaction, numerous researchers have carried out research on it. In supervisor-subordinate relationship research, supervisor's behavioural approach exposes consideration and imitation structures at the Ohio State University to produce more satisfaction among subordinates. As LMX theory states that the leader demonstrates the concern about subordinates' emotional well-being and this enhance their satisfaction and job performance (Walumbwa et al., 2011). As Sharbrough et al., (2006) concluded that the use of all three components of using ML would generate job satisfaction among subordinates, which eventually transforms into effective job performance (Mayfield & Mayfield, 2012; Williams, & Anderson, 1991; Vohra, 2003). If there is a reduction in interpersonal communication, then it creates an adverse effect on job satisfaction and, ultimately, on job performance. Mangundjaya, Utoyo, & Wulandari, (2015) have studied that there is signification contribution of job satisfaction as mediator variable between the change leadership and commitment to change, they concluded that how leader behaves at the time of change and how they communicate the possible changes, and all this has the impact on performance via job satisfaction. The empirical research studies exhibited that featured leader-member exchange help to increase employees' job satisfaction (Fisk & Friesen, 2012) and their performance (Erdogan & Enders, 2007). Transformation leadership have the capacity to motivate and satisfy the subordination which helps them to perform better (use of empathetic and meaning-making languages).The leader uses task-oriented approach to reduce the job role ambiguity (direction-giving language), showing the personal care (empathetic language use) and making cultural compatibility of subordinates with the organization (meaning-making language use)

for more satisfaction and performance (Wang, 2006).

Previously, research studies of the relationship between the use of three components of motivating language and job satisfaction were conducted on American organizations. However, based on the above-cited literature, there is the missing link in the literature that the mediation effect of job satisfaction between the use of motivating language and job performance has not been investigated (Mayfield & Mayfield, 2015). Thus, it is hereby suggested to investigate the proposed mediating relationship between the use of all three components of motivating language and job performance.

On the basis of above-stated literature review, the following hypotheses explain the mediating role of job satisfaction between the relationship of use of three components of motivating language and job performance:

***H8: Job satisfaction mediates the relationship between direction-giving language and job performance.***

***H9: Job satisfaction mediates the relationship between empathetic language and job performance.***

***H10: Job satisfaction mediates the relationship between meaning-language and job performance.***

## **2.9 Leaders Motivating Language and Affective Commitment (*A Desire*)**

According to Dyne and Pierce (2004), organizational commitment is a specific attitude related to the workplace that develops and enhances feelings of obligation to stay with the organization. They also described organizational commitment as the employee's well-founded trust and agreement on organizational goals and stated values for the conduct of the organization's operations. Kanter (1968) first described this concept with the name of "cohesion commitment", then Allen and Mayer (1990) identified it as an affective commitment that features an emotional

bonding with a company or in other words the employee feels a sentimental attachment with the organization. Furthermore, in such type of commitment there is a good relationship between the employee and the company due to having some identical principles (Fazio, Gong, Sims, & Yurova, 2017; Kalyani & Saravanan, 2016; Lau, McLean, Hsu, & Lien, 2017; Shore & Tetrick 1991). Such employees feel a strong commitment to their culture, not only because of the requirements of the profession, but also they themselves want it (Meyer, Allen, & Smith, 1993). At certain times, when an employee has high-level bonding, then the leader's communication may be helpful at a certain level to maintain and sustain the affiliation with the organization (Gebert, Heinitz, & Buengeler, 2016; Shore & Wayne, 1993; Van der Voet, Kuipers, & Groeneveld, 2016). Even when the employee feels a high level of affective commitment, he/she does not need to practically impress the management. This affective commitment usually develops through one's interaction with leaders and work experience within the organization. Mayfield and Mayfield (2002) described that affective commitment has also being considered one of the imperative indicators of leader's success in the organization. Sometimes it goes beyond the importance of other organizational factors.

Furthermore, this can be affected both streams upward and downward due to a leader's spoken language, because spoken words may either clear the perception & beliefs or may hurt the employee's sentimental bonding with the organization. This has revealed in the literature that as compare to other two types of organizational commitments (normative, and instrumental), the affective commitment is the more required behaviour of the individuals in the organization (Awan & Mahmood, 2010). Numerous, studies have conducted to conclude the reasons and effects of affective commitment (Meyer, Stanley, Herscovitch, and Topolnytsky, 2002). One of the antecedents of the affective commitment could be the use of three components of motivating language (Mayfield & Mayfield, 2002, 2004). Therefore, in this current study affective commitment has taken one of the variables based on the suggestion of Mayfield and Mayfield (2002, 2015).

### 2.9.1 Direction Giving and Affective Commitment

Researchers' have stated that all of the benefits related to employee's commitment and satisfaction which an organization works for are dependent upon the effectiveness of the leader oral-communication (Goman, 1991; Graen & Uhl Bien, 1995; Robbins, 2014). LMX theory states that the loyalty in relationship based upon the leader's ability of uncertainty reducing and clarifying the ambiguity of tasks performance to the subordinates (Brower, Schoorman, & HoonTan, 2000). The strength of a leader's bond with his subordinates is purely based on his/her communication skills like listening, instructing, dissemination of policies and procedures (Asemota, 2015; Goleman, 1998; Goleman, 2000, Robbins, 2001). When employees receive guidance and information in a very transparent manner, they feel more committed to serving the organization (Mayfield & Mayfield, 2002). In response to this, organizations use efficient and effective communication patterns (this type of leaders communication pattern falls in the dimension of LML i-e; reduction of uncertainty in the job) to enhance intention to stay and job performance (Anis et al., 2011; Sharbroug, et al., 2006). Therefore, leaders use of task reduction language influence the affective commitment of employees. The strength of a leader's bond with his subordinates is purely based on his/her communication skills like listening, instructing, dissemination of policies and procedures to generate the commitment with the organization (Goleman, 1998; Goleman, 2000, Robbins, 2001). Andrews and Kacmar (2001) have also suggested that the managerial communication (direction language use in case of LML) to decrease role uncertainty has the positive relationship with subordinates job performance and organizational commitment. This has also been concluded by the Goleman (2000) that the leaders who revealed the flexible leadership style by clarifying the job ambiguity were more advantageous to gain the employee loyalty. Thus, the following hypothesis explains the relationship between the direction-giving language and affective commitment:

***H11: Direction-giving language has a positive impact on affective commitment.***

## 2.9.2 Empathetic Language and Affective Commitment

These diverse practices can be more neatly categorized into types of leader communication skills that inspire worker loyalty. Most communication experts agree that encouragements, support to subordinates, show trust and active listening are the major factors for generating empathetic feelings (Mayfield & Mayfield, 2012). The LMX theory suggests that subordinates perceive complimentary relationship with their leader and this type of relationship fulfills the socioemotional requirements of the subordinates in the organizations. When subordinates experience the personal concern from their leaders, in return subordinates demonstrate bonding with the organization (Rousseau, 1989, 1998). Likewise, the leader's use of empathetic language also develops the emotional bonding with their subordinates (Sullivan, 1988). Additionally, from a specialists' point of view these are the significant factors for employee's commitment. For instance, good listening skills and the ability to judge an employee's behaviour gestures and intents through keen observation; these have been supported by classic pieces of research. Likewise, Goman (1991) identified that, for effective communication a leader must be a good listener and he/she must have self-actualisation in this regard.

Active listening includes such behaviours as empathetic body language (eye contact, appropriate gestures and expressions), posing helpful questions, validating employee expression through considerate conversation turn-taking, and paraphrasing to ensure mutual understanding and enhance subordinates commitment (Robbins & Judge, 2014). Earlier studies revealed a good communication (empathetic form) help to decrease the inertia feelings among the subordinates and generate more commitment because of subordinate experience more consideration from their supervisor (Buchanan et al., 2005; Lai & Ong, 2010). Holt et al., (2007) in their recommended ample approach that structure form of human consideration language use makes the subordinates to remain with their organization irrespective of the cost factor. Raineri (2011) also concluded that complimentary (use of empathetic language) endorse the feel of belongings among the subordinates and that is critical to enhancing the commitment. Michael (2014) has suggested that supportive communication empathy to others has the link with the commitment. Andrews

and Kacmar (2001) have also concluded that the managerial communication has the positive relationship with subordinates job performance and organizational commitment. Therefore, from the aforementioned literature this is inferred that the use of empathetic language is linked to the employee's affective commitment. Thus, the following hypothesis explains the proposed relationship:

***H12: Empathetic language has a positive impact on affective commitment.***

### **2.9.3 Meaning-Making Language and Affective Commitment**

Earlier research studies revealed the noteworthy association between the transformational leadership style and the affective commitment improving the subordinates' job performance (Mayfield & Mayfield, 2002, 2006, 2015). The LMX theory states that the leaders make social bonding with their subordinates by way of cultural compatibility (Rousseau, 1998) and leader also blend the subordinates with organizational values. Relatedly, the use of this language also induces the organization identity or sense of belongingness at the workplace. The use of meaning-making language becomes more important at the time leaders need their subordinated loyalty when organizations going through any change process or facing any critical economic distress (Andrews & Kacmar, 2001). So, leader's use of meaning-making language facilitates to sustain and rebuilt the subordinates' loyalty. At the critical time the relationship between the leader and subordinates become very much important because of they both need to gain the trust of each other and especially the commitment of subordinates.

As described in the aforementioned section, with affective commitment, employees feel a positive psychological affiliation with their organization. They recognize and regard the organization's norms, values, culture and objectives. Michael (2014) empirically found that leadership storytelling and cultural compatibility communication may reap the employee affective commitment in the organization for building a high-quality leader-subordinate relationship. If these cultural

aspects communicated well to the employees (by using appropriate patterns of meaning-making language), then the employees exert themselves committed to the organization. When employees receive guidance and information in a very transparent manner, they become more committed to serving the organization (Mayfield & Mayfield, 2002). This finding provides the adequate evidence to establish the relationship between the meaning-making language use and affective commitment. Hence, underneath hypothesis describe the relationship:

***H13: Meaning-making language has a positive impact on affective commitment.***

## **2.10 Affective Commitment and Job Performance**

Affective commitment is the vital antecedent of employee job performance in different workplaces. In this study the focus on affective commitment is made because this is more closely associated with an individual's own feelings regarding outcomes and work level. Thus, affective commitment constitutes collective factors of commitment as compared to normative and continuance commitments and this affective commitment is related to a positive work experience (Wright & Kehoe, 2009). Previous research studies revealed the relationship of affective commitment and employee job performance in the various organizational setting. Qaisar, Rehman, and Suffyan, (2012) reported the positive relationship between the affective commitment and job performance. In this regard, LMX theory involves the affective commitment of subordinates to their organization that nurtures the job performance (Meyer & Allen, 1997). Thus, the association between LMX and affective commitment takes significant effects on subordinates' performance. Rego and Souto (2004) has built the argument that highly affective-committed workers eager and internally motivated to deliver significantly to their organization as compared to those workers who have less affective commitment feelings. This endorses the claim of Meyer, Stanley, Herscovitch, and Topolnytsky (2002) that high affective commitment would enhance the probability of the espousal of the goal-oriented behaviour. The other research authors concluded that employees who

are more affectively committed are more expected to show better job performance (Meyer et al., 2002; Vogelgesang, Leroy, & Avolio, 2013).

From the perspective of LMX, the relationship between a supervisor and a subordinate exists and this bonding relationship between them affects the subordinates' thinking pattern related to job performance and also make employees remain attached to the organization (Jaramillo, Mulki, & Marshall, 2005). Therefore, the aforementioned literature led to the following hypothesis explains the proposed relationship between affective commitment and job performance.

***H14: Affective commitment has a positive impact on performance.***

## **2.11 The Role of Affective Commitment as a Mediator**

It is evident from the literature that leaders play a critical role in building employee's affective commitment, in making them satisfied and also enhance their job performance (Yiing & Ahmad, 2009). The LMX holds that subordinates aware about their leader's directive, appraising and mentoring functions which generate the feel of emotional bonding among them for enhanced job performance (Eisenberger et al., 2002). Since leaders are responsible for providing guidance to their employees and clarifying the individual's goals (direction-giving language) for the achievement of overall organizational goals. It is also proven that a leader's high level of consideration with regards to employees (empathetic-language) make them more committed and the best performers (Morris & Sherman, 1981).

Previous research focused on the major leadership theories, for example; the Behavioural Theory, the Trait Theory and the Contingency Theory. Bass (1985) described that when a leader possesses charisma along with communication, it will affect the subordinate's individual consideration. Furthermore, in another study, Bass, Avolio, Jung, and Berson (2003) concluded that transformational leaders encourage their followers through communication (meaning-making language use) in order to enhance their performance even beyond the expected/required level. It

is also proven that leadership has a significant relationship with faculty members' commitment and job performance (DuBrin, 2004).

According to Yukl (1989) and Chi, Yeh, & Chiou, (2008) transformation leadership combined with proper communication capabilities influences the mindset of employees in the organization and induces them to be committed with organizational objectives. In addition to this, MacNeil & Silcox, (2006) concluded that both transactional and transformational leadership have a positive and significant impact on the organizational commitment that, in due course, positively influences an employee's job performance.

Yiing and Ahmad (2009) asserted in their study that leadership style influences the employee's organizational commitment wherein it creates an effect on job performance. The organization commitment builds the mediation between the of leadership style and job performance variables. The same significant relationship has been found in an earlier study by Wang (2006). Yiing and Ahmad (2009) affirmed that it can play the role of mediation between organizational commitment in transformational leadership and job performance in a very sympathetic organizational environment. In addition to this, the LMX built commitment in the employees that create mediating effect between ML use and job performance (Mayfield & Mayfield, 2002, 2015). Sharma and Dhar (2016) found that burnout has the inverse relationship with affective commitment and has a subsequent effect on job performance. In their study they have taken affective commitment as mediating variable between job burnout and job performance. Yu et al., (2016) argued that the abusive leadership has an inverse impact on the affective commitment of employees and eventually it produces negative job performance. They concluded that abusive behaviour of the leader reduces the affective commitment (mediator) and job performance and vice versa. In other words, if leader provides the clarity of job and also to use the empathetic and meaning-making language positively influence the affective commitment and job performance. By putting together this anticipation with preceding reasoning the relationship between the subordinated affective commitment and job performance, we suggest the affective commitment

would play the role of mediation along with adding the job satisfaction as between the use of three components of motivating language and job performance.

Nevertheless; none of the studies investigated the exclusive mediation role of organizational affective commitment, with the predictor of the use of three components of motivating language by the leaders and the criterion of job performance in higher-education institutes.

For this reason, this is hypothesized that affective commitment will also work as a mediating factor in between the relationship ML use and employees' job performance as suggested by Sandra, Mayfield, Mayfield, and Wang (2015).

Thus, the following proposed hypotheses explain the missing link in the literature review:

***H15: Affective commitment mediates the relationship between direction giving language and job performance.***

***H16: Affective commitment mediates the relationship between empathetic language and job performance.***

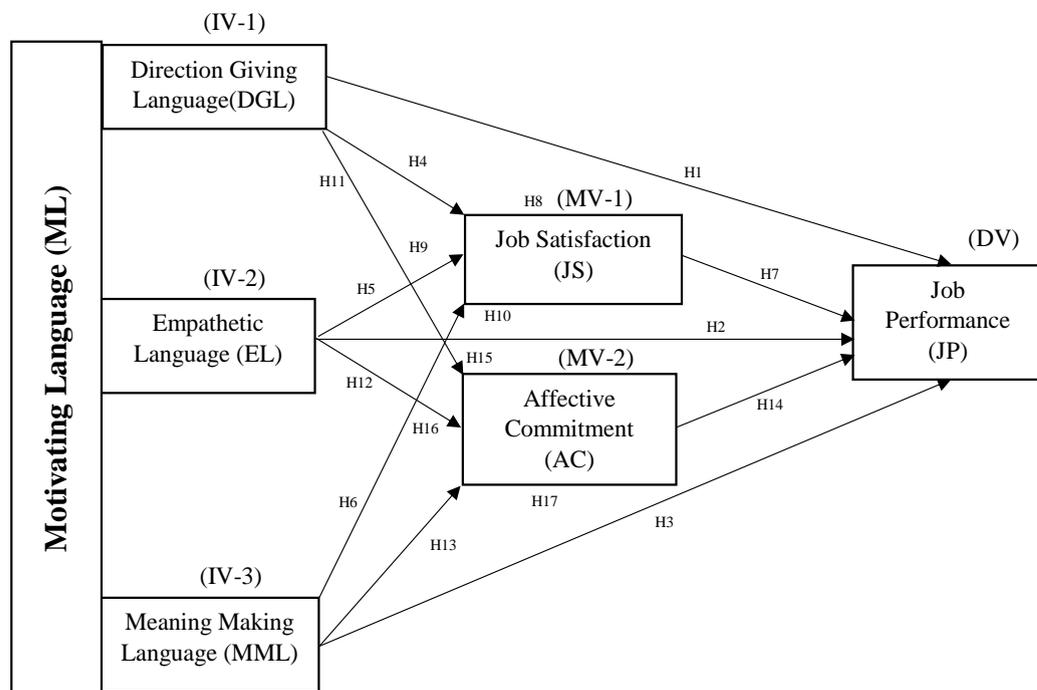
***H17: Affective commitment mediates the relationship between meaning language and job performance.***

The above literature review was organized based on conceptual and methodological formats. In conceptual format, the relevant literature was built around the theoretical theories related to variables and then subsequently the literature related to study variables was also discussed in methodological format. Therefore, based on the above arguments, the leader's effective strategic communication plays a substantial role in achieving critical, organizational goals employee performance. It is the responsibility of a leader to use appropriate words according to the situation, personality and time in order to enhance commitment, job satisfaction, performance and other desirable organizational outcomes. Therefore, motivating language may assist in strategically transmitting meaning to the employees for desired results. What is missing in the literature on leader's communication, human resource and industrial psychology, however, is a research investigation of the four variables, specifically with the mediation of organizational affective commitment

and job satisfaction. The core aim of this research is to find out the mediation effects, if any, of job satisfaction and affective commitment between the use of ML and job performance in higher-education institutes of Pakistan.

## 2.12 Theoretical Framework

The extensive literature review provided sufficient evidence to articulate the apprehended variables towards the development of a framework to continue through defining the predicted relationships. For this current research study a conceptualized research model is given in Figure 2.2.



IV = Independent Variable, MV1=Mediating Variable 1, MV2 = Mediating Variable 2, DV=Dependent Variable

Figure 2.2 following the literature review, the above stated research model was conceived in this research study. Linking together related concepts it provides consolidated framework, such as, the Motivating Language is hypothesized as a single latent factor representing a leaders' individualized use of motivating language, which is measured through three manifests (observable) components, these are the direction-Giving, empathetic and meaning-making languages of Sullivan's

(1988) MLT model. These three manifest variables have the impact on the job satisfaction, as well as on affective commitment (Allen & Meyer, 1997) which played the role of mediators as the attitudinal consequences of three components of ML use, eventually these two mediators have the impact on the criterion variables i.e., job performance, is based on conceptualization of Cashman et al (1976).

## 2.13 Summary of Hypotheses with Structural Path

Table 2.3 presents the summary of study hypotheses along with its rationally designated paths:

TABLE 2.3: Summary of Hypotheses with Structural Paths.

S. No.	Hypotheses	Structural Path
H1	Direction Giving Language has a positive impact on Job Performance	DGL → JP
H2	Empathetic Language has a positive impact on Job Performance	EL → JP
H3	Meaning-Making Language has a positive impact on Job Performance	MML → JP
H4	Direction Giving Language has a positive impact on Job Satisfaction	DGL → JS
H5	Empathetic Language has a positive impact on Job Satisfaction	EL → JS
H6	Meaning-Making Language has a positive impact on Job Satisfaction	MML → JS
H7	Job Satisfaction has the positive impact on Job Performance	JS → JP
H8	Job Satisfaction mediates the relationship between direction giving language and job performance	DGL → JS → JP
H9	Job Satisfaction mediates the relationship between empathetic language and job performance	EL → JS → JP

S. No.	Hypotheses	Structural Path
H10	Job Satisfaction mediates the relationship between meaning language and job performance	MML → JS → JP
H11	Direction Giving Language has a positive impact on Affective Commitment	DGL → AC
H12	Empathetic Language has a positive impact on affective Commitment	EL → AC
H13	Meaning-Making Language has a positive impact on affective Commitment	MML → AC
H14	Affective Commitment has a positive impact on Job Performance	AC → JP
H15	Affective Commitment mediates the relationship between direction giving language and job performance	DGL → AC → JP
H16	Affective Commitment mediates the relationship between empathetic language and job performance	EL → AC → JP
H17	Affective Commitment mediates the relationship between meaning language and job performance	MML → AC → JP

## 2.14 Conclusion

This chapter has described the concern variables of this study: use of all three types of motivating language; job satisfaction; affective commitment and job performance based on previous conceptualization and empirical research studies. Much of the literature discussed the relationship of study variables has been conceptualized. The motivating language theory illuminates relationship to leaders' communication with subordinates' attitudinal and behavioural work-related outcomes have been articulated. Upon the based on previous research studies and theories the hypotheses of this research study were drawn. At the end the research framework was delineated, which depicts the proposed links among the study variables in the summary of hypotheses.

# Chapter 3

## Methodology

This chapter is concerned with the research design based on literature review, theoretical assumptions and scales for measuring the respondents' perception that supports the research objectives. In addition, this chapter describes the strategy that has been used to investigate the research questions to find out their reliable results through empirical analyses. This was achieved through the identification of relevant population for selecting the appropriate sample size. The detail of the instruments that were used to collect the required data from the respondents, the procedure of collecting the data, data-handling techniques as well as the statistical methods used to analyze the data all of these were employed with the aim of competently resolving the current problems that are found in the academic institutions of the higher-education sector of Pakistan.

This research study attempts to meet the research objectives and check the hypotheses, simultaneously, to adopt the designated methodology in order to reveal the vital, integrated impact of leaders three types of ML use on the job satisfaction and affective commitment and eventually how these affect the job-related performance of teachers which were selected from private and public universities of Pakistan.

### **3.1 Research Methodology**

An appropriate approach to any research study is of utmost importance and it depends on the core objectives of the study which is under consideration (Leedy & Ormrod, 2013). Therefore, the survey is one of the useful approaches in social/behavioural sciences that help to gather data about the perception of the target sample in a very scientific manner.

Leedy et.al., (2013) consider that data collection from survey questionnaire is comprised of multiple aspects as related to the respondent's psychological features. Therefore, in this research study the questionnaire survey method was adapted to collect the data from the targeted sample respondents.

### **3.2 Research Scheme**

In this research study, the subsequent steps of the research design were followed to meet the research objective along with considering the limitations. Figure 3.1 shows the step-wise procedure initiating from identifying the main subject of this research study, i.e., leadership communication as the use of motivating language followed by a discussion of the relationship of study variables in the literature review, then applied the subsequent steps of the research design to empirically test the study model. The detail of research design is described in detail in next section.

### **3.3 Research Design**

After identifying the problem situation and determining the development of the research framework, the next phase is to design the research in a coherent manner so that the required level of data can be collected and analyzed with the help of appropriate tools to reach a solution. The research design covers the decisions regarding the type of investigation with its temporal effects, the setting of the study, time horizons, unit of analysis, population, sampling technique and sample

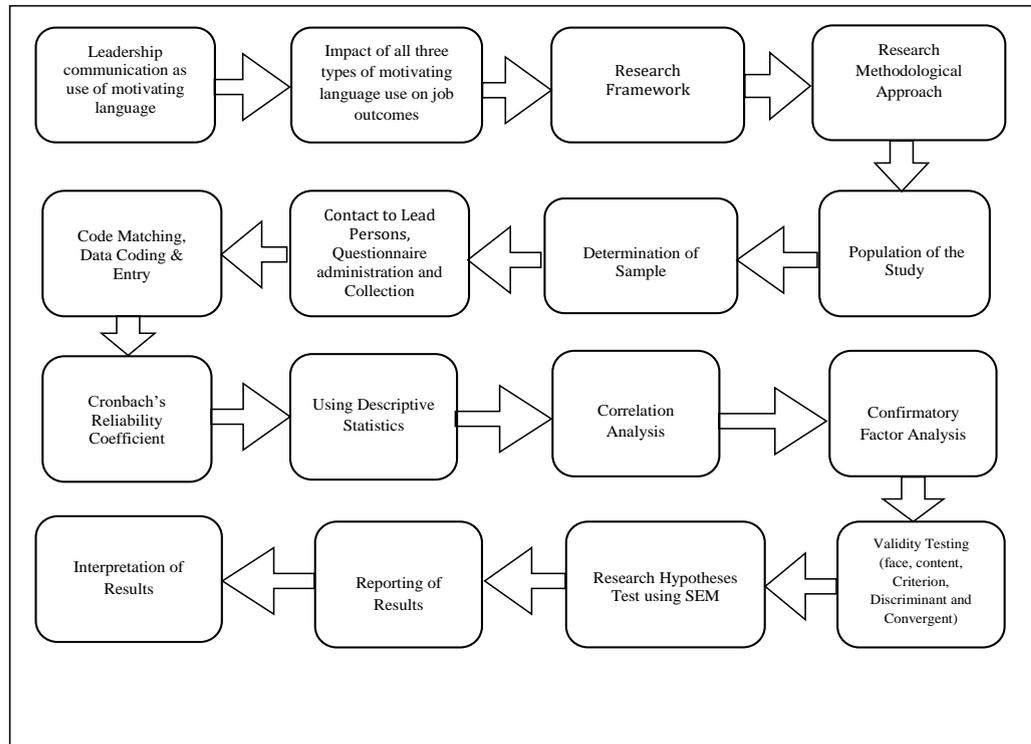


FIGURE 3.1: A Schematic representation of the research scheme showing the step wise approach to conduct the study.

size (with justification). In addition to the aforementioned points, the procedure regarding data-collection methods as well as the measurement of variables to be analyzed for the testing of hypotheses are discussed below:

### 3.3.1 Type of the Study

This research study is relational/causal as its objective is to find out the impact of leader's using the three components of ML on the job satisfaction, affective commitment and job performance of universities' teachers. The self-reported perception of the teachers regarding the use of ML by their Deans/HoDs from the selected universities has been measured. The measurement of the teachers' perception is the most appropriate one in the survey research because it allows the researcher to reach the maximum number of teachers within the stated population for the collection of the desired level of data. The survey method has several advantages: it facilitates the respondents in answering according to their own pace and with accuracy; furthermore, each respondent receives the same questions to

answer. The survey method has two types: one that describes the current state of affairs is called a descriptive survey and the second type, which studies the relationship between independent and dependent variables is called a relational survey (Abedjan, Golab, & Naumann, 2015; Khurram, 2011; Rungtusanatham, Choi, Hollingsworth, Wu & Forza 2003).

In this study, the relational survey was used as the purpose is to determine the impacting association between the leaders' uses of all three components of ML and the teachers' job satisfaction, affective commitment and job performance as investigated through designated paths. Moreover; it identifies the degree to which ML affects job performance with the mediations of job satisfaction and affective commitment felt by the university teachers who participated in the study.

### **3.3.2 Setting of the Study**

Usually, organizational research is conducted from two perspectives: one in a natural setting, where work proceeds at a normal pace (called "non-contrived") and second is in which the situation is manipulated by the researcher (called "contrived") (Fernando & Jayasekara, 2017; Sekaran & Bougie, 2010). This study was "non-contrived" in a nature that sample respondents were communicated to by their own authorities at their workplace and also no artificial environment was created nor was the variables were manipulated in any way whatsoever. The participants filled the questionnaire in their natural setting according to their university's job experience and, as such, this constitutes a field study.

### **3.3.3 Data Collection: Time Periods**

For this study, the collected data was cross-sectional in nature. It was tactfully handled by explaining and clarifying the questionnaire to each respondent so that the exact response could be obtained e.g.; the respondents were clarified that what is the impact of ML on JP. So, if he feels that ML is perceived as positive that job performance will be obvious and similarly positive ML will also effect the employees job satisfaction and affective commitment that ultimately improve

job performance. The links of the variables were clarified in a way that employees provided the exact data that researcher wanted. Data was gathered in the summer and mid-term breaks of 2012, 2013 and 2014. Due to the busy schedules of Deans/HoDs and teachers during the spring and fall semesters, it was presumed that the summer 'semester' and the mid-term breaks were the best times to perform data collection so that proper concentration could be utilized by the respondents when answering the lengthy questionnaires. During the summer 'semester', the Deans/HoDs and teachers feel relaxed and less burdened due to a lesser number of students and other official commitments. In certain universities however, data were also collected during ongoing academic semesters (at off time).

### **3.3.4 Individual as a Unit of Analysis**

For obtaining the aggregate data values, the unit of analysis used for this research study was "individual": university teachers and supervisors (Chairmen/women, Deans, A/Deans, HoDs and the In-Charge persons within respective departments), as the aim of the study was to gather data regarding an individual teacher's perception regarding the use of three components of ML by their Deans/HoDs, teachers' own job satisfaction, and affective commitment (from the subordinate's point of view) as well as the perceived job performance of the teachers at the dyads level (from the Dean/HoD's point of view) within a university setting.

## **3.4 Population and Sample**

The main population of this study comprised the teaching faculties of universities across Pakistan, with both public and private-sector universities were the target organizations of this research. Therefore, the teaching staff from Lecturers to Professors was involved, furthermore, the Chairmen, Deans, HoDs were also considered as sample respondents to provide their perception regarding the teachers' performance. In HEC-recognized universities, the teaching staff comprised more than 75000 as the population of a specified sector of Pakistan and the data was

gathered from both public and private-sector universities. A Homogeneity of Variance Test was run before other tests so that the variance across all of the data would be the same for any given measure. The normality of data is an essential characteristic of any parametric analysis, thus both sectors were used so that the sample should be a true representative of the population.

According to the Higher Education Commission (HEC) there were 187 universities (HEC, 2017), 111 universities were in the public sector and 76 universities were in the private sector. Together, all of these universities were located in the seven geopolitical regions of Pakistan, namely the Federal Capital, Punjab, Sindh, Khyber-Pakhtunkhwa, Baluchistan, Azad Jammu & Kashmir and Gilgit-Baltistan (Khurram, 2011).

### **3.4.1 Selection of Sample Size**

The selection of the sample size from the population is paramount importance. To select the sample from the population, the precision of the sample size is very important (Jones, Zenk, Tarlov, Powell, Matthews, & Horoi, 2017; Miaoulis & Michener, 1976; Taylor, Van Muylem, Howarth, Gevenois, & Tack, 2017). To get the precision of the sample size, help was taken from the table of Sekaran and Bougmie, (2010). So, there are nearly 75000 teaching population in higher educational institutes, the recommended sample size needed 382 out of 75000 (Appendix B). However, the sample size was kept on higher side to get more data and avoid any ambiguity in sample size. The final sample size was 577 out of 770 for data analysis and results' interpretation.

### **3.4.2 Use of the Sampling Technique**

For this research, the non-probability convenient sampling technique was used to collect data from the teaching staff of the universities located in different locations of Pakistan such as Federal Capital, Punjab, Sindh, Khyber-Pakhtunkhwa, and Baluchisatn. The details of the sampling process are mentioned (step by step) in the following:

1. Primarily, for setting the sample, the targeted population was defined: in this case it was the teaching staff and their respective Deans/HoDs of all the universities of Pakistan.
2. In this next step, so it was ensured that there should be representation of universities from different geographical locations of Pakistan must be included to get data.
3. As shown in Table 3.1, representation in each of the geographical areas, the universities were divided into public and private sectors into all provinces. From Punjab 06, KPK 06, Sindh 03, Balochistan 03 and from Federal Capital 05 which makes the total of 23 universities to be selected.
4. After securing permission from the high officials of the universities, the relevant HR/Administrative persons were contacted and the population lists (of intended, individual participants) were obtained from them.
5. Based on the provided population list, the teachers were then divided into four, officially-designated categories, namely Lecturer, Assistant Professor, Associate Professor, and Professor. Likewise, the supervisors were also divided into four categories: Chairman, Dean, HoD and In-Charge.
6. Based on the sampling model, faculty members and supervisors were identified and contacted through proper channels, i.e.; getting permission from the administration and more than 95% agreed to fill the survey questionnaire at their own convenience.
7. Through lead contact persons in universities, teachers and supervisors were approached by the leading contact person at each university and confidentiality of the gathered information was ensured.
8. Each respondent was requested to complete the questionnaire within two weeks' time. Some questionnaires were filled on spot by the faculty members and supervisors (Deans/HoDs). However, some of the respondents did not provide the filled questionnaires within two weeks' time. Therefore, a reminder was sent after the two weeks period in order to receive the remaining

questionnaire from the respondents (Pulcini, & Leibovici, 2016; Van Mol, 2017; Weston, Parsons, Ntani, Rushton, & Madan, 2017).

9. As such, a total of 770 survey questionnaires were distributed. The contact person received the completed questionnaires from the respondents-a total of 633 questionnaires were received, equivalent to a response rate of 82% in this case. This response rate was made possible because of the researcher's insistent, personal contact and follow-up strategy. However, out of 633, the 56 questionnaires were discarded due to incomplete responses by the respondents and finally, 577 complete questionnaires from all aspects were used for data analyses purpose and this makes the final response rate of 75%.

TABLE 3.1: Data Collected from Public and Private-Sector Universities.

S. No.	Region	Universities in Public-Sector	Universities in Private-Sector	Total
1.	Federal Capital	02	03	05
2.	Punjab	02	04	06
3.	Sindh	01	02	03
4.	Khyber Pakhtunkhwa	03	03	06
5.	Baluchistan	01	02	03
	<b>Grand Total</b>	<b>09</b>	<b>14</b>	<b>23</b>

### 3.4.3 Demographic Features of the Respondents

The respondents' demographic features have been tapped into eight dimensions: first, "Gender"-captured on a dichotomous scale of "1" for male and "2" for female; second "Age"-tapped under six captions: "26-30 years", "31-35 years", "36-40 years", "41-50 years", "51-60 years" and "above 60 years"; third, "Respondent's Qualifications"-measured by three categories: "Masters", "MSc" and "PhD"; fourth, "Salary"-measured in four amount categories ranging from Rs.

50K to Rs. 150K; fifth, “Job Title”-tapped on standard, designated titles of “Lecturer”, “Assistant Professor”, “Associate Professor” and “Professor”; sixth, “Geographic Area”-divided and tapped into five categories: Federal Area, Punjab, Sindh, KPK and Baluchistan; seventh, “Universities”- classified as either being public or private and, lastly, eighth, “Teaching Experience” was measured under four categories “1-(1-5 years)”, “2-(5-10 years)”, “3-(10-15 years)”, “4-(more than 20 years)”.

### 3.5 The Scale Used

The questionnaires/instruments that were used as scales in this study were taken from those researchers who have used them in this respective field of research with an earlier permission have been taken from them to use the same instruments in this study. The aspects of each variable feasibly answered the single queries at hand as well as their association with each other. Confirmation of the instrument’s reliability and validity was carried out prior to its being administered to the selected participants/respondents.

- Motivating Language Use: Mayfield, Mayfield and Kopf (1995) Scale
- Organizational Commitment: Meyer and Allen (1997) OCQ Scale
- Job Satisfaction: Weiss, Davis, Logquiest, and England (1967) Minnesota Satisfaction Questionnaire (MSQ)
- Job Performance: Cashman, Dansereau, Graen, and Haga (1976) Scale

### 3.6 The Survey Questionnaire

Cooper and Pamela (2011) recommended the composition of relevant words help to develop the statement of asking that make it possible to measure the desired state of affairs of the targeted respondents. Therefore, in the questionnaire, there

TABLE 3.2: The summary of instruments which have been used in this study.

Sub-Scale	Variables	Authors	No. of Items	Recently used by
Direction-Giving	Motivating	Mayfield, Mayfield	10	Mayfield and
Empathy	Language	and Kopf (1995)	06	Mayfield, (2017)
Meaning-Making			08	
-	Affective Organizational Commitment	Meyer and Allen (1997)	06	Sujin and Irwin, (2017)
-	Job Satisfaction	MSQ Weiss, Davis, Logquiest, and England (1967)	12	Jhonson, (2004); Ngozi Richards, Barnabas, and Solomon, (2014)
-	Job Performance	Cashman, Dansereau, Graen and Haga (1972, 1976)	06	Madlock, Martin, Bogdan and Ervin, (2007)
-	Demographics	Self-items	08	

are multiple statements that have embedded meanings into it, which explored on a 5-point scale. This 5-point scale in correspondence to questionnaire items depicts the level of state in term of agreement or satisfaction to disagreement or dissatisfaction. The questionnaires which were used in this study are attached in given appendixes. This questionnaire has two exclusive segments A and B respectively.

### Segment A

This segment constitutes of demographical attributes of the participants/respondents. These 08(Eight) demographical items include gender, the age of the respondents, qualification level, salary, current job title, geographical location, type of university, and teaching experience.

### Segment B

This section of the questionnaire consists of items measuring the variables according to specified scales. Some of the items used in previous research studies, the questionnaires' items were customized to the local environment. The details of the questionnaire's items, their scale and reliability are mentioned in the following texts.

### 3.6.1 Motivating Language Scale

In this study, Motivating Language (ML) has been taken as a latent variable inferred through three, observable, manifest variables. The Motivating-Language scale is based on Sullivan (1988) ML Theory that all three speech acts have an impact on an employee's job-related behaviour (Mayfield et al., 1995). If this supposition is correct, then the factors related to the latent variable of Motivating Language must have a positive significant relationship with the mediating variables and, eventually, its impact on the dependent variable, i.e.; teachers' job performance. The scale used to measure Motivating Language is based on the work of Mayfield et al., (1995) which is theoretically based on Sullivan's (1988) work, but Mayfield et al., (1995) confirm the dimensions of MLT through scale development. They developed the scale following an extensive literature review and keeping strict adherence to related theories and also following the extensively-agreed upon psychometric principles. Mayfield et al., (1995) first carried out a nomological review of the literature in the context of leadership communication and organizational 'psychology', then they prepared a list of items and the content validity had been confirmed by the professors in the area of verbal communication in the organizational setting and also top-level managers from corporate organizations. Some other experts also provided the information about the congruence of subscale and coherence of scale with face validity (De Vaus, 2001). The items that fulfilled/loaded the criteria of a particular dimension (in the exploratory analysis) were considered and poorly-loaded items were eliminated from the measurement instrument. Since this measurement scale was set upon wide parameters of scale validity, it was regarded as having a high degree of reliability for use; the reliability was measured through Cronbach's Alpha tests (Cronbach, 1951).

All observable measures have shown acceptable reliability; “Direction-Giving Language” had  $\alpha = .89$  reliability along with some modification having been considered for this study by asking for responses to measurement items such as: a. *Provides advantageous elaboration regarding essentials to do the work*; b. *aligns with the directions supportive to get the job done* and c. *gives ease of understanding of the guidelines related to the work*.

Through the use of Empathetic Language leaders show warmth and sentimental feelings, appreciate the achievements of and provide positive regard towards the job performance of the subordinates. Thus, part of the questionnaire is also comprised of tapping into the perceptions of the teachers regarding the use of empathetic language by their Deans/HoDs in the universities. A few of the items related to the use of empathetic language are: a. *My Dean/HoD congratulates me on good performance*; b. *My Dean/HoD encourages me for putting more effort into my work assignments* and c. *My Dean/HoD is very keen regarding my job satisfaction*. “Emphatic Language” had  $\alpha = .92$  Alpha Coefficient Reliability.

The use of Meaning-Making Language conveys the cultural values, rules and regulations, working patterns and reporting relationships. This part of the ML scale was also developed by Mayfield et al., (1995, 1998), few of the items that measured the perception by the teachers regarding the use of Meaning-Making Language are, a. *My Dean/HoD tells the important occasions related to the organization’s past history*; b. *provides essential knowledge that is inaccessible through authorized networks* and c. *tells about personnel who are well-regarded in the organization*. This measure of “Meaning-Making Language” had  $\alpha = .95$  alpha coefficient reliability.

Mayfield et al., (1995, 1998) used this scale for many studies in various sample settings and it has also been used by other scholars/authors in other parts of the world. They found virtually the same reliability score with the same measurement scale through Confirmatory Factor Analysis (Alqahtani, 2015; Mayfield et al., 1995, 1998; Mayfield & Mayfield, 2008; Mayfield & Mayfield, 2012). Based on the study carried out by Mayfield et al (1995) three dimensions of the Motivating Language described by Sullivan (1988) combined together to form a one-dimensional

measure of Motivating Language. Thus, this study treats Motivating Language as a latent variable that is comprised of three dimensions.

### 3.6.2 Job Satisfaction (Self-Reported)

For the measurement of “Job Satisfaction”, numerous data-collection instruments have been constructed. Cook, Hepworth, Wall, and Warr (1981) described that, in one book, the reviewer reviewed 249 scales of many types, but among them the Minnesota Satisfaction Questionnaire (MSQ) endured the rigor testing of high validity and the reliability alpha scores that have been widely used in last three decades (Edmund, 1999; Safi, Torkaman-Nejad, & Arshi, 2016). The MSQ developed by Weiss, Davis, Logquist, and England (1967) was used in a variety of workplace settings to measure “job satisfaction”. The MSQ is divided into three categories of extrinsic, intrinsic and general satisfaction and is available in three formats: two long formats consisting of 100 questions and a short form consisting of only 20 questions. The long forms measure 20 facets of “job satisfaction” and each facet has five-items to measure; the shorter form comprises 20 questions from the longer forms, however these 20 questions best represent the 20 facets of “job satisfaction”.

The shorter format of the MSQ was considered for this research (Weiss et al., 1967). The long format of the MSQ takes 20 to 25 minutes to complete, while the shorter form takes only five minutes to be completely filled. Therefore, the latter one is more suitable for this research. In this shorter format of the MSQ there are 12 items that measure satisfaction, namely: “authority, moral value, ability-utilization, activities, advancement, supervision-human relations, social service, creativity, responsibility, recognition, and achievement” and these are tapped on a 5-point scale of 5-“extremely satisfied” to 1-“not satisfied”. Eight other items of “job satisfaction” (“company policies, compensation, independence, security, social status, working conditions, supervision-technical and variety”) (Girma, 2016) were excluded because that was not loaded/found to be feasible after factor analysis, with reference to Motivating Language in the university setting.

This same MSQ short-form has been used on samples from two organizations highlighted in the study done by Falkenburg and Schyns (2007) and was found to have very reliable alpha coefficients of  $\alpha = .93$  and  $\alpha = .92$  respectively. In the study of “commitment, job satisfaction and intention to leave”, (Elangovan, 2001), the alpha coefficient of this instrument was  $\alpha = .89$ . In the study of Social-Bonding Theory; Sims (2002), the MSQ Alpha coefficient showed  $\alpha = .89$ . Within the overall alpha coefficients ranging from .87 to .92, the median reliability of intrinsic satisfaction is .86, the median reliability of extrinsic satisfaction is .80, and the median reliability of general satisfaction is .90 (Troy, 2012). As per the theoretical perspective mentioned in the Theory of Work Adjustment (TWA) (Dawis & Lofquist, 1984) the construct’s validity was confirmed through its performance because the MSQ was based on the TWA.

### 3.6.3 Affective Commitment

“Affective Commitment” describes the employee’s commitment to remain with the organization; the conditions at the workplace vitally influence the subordinates’ intention to stay employed at the same organization for an indefinite period of time. Porter, Steers, Mowday and Boulian (1974) developed a questionnaire instrument that covered two dimensions i.e.; job satisfaction and commitment to the organization. Alvi and Ahmed (1987) also developed and employed their questionnaire instrument to measure the employee’s commitment to the organization, however, this instrument has not yet been employed in any other research study by researchers, so it is difficult to describe its validity and reliability in educational institutions.

In this particular research study, the instrument created by Meyer and Allen (1997) (updated in 1997) was employed. This scale comprises of 18 items; initially, this instrument constituted 51 items for the measurement of the OC construct. It has been tested in educational institutions and two manufacturing companies. Subsequent to this test, eight items for each dimension of “OC” were finalized after the application of item-total associations, item validation, content redundancy and direction of scoring. The alpha coefficient of all three dimensions was reported as

$\alpha = .65$  to  $.87$  for “normative commitment”,  $\alpha = .77$  to  $.90$  for “affective commitment” and  $\alpha = .70$  to  $.94$  for “continuance commitment”.

Cohen (1999) confirmed the discriminate validity of all three components of “organization commitment” by applying confirmatory factor analysis. Other researchers have also tested this three-component model in their studies of multi-samples and, once again, confirmatory factor analysis confirmed the reliability and validity of the three dimensions that are best-suited to measure “organizational commitment” (Dunham, Grube, & Castaneda, 1994; Shirbagi, 2007). For the scope of this study, six items of “affective commitment” created by Meyer and Allen (1997) were considered; this then was the data-collection instrument that was employed to tap the commitment level of faculty members to remain employed at their particular universities.

### **3.6.4 Job Performance**

In this study “Job Performance” is taken as a criterion variable. The specific behavioural patterns which are linked to accomplishing the organizations’ goals would be assessed based upon the degree of involvement by an individual to the organization. Using a well-established employee rating scale of a teacher’s performance was measured by the respective Deans/HoDs. They were requested to assess their teachers according to stated items in a short-format questionnaire document. This scale was developed by Cashman, Dansereau, Graen, and Haga (1976), who primarily proposed the Leader-Member Exchange (LMX) Theory. The instrument comprises of six items that were tapped on a 5-point scale, with the teachers being assessed on “1. dependability, 2. alertness, 3. planning, 4. know-how and judgment, 5. overall performance and 6. expected future performance”. The sum score of all of the items generates an overall performance assessment of an individual teacher. The alpha coefficient is  $\alpha = .94$ . Later on, other researchers used the same scale in different settings and found it to be more reliable (Graen et al., 1986; Mayfield & Mayfield, 2002; Varona, 1996; Vecchio & Gobdel, 1984). The responses made by teachers and Deans/HoDs were harmonized with the help of a pre-arranged anonymous coding system on the questionnaire.

## 3.7 The Data-Collection Method

### 3.7.1 Pilot-Testing

This is the trial version conducted on a relevant small sample size to check the various aspects of the research study and this pilot-testing provides the concrete base for actual research (Simon, 2011; Van & Hundley, 2001). Peat, Mellis, Williams, and Xuan (2002) stated that a pilot study should be conducted at least by taking 20% respondents of the decided sample in order to get conformity of the whole research approach in terms of design the decided and data collection instrument being used. The following were the reasons for conducting the pilot-testing:

- a. To ensure the data collection procedure because it involved to collect the data from the geographically dispersed respondents and also to check the prearrangement of contact persons and protocol in the relevant universities, whether it will be convenient to collect data with the help of contact persons or should researcher himself visit all respondents. During the data collection in the pilot study, very few hiccups were faced due to misunderstanding and coordination with the respondents by contact persons which were noted and resolved before the data collection in the main study.
- b. In this study, questionnaires were borrowed from the previous research studies, which were used in the specific cultural environment. Therefore, it was necessary to check the efficacy of questionnaire in term of a number of questions in the questionnaire, understanding the meaning of questions and also the time required to fill the questionnaire. Minor changes were highlighted by the respondents in the statement of questions and approximately, it took about 15 minutes to fill a questionnaire by the respondents.
- c. To check the reliability and validity of questionnaire in the Pakistani higher education environment. The exploratory factor analysis was carried out to drop those questions from the questionnaire which are carrying the burden in questionnaire size after the results of pilot study. In the reliability test,

all the questionnaire items were found above 0.5 values. This has confirmed the inter-consistency of collected data on given measurement scale.

- d. The other reason for carrying pilot study was to see the appropriate statistical parameters to be applied in the result of the main study.

Based on the above reasons, a pilot-testing was conducted with teachers and Deans/HoDs of three major universities from the Islamabad area as well as two universities in each province having been selected to participate in the study. In these selected universities, the Admin/HR departments were approached so as to take permission for conducting the study. After gaining permission, a total of 130 questionnaires regarding the use of ML on Job satisfaction and affective commitment along with a cover letter, were administered to randomly-selected teachers, out of 130 the 106 filled questionnaires were received. Then by implementing a cross-code mechanism, the six-item job performance questionnaire was administered to the Deans/HoDs of the participating teachers of the pilot study. After the collection of data, it was processed by applying the standard operating procedure of analyses. Based on the results, certain adjustments in terms of terminology were made to the questionnaire prior to conducting so that fruitful and purposeful results could be realized from the main research study. Through this pilot study, several administrative problems came to the forefront, for example, approaching the universities, taking the permission, the level of interaction and consulting the teaching staff members with a specific appointment time. Based on these administrative experiences, the following additional methodologies adapted to check the case of the process.

### **3.7.2 Field Survey/Data Collection**

After making modifications to the questionnaire as well as the 'pilot-testing' approach, at least 45 questionnaires were emailed (with prior permission) to selected teachers of the same universities and the same were also posted through a courier service. The respondents were assured that the information they would provide

would be kept confidential and they were requested to return the filled questionnaires within 15 days. Along with this, the researcher personally visited them to oversee the progress and this also helped to enhance the response rate. This approach was much better to the previous approach in terms of reaching the respondents and easily getting the required feedback.

After the receipt of 45 questionnaires from the teachers then the subjective questionnaire regarding the job performance of the teachers was self-administered to their Deans/HoDs. Although the items of this questionnaire were very general and subjective in nature, the researcher faced complications while obtaining the data. The Deans/HoDs were explained about the purpose of the study and also about the questionnaire items as well, then the majority of them supported the study by providing the data well on time. The next step, after receiving the of job performance questionnaire both the scrutinizing and matching of the coding process was carried out on both questionnaires and efforts were made to make sure that no areas of response were missed and/or not properly filled in by the respondents therein.

### **3.7.3 Ethical Issues During Data Collection/Conduction of the Survey**

During the whole course of conducting the survey, courteous coordination was carried out due to the importance of the respondent types. They were briefed through a small leaflet of MLT and its importance as related to job-related outcomes. Then the questionnaire was properly explained to them with the assurance that no harm to their job or career would result. Along with this all of the filled-in questionnaires were held in safe custody and only the researcher himself carried out the complete data-treatment process. The respondents were assured that this data would not be disclosed or shared with anyone and used only for data analysis. After gaining the confidence of the respondents they participated by completing the questionnaire form in a manner of free will and as per their true feelings. The respondents were requested to return the filled-in questionnaire with 15 working

days for any unforeseen situation, repeat visits were made. The received questionnaires were well-examined and those which were not properly filled in were excluded. The remaining questionnaires were then scrutinized and the data was extracted to do the analyses by applying statistical techniques.

### **3.8 Statistical Tools and Techniques**

The collected data was coded and entered under the SPSS Registered 20 Version. Every filled questionnaire was entered in the field provided by the software with a specified code number of each questionnaire, so that in case of any problem in the data value of any item the code number facilitated locating the questionnaire and the intended item value. The specified items of each variable were computed in the SPSS to move on to the next step of descriptive and multivariate analyses. Once the values were computed then the basic test of homogeneity of variance was applied, the reliability of the scale items was tested by using standardised Cronbach Alpha (Cronbach,1951) and descriptive statistics were run to check the sample characteristics, mean, standard deviation and frequency of the responses. Special care was taken while finding the average value of the “gender”; a mode was used to find the frequency of gender in absolute terms. Correlation of Coefficient Test was applied to empirically check the correlation among the studied variables and also help to see the strength of linear relationship among the study variables. The coefficient value depicts the level of relationship between the study variable. Then to check the inter-correlation among the studied variables Confirmatory Factor Analysis (CFA) was run on the data. Finally, mediation effects were checked through Structural Equation Model (SEM) in AMOS. The SEM renders the capacity to assess or delineate the causative relationships to check the goodness fit and significance with the help of path coefficients. The results of all of the aforementioned tests are given in the next chapter.

### **3.9 Ethical Considerations**

The research ethical considerations were taken care during the whole research process. From finding the research gap to the selection of research instrument, deciding the true sample size and approaching sample respondents. The secrecy of collected data was also over-insured accordingly.

### **3.10 Conclusion**

The research process as step-wise has been presented. The research framework has rationalised by adopting the relevant steps of research design applied in this research study and provides a thorough base to model testing and dealing the research hypotheses. The population and sample demographics and size have been presented, and to tape the perception of sample respondents on the relationship among the study variables the appropriate data collection instrument (questionnaire) scales and data collection procedure were described. The suitability and soundness of data analysis (statistical) techniques have been discussed, as the consideration of research ethics at the end.

# Chapter 4

## Data Analysis and Results

### 4.1 Introduction

This chapter presents the results of data analysis by describing the characteristics of sample respondents, and before running the confirmatory factor analysis (CFA) and Structural Equation Model (SEM), to find the response on each study variable the descriptive statistics were performed for the mean, standard deviation, skewness and kurtosis. Following the descriptive test, the Pearson (Correlations Analysis) was conducted to find out the relationship among the studied variables. In the final phase, the results of CFA, the direct and mediation effects of the variables (path model) were tested through structural equation modelling (SEM) in AMOS software (Arbuckle, 2010) followed by the conclusion of the chapter.

### 4.2 Descriptive Statistics of Demographic Variables

The following section pertains to the descriptive analysis of the studied demographic variables:

In Table 4.1 the age of the respondents was categorized into six brackets, the data show that most of the teachers fall into the age brackets of 26-30 years and

31-35 years with a representation of 19.2% and 36.7% respectively of the sample size and advanced age (51-55 years) representing only 2.1% of the participating respondents included in the sample of this study.

TABLE 4.1: Age Groups of the Sample Respondents.

		Frequency	Percent	Valid Percentage	Cumulative Percentage
Valid	26-30 years	111	19.2	19.2	19.2
	31-35 years	212	36.7	36.7	56.0
	36-40 years	54	9.4	9.4	65.3
	41-45 years	115	19.9	19.9	85.3
	46-50 years	73	12.7	12.7	97.9
	51-55 & Above	12	2.1	2.1	100.0
	Total	577	100.0	100.0	

In Table 4.2, the gender diversity among the respondents was categorized into “male” and “female”. Out of the 577 ‘valid’ responses, males provided 60.8% of the responses and 39.2% females provided the responses. This shows that males are more likely to enter into this academic profession. Nevertheless, now females are increasing in numbers with respect to understanding this noble profession at the higher educational level.

TABLE 4.2: The Gender Diversification of the Respondents.

		Frequency	Percent	Valid Percentage	Cumulative Percentage
Valid	Male	351	60.8	60.8	60.8
	Female	226	39.2	39.2	100.0
	Total	577	100.0	100.0	

Tables 4.3 indicates the 43.5% respondents fall into the first category of salary range; this reveals that, at the early stage of their careers, most of the respondents are receiving reasonable salaries, which gradually increase on an incremental basis.

This is then followed by 27.6% of the respondents falling into the second salary group of respondents and so on.

TABLE 4.3: Monthly Salary Range of the Respondents.

		Frequency	Percent	Valid Percentage	Cumulative Percentage
Valid	Rs. 31,000-Rs. 50,000	251	43.5	43.5	43.5
	Rs. 51,000-Rs. 100,000	159	27.6	27.6	71.1
	Rs. 100,000-Rs.150,000	124	21.5	21.5	92.5
	More than Rs. 150,000	43	7.5	7.5	100.0
	Total	577	100.0	100.0	

The designation, in terms of job title, was tapped in four categories as shown in Table 4.4, with the majority of the respondents belonging to the early career and early-mid career stages. Of those 43.5% were Lecturers and 27.6% were the Assistant Professor respectively. At the senior level, 21.5% were Associate Professors and 7.5% were Professors in the studied sample group. The high figure of Lecturers shows that adopting the teaching profession has gained momentum in recent years.

TABLE 4.4: Job Title of the Respondents.

		Frequency	Percent	Valid Percentage	Cumulative Percentage
Valid	Lecturer	251	43.5	43.5	43.5
	Assistant Professor	159	27.6	27.6	71.1
	Associate Professor	124	21.5	21.5	92.5
	Professor	43	7.5	7.5	100.0
	Total	577	100.0	100.0	

In this research study, the focus on qualification fell into three categories as per the minimum requirement declared by Higher Education Commission of Pakistan for at university-level teaching. Table 4.5 shows that the majority of respondents (56.3%) have on MS/M.Phil degree (equivalent to 18 years of education), 7.5%

respondents have Master Degree that constitutes two streams: first, 16 years of Bachelor degree and second, is a Master degree comprised of 14 years of Bachelor degree by followed by further two years of education. PhD degree holders represented 36.2% of the total sample size. The latter has increased in number because of the demand of universities and due to compulsion posed by the HEC for hiring PhD holders and the promotion of these in universities.

TABLE 4.5: Qualifications of the Respondents.

		Frequency	Percent	Valid Percentage	Cumulative Percentage
Valid	Masters	43	7.5	7.5	7.5
	MS/M.Phil	325	56.3	56.3	63.8
	PhD	209	36.2	36.2	100.0
	Total	577	100.0	100.0	

The respondents were asked to indicate their university's status/type of whether it is a public or private-sector University. Table 4.6 shows that 59.1% of the respondents were from public-sector universities and 40.9% of the respondents belonged to private sector universities out of the total 577 sample size.

TABLE 4.6: Sector Categorization of the Respondents University.

		Frequency	Percent	Valid Percentage	Cumulative Percentage
Valid	Public	341	59.1	59.1	59.1
	Private	236	40.9	40.9	100.0
	Total	577	100.0	100.0	

The respondents were given four options regarding their "tenure" in their current university. In Table 4.7 the first column shows 577 valid responses; in column two, 44.4% reported 1-5 years of tenure in their current university, this may be due to people considering teaching at the university level to be an academic job in their career, therefore their tenure is not very high as compared to the other categories of tenures. As such 26.7% of the respondents had 5-10 years, 21.3% had

10-15 years and 7.6% had more than 15 years tenure of time with their current universities.

TABLE 4.7: Teaching Experience representing tenure in Current University.

		Frequency	Percent	Valid Percentage	Cumulative Percentage
Valid	1-5 yrs	256	44.4	44.4	44.4
	5-10 yrs	154	26.7	26.7	71.1
	10-15 yrs	123	21.3	21.3	92.4
	More than 15 yrs	44	7.6	7.6	100.0
	Total	577	100.0	100.0	

Regarding the geographic location of respondents, Table 4.8 shows that 34.3% of the respondents were from the Federal Area. This is composite of the Capital and Federal Administrative areas of Pakistan; from Punjab, there were 14.6% respondents, 17.2% were from Sindh, 29.8% were from KPK and 4.2% of the respondents were from Baluchistan.

TABLE 4.8: The Geographical Location Of Respondents Indicating Belongingness.

		Frequency	Percent	Valid Percentage	Cumulative Percentage
Valid	Federal Area	198	34.3	34.3	34.3
	Punjab	84	14.6	14.6	48.9
	Sindh	99	17.2	17.2	66.0
	KPK	172	29.8	29.8	95.8
	Baluchistan	24	4.2	4.2	100.0
	Total	577	100.0	100.0	

Table 4.9 shows the descriptive statistics of the demographics variables for  $n = 577$  with mean values, standard deviation along with and maximum values.

TABLE 4.9: Descriptive Statistics Summary of the respondents.

	N	Minimum	Maximum	Mean	Std. Deviation
Age	577	1.00	6.00	2.76	1.40
Gender	577	1.00	2.00	1.00	.489
Qualification	577	1.00	3.00	2.29	.595
Salary	577	1.00	4.00	1.93	.472
Job Title	577	1.00	4.00	1.93	.372
Geographical Location	577	1.00	5.00	2.55	1.33
Sector	577	1.00	2.00	1.41	.492
Teaching Experience	577	1.00	4.00	1.92	.478

### 4.3 Normality

Using CFA and SEM tests both techniques require that variables must be normally distributed. A number of methods available to assess the deviation from the normality, among these methods the skewness and kurtosis were used in this study. The underestimated variance having positive and negative kurtosis dissolves in case if the sample is 200 or greater than (Tabachnick & Fidell, 1996, p. 73; Tabachnick & Fidell, 2001). In this particular research study, the sample size was 577, and this well above the level of 200, it is recommending that variance underestimates along with positive and negative kurtosis would be dissolves and the values of skewness would not make notable deviations in the analysis. In the research data related to social and behavioural sciences are anomalous, which confirm the classical normal distribution of variables in various cases (McDonald & Ringo, 2002).

Table 4.10 shows the values of skewness & kurtoses within the normal range as DGL (skewness = -2.00 and kurtoses = 1.97), EL (skewness = -.717 and kurtoses = -1.00), MML (skewness = -2.00 and kurtoses = 1.97), JS (skewness = -.696 and kurtoses = -1.37), AC (skewness = -.927 and kurtoses = -.963), JP (skewness = -1.51 and kurtoses = 1.92).

TABLE 4.10: Summary of Descriptive Statistics of Study Variables.

	N	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
DGL	577	3.85	.778	-2.00	.102	1.97	.203
EL	577	3.31	1.00	-.717	.102	-1.00	.203
MML	577	2.00	.963	2.00	.102	1.95	.203
JS	577	3.32	1.17	-.696	.102	-1.37	.203
AC	577	3.44	1.04	-.927	.102	-.963	.203
JP	577	3.30	.290	-1.51	.102	1.92	.203
Valid N	577						
(listwise)							

*DGL = Direction-Giving Language, EL = Empathetic Language, MML = Meaning-Making Language, AC = Affective Commitment JS = Job Satisfaction, JP = Job Performance (Criterion Variable)*

## 4.4 Correlation Analysis

Pearson Correlation was applied as a useful method to figure out the inter-relationship among the studied variables. Table 4.11 reflects the correlation results while a brief explanation is given in the subsequent section followed by a discussion of the results.

### **The Correlation between Motivating Language and Job Performance:**

A positive correlation was found between direction-giving language and job performance  $r = .273$  and significant at the  $p = .01$ . While empathetic language was found to have a positive relationship with job satisfaction  $r = .480$ , a negative relationship was found between meaning-making language and job satisfaction among university teachers  $r = .014$  at  $p = .01$ . This provides evidence to our research question as the use of all three components of ML has a relationship with job performance.

### **The Correlation between Motivating Language Use and Job Satisfaction:**

A positive correlation was found between direction-giving language and job satisfaction  $r = .247$  and significant at the  $p = .01$ . While empathetic language was found to have a positive relationship with job satisfaction  $r = .264$ , a negative relationship was found between meaning-making language and job satisfaction among university teachers  $r = -.324$  at  $p = .01$ . This provides evidence to our research question as to whether the use of all three components of ML has a relationship with job satisfaction.

### **The Correlation between Motivating Language Use and Affective Commitment:**

The coefficient correlation between direction-giving language and affective commitment was found to be positive  $r = .432$ , and significant at the  $p = .01$ , empathetic language was also found to be positively correlated with affective commitment  $r = .634$  and significant at the  $p = .01$ . However, there was a weak relationship found  $r = .017$  between meaning-making language and affective commitment. This indicates that uses of all three components of ML and AC have a relationship among university teachers.

**The Correlation between Job Satisfaction and Job Performance:** The correlation coefficient between job satisfaction and job performance found  $r = 0.706$  to be at the significant level of .01, which implies a highly positive and significant relationship between JS and JP among university teachers.

**The Correlation between Affective Commitment and Job Performance:** The correlation coefficient between affective commitment and job performance among university teachers found to be positive  $r = 0.388$  and of significant value at the .01 level.

TABLE 4.11: Correlation Matrix of Predictors and Criteria.

	DGL	EL	MML	JS	AC	JP
DGL	(.89)					
EL	.396**	(.92)				
MML	.239**	.246**	(.95)			
JS	.247**	.264**	-.324	(.87)		
AC	.432**	.634**	.017	.354**	(.92)	
JP	.273**	.480**	.014	.706**	.388**	(.93)

\*\**. Correlation is significant at the 0.01 level (2-tailed).*

*\*ML = Motivating Language, \*JS = Job Satisfaction, \*AC = Organization; Commitment, \*JP = Job Performance; Alpha reliabilities presented in parenthesis*

## 4.5 Multicollinearity Statistics

In order to find out the multicollinearity, the tests of Tolerance and Variance Inflation Factor (VIF) were applied. Tolerance was greater than .10 for all of the variables mentioned in Table 4.12 the DGL .119 with VIF 8.388, EL.844 with VIF 1.185, MML .120 with VIF 8.357, AC .772 with VIF 1.295 and, lastly JS .849 with VIF 1.178 at a significant level of  $p < .01$ . Although there is no actual value level of VIF that specifies the issue of multicollinearity, if the values of VIF are greater than 10, then there would be multicollinearity among the variables. Thus, the results suggest that multicollinearity is not an issue regarding the data that was collected for this study.

TABLE 4.12: Multicollinearity Statistics.

	Collinearity Statistics		
	Model	Tolerance	VIF
1	(Constant)		
	DGL	.119	8.388
	EL	.844	1.185
	MML	.120	8.357
	AC	.772	1.295
	JS	.849	1.178

*a. dependent variable: JP = Job Performance*

## 4.6 Measurement and Structure Model Testing

The hypotheses related to the relationship between the use of three components of motivating language, job satisfaction, affective commitment and job performance described in a theoretical framework were empirically tested by using confirmatory factor analysis (CFA) and the structural equation modelling (SEM) technique (hypothesis-testing approach). The SEM renders the capacity to assess or delineate the causative relationships amongst those variables which are unobserved or in other words the latent and report the measure of unexplained variance. Likewise, Bollen (1989) mentioned that SEM is contrived to measure that how considerably an intended theoretical framework enduring referred indicators and hypothetical constructs clarifies or to be fitted with collected data.

As compared to other statistical techniques like multiple regression, the SEM testing technique is more suitable because it takes into account the contending theoretical models to be measured. SEM is also preferred due to its flexibility as compared to regression analysis because numerous predictors, mediators and outcome variables can be encompassed in a model. In this study, job satisfaction and affective commitment mediate the relationship between use of three components of motivating language and job performance. According to Peyrot (1996) SEM frequently considered the most opted technique of analysis because after the control of measurement error it renders the degree of entire model fit.

Substantial literature provides a various range of fit indices of the SEM models goodness fit along the information related to their behaviour (e.g., Mulaik et al., 1989; Browne & Cudeck, 1993). There is not a single test of statistics of SEM that explain the best prediction of the model. There are many indices that provided by the SEM, however, there is the difference of opinion among the researchers that which indices are required to be reported. There is suggestion that researcher may measure the study model data for with one or for all indices of goodness of fit (Anderson & Gerbing, 1988).

#### 4.6.1 Model Fitness Indices

There are multiple indices that specifies the validation of model fitness, nevertheless, Hair et al (1995) suggested for reporting the best inclusive image of model fit, researchers must report five types of fit indices of measures: normed Chi-Square ( $\chi^2$ ) its ratio with degrees of freedom (df), Goodness-of-Fit Index (GFI), Adjusted Goodness-of-Fit Index (AGFI), Comparative Fit Index (CFI), and the Root-Mean-Square Error of Approximation (RMSEA), the index of CFI is autonomous of sample size and degrees of freedom (Marsh et al, 1988). All these indices reflect the measure of model fitness (Widaman and Reise, 1997).

As suggested by the various researchers, numerous criteria of model goodness of fit were used in this research study to apply Confirmatory Factor Analysis (CFA) and Structural Equation Modelling (SEM) (Bollen, 1989; Widaman and Reise, 1997; Byrne, 2001; Kline, 2005). Among the numerous criteria the underneath model fitness indices were taken.

##### 4.6.1.1 Chi-Square $\chi^2$ /Normed Chi-Square( $\chi^2$ /df)

The first index of model fitness is a test of chi-square ( $\chi^2$ ), this is considered the fundamental degree of overall model fit (Joreskog, 1973; Bollen, 1989). The value of chi-square signifies the difference between the restricted and unrestricted sample covariance matrices. to observe to infer the good fit the chi-square value should be at least  $p > 0.001$  statistically non-significant. Another fit index is the Normed

Chi-square which is used to see the model fit by dividing  $\chi^2$  with a degree of freedom ( $\chi^2/\text{df}$ ). This is one of the popular indexes to measure the suitability of fit between sample data and hypothetical model. The good fitness of model shows the values of chi-square as low as 1 or 2 (Tabachnick & Fidell, 2007) as high value to 5 to 6 (Wheaton et al., 1977), however, because of certain limitations associated with this index so this is not considered only the best index of fitness. Therefore, there are the other indices which are required to report along with the CMIN/df fitness index.

#### **4.6.1.2 Goodness Fit Index (GFI)**

The structural and measurement model fitness would be tested by using the Goodness Fit Index (GFI). By calculating the covariance and variance ratio the GFI explains the fitness of model. The GFI has the characteristics that it do comparison of hypothetical model with the observed model. The GFI values of fitness, for example, if the value is very much close to 1, than model considered to be perfect, and the cut-off value of GFI is to be considered .90 (Marcoulides & Raykov, 2000).

#### **4.6.1.3 Adjusted Goodness Fit Index (AGFI)**

The purpose of Adjusted Goodness Fit Index is the fix the GFI that is caused due to the factors of latent variable in the model (Hu & Bentler, 1995). The AGFI adjust the degree of freedom of given mode. The value of AGFI above 0.90 to be considered the suitable model fitness.

#### **4.6.1.4 Comparative Fit Index (CFI)**

The next index of fit which was taken is Comparative Fit Index (CFI) (Tucker and Lewis, 1973; Bentler, 1990) the value of this denoted the index of comparative or incremental fit. CFI is alike the relative noncentrality index (RNI) of McDonald and Marsh (1990) however, CFI value condensed from 0 to 1, greater than 0.90 are suggestive of good fit and more than 0.95 to be more fit (Bentler, 1990; Bollen, 1992; Hu & Bentier, 1999).

#### 4.6.1.5 Root Mean Square Error of Approximation (RMSEA)

The Root Mean Square Error of Approximation (RMSEA) was considered the an other index of fitness. It measures that how well the model chosen parameter values fit with the covariance matrix of the value if parameter values were available. This contains closeness as standard in the estimation of model fit. After analysis of numerous groups of empirical data and the RMSEA behaviour with reference to preceding conclusions regarding fitness model. Browne and Mels (1990) provided rule of thumb for interpretation of RMSEA values i.e.; values from 0.05 to 0.10 would be considered as an indication of fair fit and values above 0.10 indicated poor fit (MacCallum et al.,1996). RMSEA undertakes to correct any propensity of the  $\chi^2$  statistic of rejecting any stated research model.

All of the aforementioned criteria of model fit were used in this current research study; the values of acceptable fit were adopted to consistent with suggested guidelines of the researchers.

## 4.7 Measurement Model Testing

In this research study there are six latent variables i.e., DGL, EL, MML, JS, AC and JP. All of these variables were studied via their observed variables. The confirmatory factor analysis (CFA) was used for the assessment of discriminant and convergent validity of measurement model. In this regard the subsequent sections discuss the particular analysis of the all latent variables of this study.

### 4.7.1 Direction-Giving Language

Direction-Giving Language is the first dimension of motivating language use that explains the use of language for help to reduce task uncertainty and role ambiguity to the subordinates (Sullivan, 1988). This variable contained ten items (Mayfield et al,1995) (i.e.; DGL1, DGL2, DGL3, DGL4, DGL5, DGL6, DGL7, DGL8, DGL9, DGL10),all items were loaded in acceptable range of factor loading

(FL) and Square Multiple Correlation values (SMC) .84-.88 and .71-.77 respectively. Though, the DGL was analyzed through these ten items. The detail FL and SMC are given in Table 4.13 and Figure 4.1 depicts the CFA in the graphical form. In addition to this the values of model fitness indices are also in acceptable range Normed  $\chi^2 = 2.289$ , GFI = 0.974, AGFI = 0.959, CFI = 0.992, and RAMSEA = 0.047.

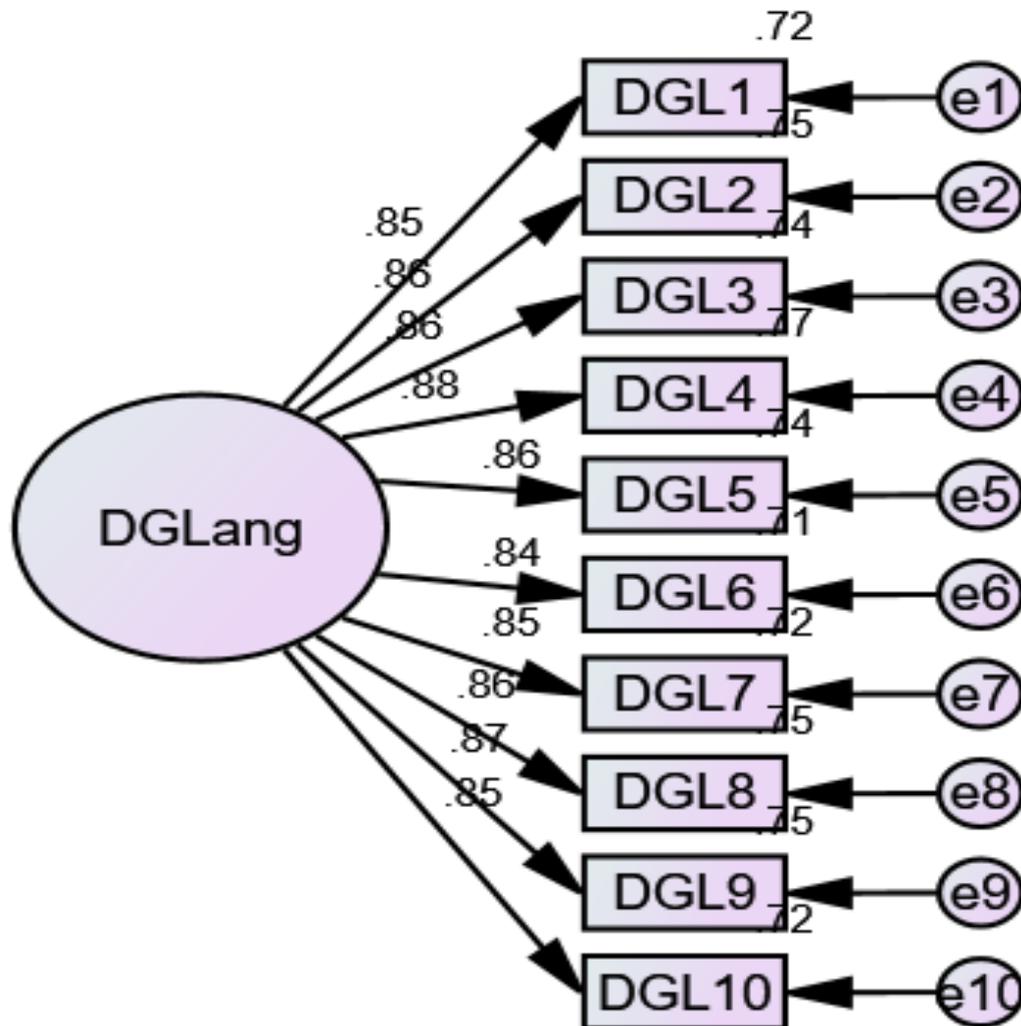


FIGURE 4.1: Measure Model for Direction-Giving Language.

TABLE 4.13: Measurement Model of Direction-Giving Language.

S. No.	Observed Variable	St.FL	SMC
1.	DGL1	.85	.72
2.	DGL2	.86	.75
3.	DGL3	.86	.74
4.	DGL4	.88	.77
5.	DGL5	.86	.74
6.	DGL6	.84	.71
7.	DGL7	.85	.72
8.	DGL8	.86	.75
9.	DGL9	.87	.75
10.	DGL10	.85	.72

*DGL = Direction-Giving Language*

### 4.7.2 Empathetic Language

Empathetic Language is the second dimension of motivating language use that explains the use of language that shows the compliments and trust to subordinates (Sullivan, 1988). This variable contained six items (Mayfield et al, 1995) (i.e.; EL1, EL2, EL3, EL4, EL5, EL6,), all items were loaded in the acceptable range of factor loading (FL) and Square Multiple Correlation values (SMC) .77-.83 and .60-.70 respectively. Thus, the EL was analyzed through these six items. The detail FL and SMC are given in Table 4.14 and Figure 4.2 depicts the CFA in the graphical form. In addition to this the values of model fitness indices are also in acceptable range Normed  $\chi^2 = 4.785$ , GFI = 0.966, AGFI = 0.933, CFI = 0.981, and RAMSEA = 0.081.

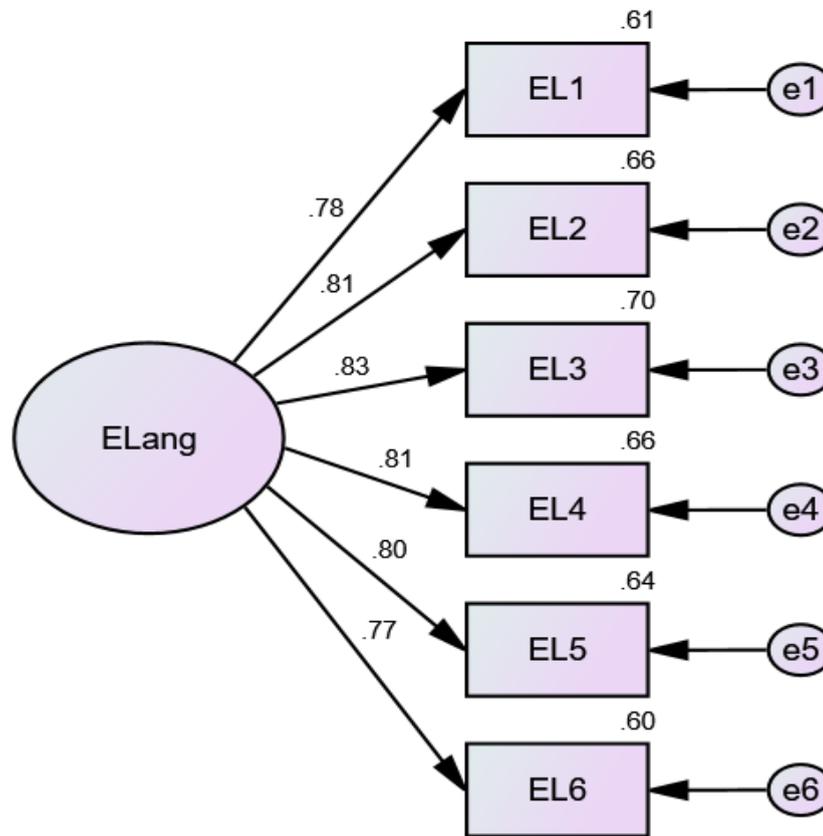


FIGURE 4.2: Measure Model for Empathetic Language.

TABLE 4.14: Measurement Model of Empathetic Language.

S. No.	Observed Variable	St.FL	SMC
1.	EL1	.78	.61
2.	EL2	.81	.66
3.	EL3	.83	.70
4.	EL4	.81	.66
5.	EL5	.80	.64
6.	EL6	.77	.60

*El = Empathetic Language*

### 4.7.3 Meaning-Making Language

Meaning-making Language is the third dimension of motivating language use that explains the use of language that demonstrates the cultural compatibility to the

subordinates (Sullivan, 1988). This variable contained eight items (Mayfield et al, 1995) (i.e.; MML1, MML2, MML3, MML4, MML5, MML6, MML7, MML8), all items were loaded in acceptable range of factor loading (FL) and Square Multiple Correlation values (SMC) .75-.92 and .56-.84 respectively. Thus, the MML was analysed through these eight items. The detail FL and SMC are given in Table 4.15 and Figure 4.3 depicts the CFA in the graphical form. In addition to this the values of model fitness indices are also in acceptable range Normed  $\chi^2 = 2.264$ , GFI = 0.981, AGFI = 0.965, CFI = 0.994 and RAMSEA = 0.047.

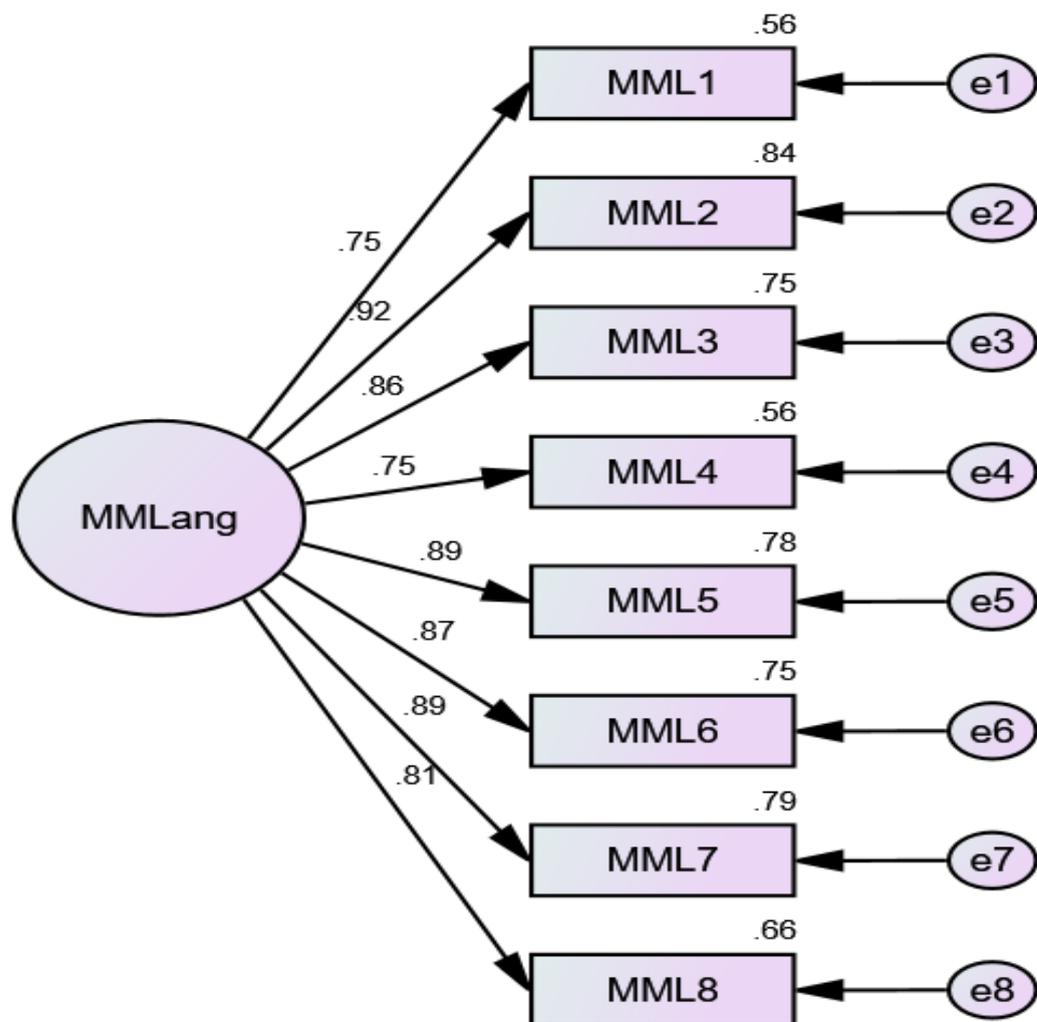


FIGURE 4.3: Measure Model for Meaning-Making Language.

TABLE 4.15: Measurement Model of Meaning-Making Language.

S. No.	Observed Variable	St.FL	SMC
1.	MML1	.75	.56
2.	MML2	.92	.84
3.	MML3	.86	.75
4.	MML4	.75	.56
5.	MML5	.89	.78
6.	MML6	.87	.75
7.	MML7	.89	.79
8.	MML8	.81	.66

*MML = Meaning-Making Language*

#### 4.7.4 Job Satisfaction

Job satisfaction is the mediating construct in the study model that explains the state of feelings due to the discrepancy between actual state and desire (Johnson, 2004). The 12 items of the construct were loaded in the acceptable range of factor loading (FL) and Square Multiple Correlation values (SMC) .82-.89 and .71-.80 respectively. Thus, the JS was analyzed through these 12 items. The detail FL and SMC are given in Table 4.16 and Figure 4.4 depicts the CFA in the graphical form. In addition to this the values of model fitness indices are also in acceptable range Normed  $\chi^2 = 2.032$ , GFI = 0.970, AGFI = 0.957, CFI = 0.993, and RAMSEA = 0.042.

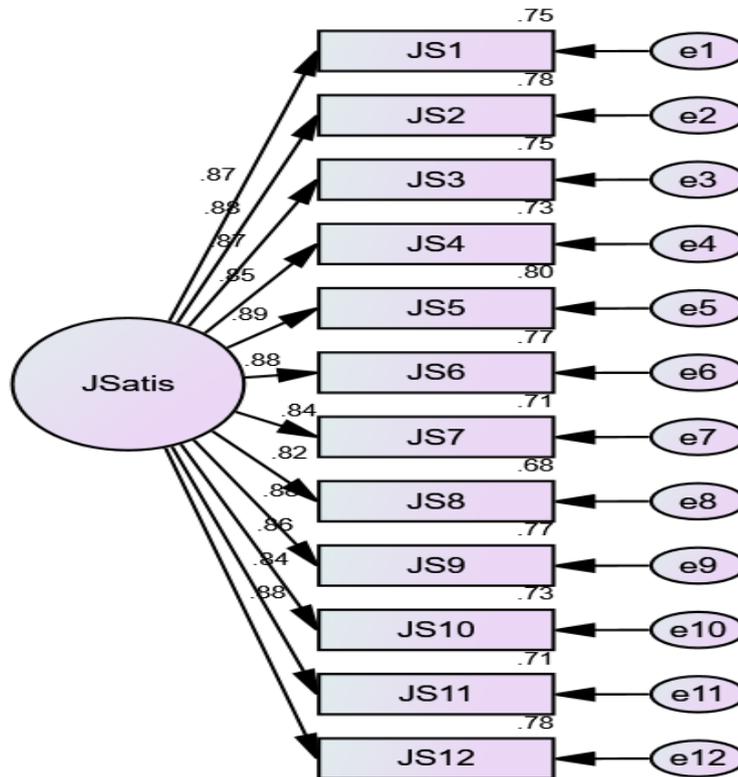


FIGURE 4.4: Measure Model for Job Satisfaction.

TABLE 4.16: Measurement Model of Job Satisfaction.

S. No.	Observed Variable	St.FL	SMC
1.	JS1	.87	.75
2.	JS2	.88	.78
3.	JS3	.87	.75
4.	JS4	.85	.73
5.	JS5	.89	.80
6.	JS6	.88	.77
7.	JS7	.84	.71
8.	JS8	.82	.68
9.	JS9	.88	.77
10.	JS10	.86	.73
11.	JS11	.84	.71
12.	JS12	.88	.78

*JS = Job Satisfaction*

### 4.7.5 Affective Commitment

Job satisfaction is another mediating construct in the study model that explains the state of feelings of positive emotional attachment with the organization (Meyer & Allen, 1991). This variable contained six items (Meyer & Allen, 1997) (i-e; AC1, AC 2, AC 3, AC 4, AC 5, AC 6), no item was deleted because all items were loaded in acceptable range of factor loading (FL) and Square Multiple Correlation values (SMC) .84-.88 and .71-.77 respectively. Thus, the AC was analyzed through these six items. The detail FL and SMC are given in Table 4.17 and Figure 4.5 depicts the CFA in the graphical form. In addition to this the values of model fitness indices are also in acceptable range Normed  $\chi^2 = 1.286$ , GFI = 0.993, AGFI = 0.984, CFI = 0.999 and RAMSEA = 0.022.

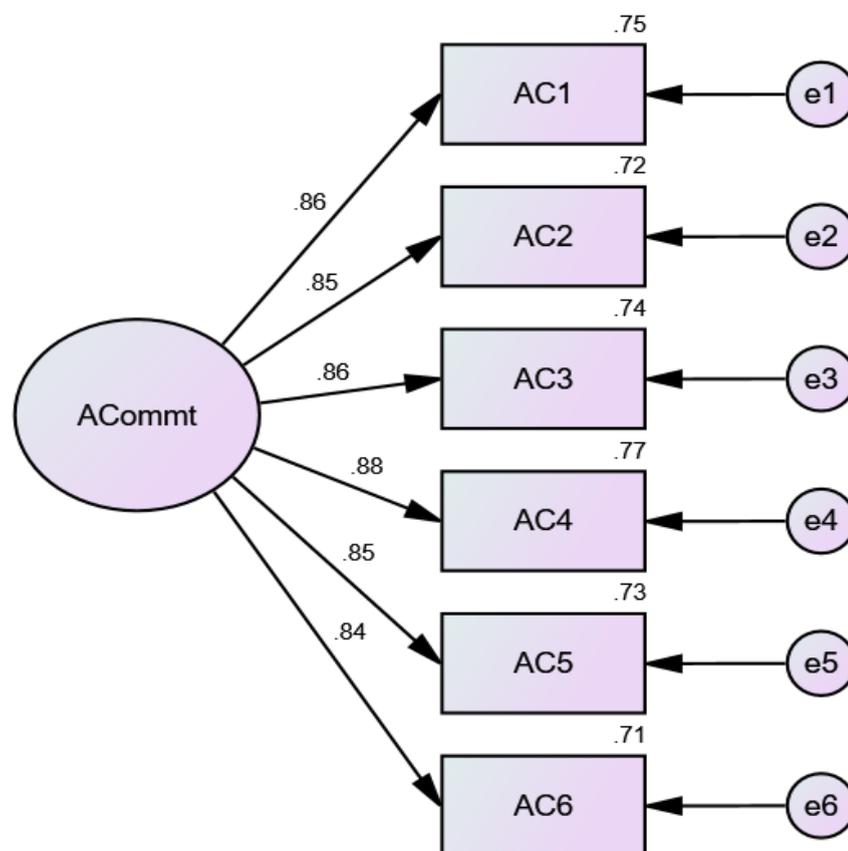


FIGURE 4.5: Measure Model for Affective Commitment.

TABLE 4.17: Measurement Model of Affective Commitment.

S. No.	Observed Variable	St.FL	SMC
1.	AC1	.86	.75
2.	AC2	.85	.72
3.	AC3	.86	.74
4.	AC4	.88	.77
5.	AC5	.85	.73
6.	AC6	.84	.71

*AC = Affective Commitment*

#### 4.7.6 Job Performance

Job performance is the last construct in the model of this current study which reflects the employee perceived performance. This variable contained six items (Madlock, Martin, Bogdan and Ervin, 2007) (i.e.; JP1, JP2, JP 3, JP 4, JP5, JP6), no item was deleted because all items were loaded in acceptable range of factor loading (FL) and Square Multiple Correlation values (SMC) .83-.90 and .68-.81 respectively. Thus, the AC was analyzed through these six items. The detail FL and SMC are given in Table 4.18 and Figure 4.6 depicts the CFA in the graphical form. In addition to this the values of model fitness indices are also in acceptable range Normed  $\chi^2 = 1.059$ , GFI = 0.994, AGFI = 0.987, CFI = 1.000 and RAMSEA = 0.010.

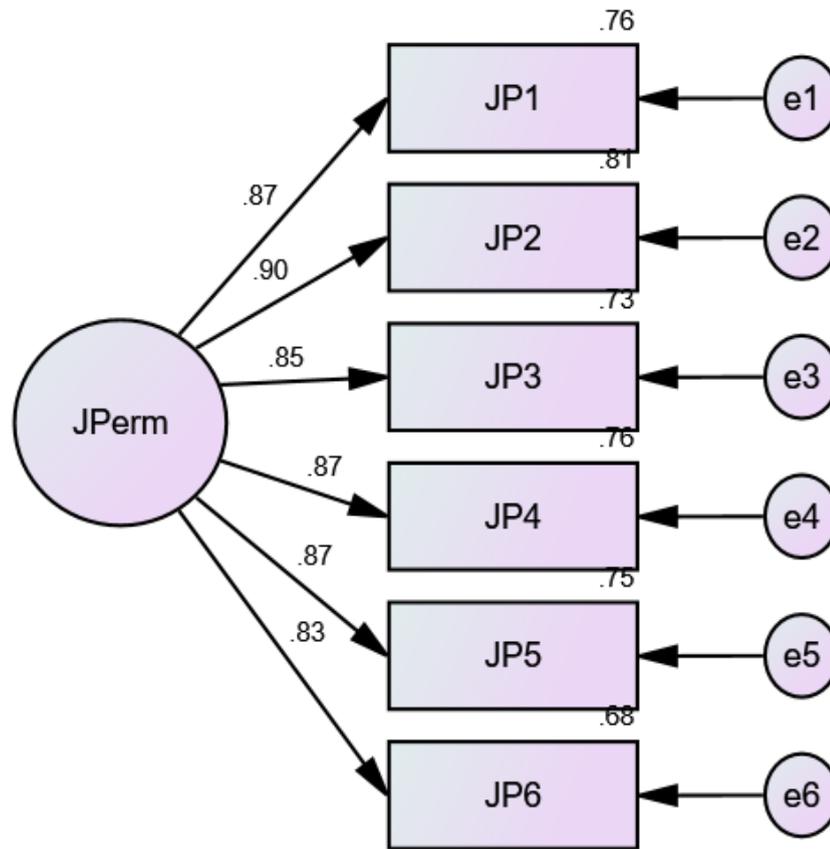


FIGURE 4.6: Measure Model for Job Performance.

TABLE 4.18: Measurement Model of Job Performance.

S. No.	Observed Variable	St.FL	SMC
1.	JP1	.87	.76
2.	JP2	.90	.81
3.	JP3	.85	.73
4.	JP4	.87	.76
5.	JP5	.87	.75
6.	JP6	.83	.68

*JP = Job Performance*

## 4.8 Confirmatory Factor Analysis (CFA) of Measurement Model

In the previous section, the Confirmatory Factor Analysis has been applied to the study variables (i.e.; DGL, EL, MML, JS, AC, and JP). This CFA model tests facilitated in establishing the composites of the study variables. Therefore, to ascertain the discriminant and convergent validity of the study variables, the combined CFA has been applied which encompasses the all study variables in the test depicted in Figure 4.7. Rendering to the customary rule standard regression weight  $>0.5$ ,  $p < 0.01$  the 48 items were included in the said test. The values of these items for the FL were more than 0.55 and for SMC the values were more than .30 and this reflects that all the factors are significantly correlated with their respective variable scale. These further confirm the satisfactory values of SMC  $>0.3$  and standardized regression weight  $>0.50$ ,  $p < 0.01$ .

### 4.8.1 Measurement Model Fit

The results of estimated measurement model revealed satisfactory level to be considered fit, and the values of fit indices of all the study variables are at an acceptable level which read  $CMIN/DF = 4.80$ ,  $GFI = 0.92$ ,  $AGFI = 0.90$ ,  $CFI = 0.91$ , and  $RMSEA = 0.04$ .

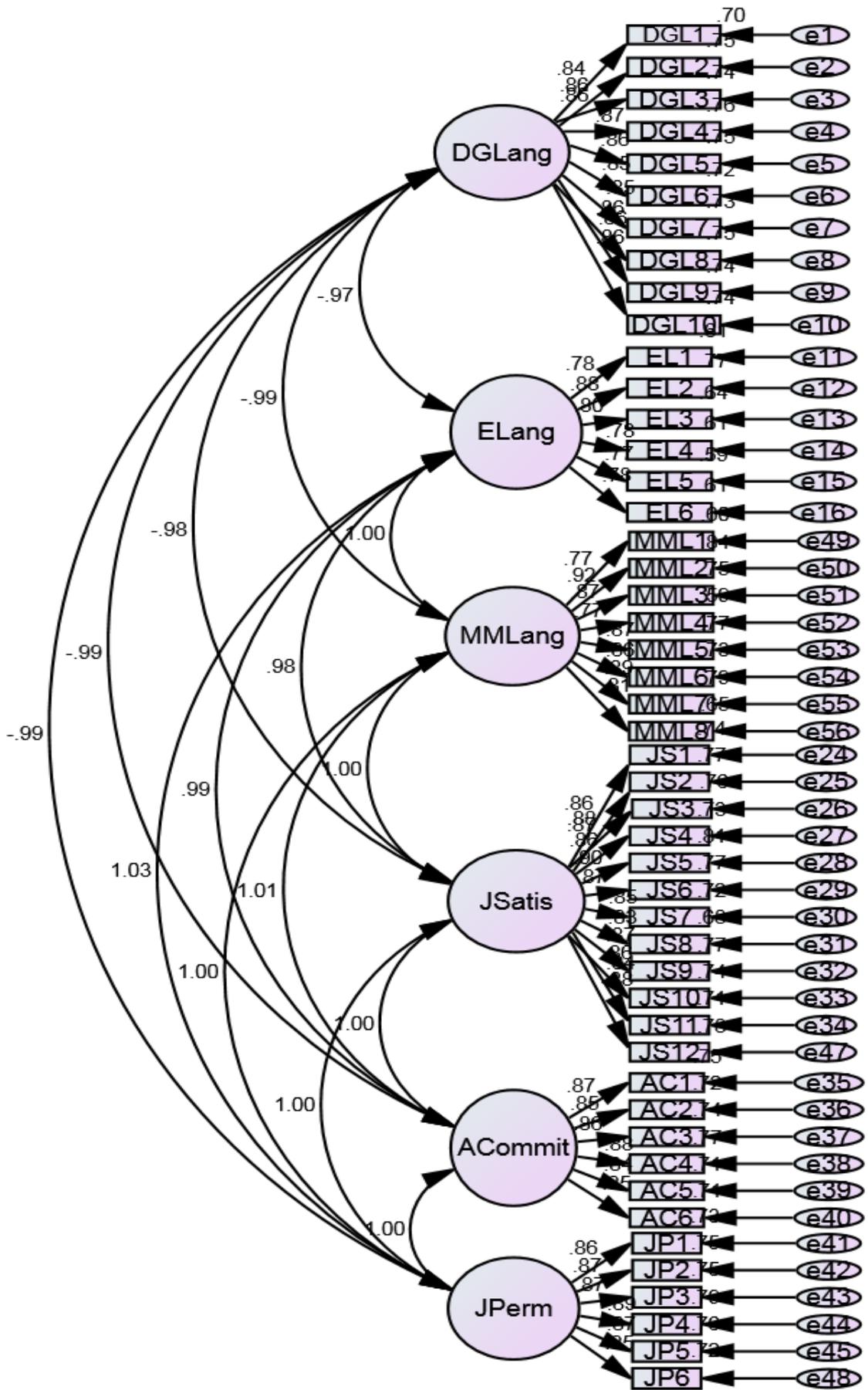


FIGURE 4.7: Confirmatory Factor Analysis of Measurement Model.

## 4.9 CFA Estimations for Convergent and Discriminant Validity

In order to test the validity and reliability of the theoretical model CFA extends the quantitative tests in the measurement model. For the internal consistency the adequate reliability was generated through Cronbach's alpha and composite reliability of the concerned measurement model. In CFA testing the values of Cronbach's alpha fall in between 0.70-0.95 are considered to be more satisfactory. In order to measure the validity of measurement model the construct validity was checked by through discriminant and convergent validity tests. In CFA to check to both discriminant and convergent validity the composite reliability (CR) and average variance extracted (AVE) were evaluated. The results of composite reliability (CR) and average variance extracted (AVE) through CFA estimation all study variables (DGL, EL, MML, JS, AC, and JP) are shown in the Table 4.19. The CR and AVE are in the range of satisfactory level 0.84-0.94 and 0.65-0.75 respectively. The underneath table presents the results of aforementioned tests.

TABLE 4.19: Validity and Reliability of Measurement Model.

S. No.	Latent Variables	Items of Latent Variables	SMC Range	St. Factor Loading	CR	AVE
1.	DGLang (10 items)	DGL1, DGL2, DGL3, DGL4, DGL5, DGL6, DGL7, DGL8, DGL9, DGL10	0.71-0.77	0.84-0.88	.89	0.74
2.	ELLang (06 items)	EL1, EL2, EL3, EL4, EL5, EL6	0.60-0.70	0.77-0.83	.92	0.65
3.	MMLang (08 items)	MML1, MML2, MML3, MML4, MML5, MML6, MML7, MML8	0.56-0.84	0.75-0.92	.95	0.70
4.	JSatis (12 items)	JS1, JS2, JS3, JS4, JS5, JS6, J7, J8, J9 J10, J11, J12	0.71-0.80	0.82-0.89	.87	0.75
5.	AComm	AC1, AC2, AC3,	0.71-0.77	0.84-0.88	.94	0.74

S. No.	Latent Variables	Items of Latent Variables	SMC Range	St. Factor Loading	CR	AVE
	(06 items)	AC4, AC5, AC6				
6.	JPerm (06 items) (06 items)	JP1, JP2, JP3,, JP4, JP5, JP6	0.68-0.81	0.83-0.90	.94	0.75

## 4.10 Structural Model Testing

Since the CFA analysis of the constructs it was required to examine the structural model (James et al., 1982). The structural model testing was followed by the testing the measurement model. The reason behind the examining structural model was to test hypothesized relationship of exogenous and endogenous variables presented in the theoretical model. The estimation of the model was depicted in the form of regression weights and P values.

### 4.10.1 Description of Structural Model

The description of the structural model is depicted in Figure 4.8. The mean score of six study variables was presented. According to the theoretical model which was presented in the Figure 2.1 (chapter 02 of this study) the Direction-Giving Language (DGLang), Empathetic Language (ELang), Meaning-Making Language (MMLang) were to be exogenous variables, whereas the Job Satisfaction (JSatis), Affective Commitment (ACommt) and Job Performance (JPerm) were considered to be the endogenous variables.

#### 4.10.1.1 The Exogenous Variables

In the structure model the direction-giving language was the first exogenous variable (dimension of leader's motivating language use) which was comprised of the ten items due to its satisfactory values in the range of FL and SMC mentioned in preceding sections. This construct labelled as DGLang and probed by taking the mean scores of ten items responses.

The empathetic language was the second exogenous variable (dimension of leader's motivating language use) which was comprised of the six items. This construct labelled as ELang and probed by taking the mean scores of six items responses.

The meaning-making language was the third exogenous variable (dimension of leader's motivating language use) which was comprised of the eight items. This construct labelled as MMLang and probed by taking the mean scores of eight items responses.

#### 4.10.1.2 The Endogenous Variables

In the structure model the job satisfaction was the first endogenous variable which was comprised of the 12 items due to its satisfactory values in the range of FL and SMC mentioned in previous sections. This construct labelled as JSatis and investigated by taking the mean scores of 12 items responses.

The affective commitment was the second endogenous variable which was comprised of the six items due to its satisfactory values in the range of FL and SMC mentioned in preceding sections. This construct labelled as ACommt and investigated by taking the mean scores of six items responses.

The job performance was the third endogenous variable which was comprised of the six items due to its satisfactory values in the range of FL and SMC mentioned in preceding sections. This construct labelled as JPerm and investigated by taking the mean scores of six items responses.

#### 4.10.2 Structural Model Fit

The results of estimated structure model shown satisfactory level to be considered fit, and the values of fit indices of all the study variables are at an acceptable level which read  $CMIN/DF = 4.90$ ,  $GFI = 0.91$ ,  $AGFI = 0.90$ ,  $CFI = 0.92$ , and  $RMSEA = 0.05$ . The structure model has portrayed in Figure 4.8.

Figure 4.8 depicts the direct and indirect effects of composite variables. The results portray that the direct effect of direction-giving language use on job performance

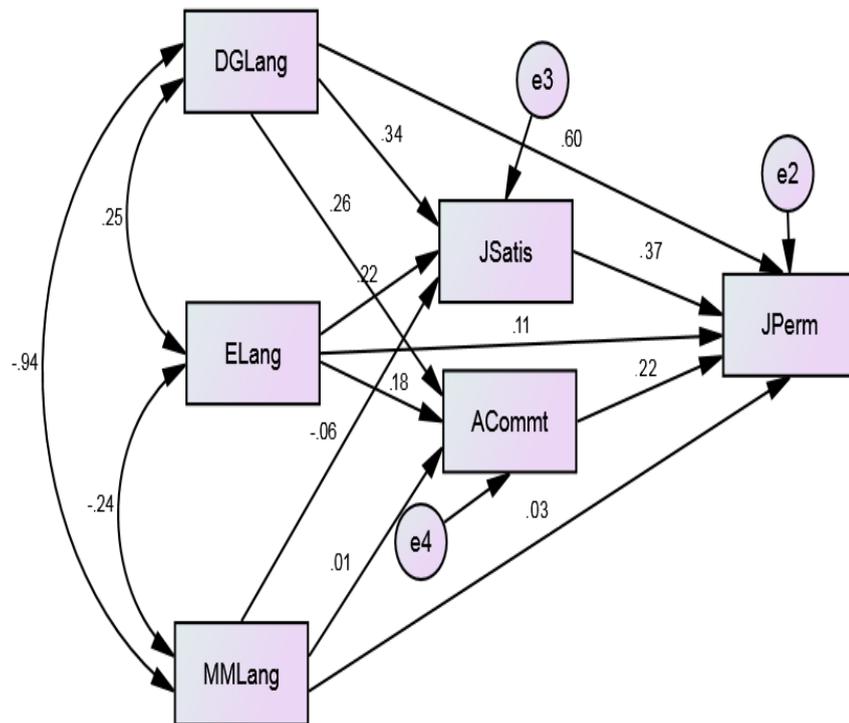


FIGURE 4.8: Structural Model with Composite Variables.

is positive and the regression weight is 0.60,  $p < .05$  which is significant, and the direct effect of direction-giving language use on job satisfaction with regression weight is 0.34,  $p < .05$  which is also significant. The effect of job satisfaction on job performance with regression weight is 0.37,  $p < .05$ . The indirect effect of direction-giving language use on job performance with regression weight is 0.12,  $p < .05$  with the 95% confidence interval (CI) did not contain zero for job performance (0.12, 0.25). This shows that job satisfaction mediates the relationship between the direction-language use and job performance. While the direct effect of direction-giving language use on affective commitment with regression weight is 0.26,  $p < .05$ , and effect of affective commitment on job performance with regression weight is 0.22,  $p < .05$ . The indirect effect of direction-giving language on job performance with regression weight is 0.15,  $p < .05$  with the 95% confidence interval (CI) did not contain zero for job performance (0.03, 0.08). This indicates that affective commitment mediates the relationship between the direction-language use and job performance.

The direct effect of empathetic language use on job performance is positive and

the regression weight is 0.11,  $p < .05$  which is significant, and the direct effect of empathetic language use on job satisfaction with regression weight is 0.22,  $p < .05$  which is also significant. The effect of job satisfaction on job performance with regression weight is 0.37,  $p < .05$ . The indirect effect of empathetic language use on job performance with regression weight is 0.37,  $p < .05$  with the 95% confidence interval (CI) did not contain zero for job performance (0.06, 0.03). This shows that job satisfaction mediates the relationship between the empathetic language use and job performance. While the direct effect of empathetic language use on affective commitment with regression weight is 0.18,  $p < .05$  and effect of affective commitment on job performance with regression weight is 0.22,  $p < .05$ . The indirect effect of empathetic language on job performance with regression weight is 0.13,  $p < .05$  with the 95% confidence interval (CI) did not contain zero for job performance (0.21, 0.14). This indicates that affective commitment mediates the relationship between the empathetic language use and job performance.

The direct effect of meaning-making language use on job performance is positive and the regression weight is 0.03,  $p > .05$  which is insignificant, and the direct effect of meaning-making language use on job satisfaction with regression weight of -0.06,  $p > .05$  which is also insignificant. The effect of job satisfaction on job performance with regression weight is 0.37,  $p < .05$ . The indirect effect of meaning-making language use on job performance with regression weight is -0.02,  $p > .05$  with the 95% confidence interval (CI) did contain zero for job performance (-0.06, 0.10). This shows that job satisfaction does not mediate the relationship between the meaning-making language use and job performance due to the insignificant direct effect of MML use on job satisfaction. While the direct effect of meaning-making language use on affective commitment with regression weight is 0.01,  $p > .05$  and effect of affective commitment on job performance with regression weight is 0.22,  $p < .05$ . The indirect effect of meaning-making language use on job performance with regression weight is 0.002,  $p > .05$  with the 95% confidence interval (CI) did contain zero for job performance (0.01, 0.00). This indicates that affective commitment does not mediate the relationship between the meaning-making language use and job performance due to the insignificant direct effect of MML use on affective

commitment.

## 4.11 Test of Hypotheses

Based on aforementioned results the subsequent section presents the description of hypotheses testing.

**H1:** Direction-Giving Language has a positive impact on Job Performance.

In the first hypothesis, the impact of direction-giving language on job performance was analysed. The results revealed the significant and positive impact of direction-giving language on job performance with standard regression weight = 0.60,  $p < 0.05$ . Therefore, this hypothesis has accepted.

**H2:** Empathetic Language has a positive impact on Job Performance

In the second hypothesis, the impact of empathetic language on job performance was examined. The results revealed the significant and positive impact of empathetic language on job performance with standard regression weight = 0.11,  $p < 0.05$ . Thus, this hypothesis has accepted.

**H3:** Meaning-Making Language has a positive impact on Job Performance

In the third hypothesis, the impact of meaning-making language on job performance was analysed. The results revealed the insignificant impact of meaning-making language on job performance with standard regression weight = 0.03,  $p > 0.05$ . Therefore, this hypothesis has rejected.

**H4:** Direction-Giving Language has a positive impact on Job Satisfaction

In the fourth hypothesis, the impact of direction-giving language on job satisfaction was examined. The results revealed the significant and positive impact of direction-giving language on job satisfaction with standard regression weight = 0.34,  $p < 0.05$ . Hence, this hypothesis has accepted.

**H5:** Empathetic Language has a positive impact on Job Satisfaction

In the fifth hypothesis, the impact of empathetic language on job satisfaction was examined. The results brought out the significant and positive impact empathetic

language on job satisfaction with standard regression weight = 0.22,  $p < 0.05$ . Thus, this hypothesis has accepted.

**H6:** Meaning-Making Language has a positive impact on Job Satisfaction

In the third hypothesis, the impact of meaning-making language on job performance was analysed. The results revealed the insignificant impact of meaning-making language on job satisfaction with standard regression weight = -0.06,  $p > 0.05$ . Consequently, this hypothesis has rejected.

**H7:** Job Satisfaction has the positive impact on Job Performance

In the seventh hypothesis, the impact of job satisfaction on job performance was examined. The results revealed the significant and positive impact job satisfaction on job performance with standard regression weight = 0.37,  $p < 0.05$ . As a result, this hypothesis has accepted.

**H8:** Job Satisfaction mediates the relationship between Direction-Giving Language and Job Performance

In order to examine the indirect impact of direction-giving language on job performance through the mediation of job satisfaction, the bias-corrected percentile (95% bias-corrected) technique of bootstrapping ( $n = 1000$ ) for indirect effect was through the mediation of  $p < 0.05$ . This exhibited that the mediation exists among the hypothesized variables. Thus, this hypothesis has accepted.

**H9:** Job Satisfaction mediates the relationship between Empathetic Language and Job Performance

In order to examine the indirect impact of empathetic language on job performance through the mediation of job satisfaction, the bias-corrected percentile (95% bias-corrected) technique of bootstrapping ( $n = 1000$ ) for indirect effect was through the mediation of  $p < 0.05$ . This exhibited that the mediation exists among the hypothesized variables. Thus, this hypothesis has accepted.

**H10:** Job Satisfaction mediates the relationship between Meaning-Making Language and Job Performance

In order to examine the indirect impact of meaning-making language on job performance through the mediation of job satisfaction, the bias-corrected percentile

(95% bias-corrected) technique of bootstrapping ( $n = 1000$ ) for indirect effect was through the mediation of  $p > 0.05$ . This exhibited that the no mediation exists among the hypothesized variables. For that reason, this hypothesis has rejected.

**H11:** Direction-Giving Language has a positive impact on Affective Commitment

In the eleventh hypothesis, the impact of direction-giving language on affective commitment was analysed. The results showed the significant and positive impact of direction-giving language on affective commitment with standard regression weight = 0.26,  $p < 0.05$ . Hence, this hypothesis has accepted.

**H12:** Empathetic Language has a positive impact on Affective Commitment

In the twelfth hypothesis, the impact of empathetic language on affective commitment was examined. The results revealed the significant and positive impact of empathetic language on job performance with standard regression weight = 0.18,  $p < 0.05$ . Therefore, this hypothesis has accepted.

**H13:** Meaning-Making Language has a positive impact on Affective Commitment

In the thirteenth hypothesis, the impact of meaning-making language on job performance was analysed. The results revealed the insignificant impact of meaning-making language on job performance with standard regression weight = 0.01,  $p > 0.05$ . Therefore, this hypothesis has rejected.

**H14:** Affective Commitment has a positive impact on Job Performance

In the fourteenth hypothesis, the impact of affective commitment on job performance was examined. The results revealed the significant and positive impact affective commitment on job performance with standard regression weight = 0.22,  $p < 0.05$ . Consequently, this hypothesis has accepted.

**H15:** Affective Commitment mediates the relationship between Direction-Giving Language and Job Performance

In order to examine the indirect impact of direction-giving language on job performance through the mediation of affective commitment, the bias-corrected percentile (95% bias-corrected) technique of bootstrapping ( $n = 1000$ ) for indirect effect was through the mediation of  $p < 0.05$ . This exhibited that the mediation exists among the hypothesized variables. Thus, this hypothesis has accepted.

**H16:** Affective Commitment mediates the relationship between Empathetic Language and Job Performance

In order to examine the indirect impact of empathetic language on job performance through the mediation of affective commitment, the bias-corrected percentile (95% bias-corrected) technique of bootstrapping ( $n = 1000$ ) for indirect effect was through the mediation of  $p < 0.05$ . This exhibited that the mediation exists among the hypothesized variables. Hence, this hypothesis has accepted.

**H17:** Affective Commitment mediates the relationship between Meaning-Making Language and Job Performance

In order to examine the indirect impact of meaning-making language on job performance through the mediation of affective commitment, the bias-corrected percentile (95% bias-corrected) technique of bootstrapping ( $n = 1000$ ) for indirect effect was through the mediation of  $p > 0.05$ . This exhibited that the no mediation exists among the hypothesized variables. As a result, this hypothesis has to be rejected. The Table 4.20 depicted the Summary of Hypotheses with the structural path and accepted and rejected hypotheses.

## 4.12 General Explanation of all Hypotheses

The techniques of data analysis were applied to examine the relationship of study hypotheses.

The first hypothesis described the impact of direction-giving language use by the head/dean of the department had the signification positive impact on the job performance of faculty members in the university. Faculty members experience more clarity in their job execution when they receive vibrant direction from their superior related to their job. Therein, the results of data analysis were found to be supporting the **Hypothesis 1**.

TABLE 4.20: Summary of Hypotheses with Structural Path.

SN	Hypotheses	Structural Path	Standard Regression Weight & P Value	Results
H1	Direction Giving Language has a positive impact on Job Performance	DGL → JP	0.60, p < .05 Significant	Accepted
H2	Empathetic Language has a positive impact on Job Performance	EL → JP	0.11, p < .05 Significant	Accepted
H3	Meaning-Making Language has a positive impact on Job Performance	MML → JP	0.03, p > .05 Significant	Rejected
H4	Direction Giving Language has a positive impact on Job Satisfaction	DGL → JS	0.34, p < .05 Significant	Accepted
H5	Empathetic Language has a positive impact on Job Satisfaction	EL → JS	0.22, p < .05 Significant	Accepted
H6	Meaning-Making Language has a positive impact on Job Satisfaction	MML → JS	-0.06, p > .05 Significant	Rejected
H7	Job Satisfaction has the positive impact on Job Performance	JS → JP	0.37, p < .05 Significant	Accepted

SN	Hypotheses	Structural Path	Standard Regression Weight & P Value	Results
H8	Job Satisfaction mediates the relationship between Direction Giving Language and Job Performance	DGL → JS → JP	0.12, p < .05 Significant	Accepted
H9	Job Satisfaction mediates the relationship between Empathetic Language and Job Performance	EL → JS → JP	0.37, p < .05 Significant	Accepted
H10	Job Satisfaction mediates the relationship between Meaning-Making Language and job performance	MML → JS → JP	-0.02, p > .05 Significant	Rejected
H11	Direction Giving Language has a positive impact on Affective Commitment	DGL → AC	0.26, p < .05 Significant	Accepted
H12	Empathetic Language has a positive impact on Affective Commitment	EL → AC	0.18, p < .05 Significant	Accepted
H13	Meaning-Making Language has a positive impact on Affective Commitment	MML → AC	0.01, p > .05 Significant	Rejected
H14	Affective Commitment has a positive impact on Job Performance	AC → JP	0.22, p < .05 Significant	Accepted

SN	Hypotheses	Structural Path	Standard Regression Weight & P Value	Results
H15	Affective Commitment mediates the relationship between Direction Giving Language and Job Performance	DGL → AC → JP	0.15, p < .05 Significant	Accepted
H16	Affective Commitment mediates the relationship between Empathetic Language and Job Performance	EL → AC → JP	0.13, p < .05 Significant	Accepted
H17	Affective Commitment mediates the relationship between Meaning-Making Language and Job Performance	MML → AC → JP	0.00, p > .05 Significant	Rejected

Based on the considerable results after data analysis the **Hypothesis 2** was found to be supported as empathetic language use by the head of department/authority has the significant positive impact on faculty members' job performance. This is observable when employees receive a compliment from their superior for their achievements, they may feel the match of their expectation and actual state. In response to this employees demonstrate better job performance and it facilitates to strengthen the leader-member exchange relationship under the organizational context. The **Hypothesis 3** was found to be an insignificant relationship of meaning-making language use on job performance. Because there is lacking to use this dimension of leader motivating language due to working culture in which some time superior wants to maintain the power distance. Therefore, this hypothesis has to be considered rejected. Further detail has provided in chapter 5 under discussion section.

**Hypothesis 4** proposed the impact of direction-giving language use on job satisfaction. This hypothesis was supported based the results of data analysis. It indicates that the use of direction-giving language by the dean endeavour to enhance the satisfaction level of their faculty members. Therefore, this hypothesis was accepted. In **Hypothesis 5** the impact of empathetic language use on job satisfaction of faculty members has also been supported. When faculty members experience the great extent of verbal recognition and giving more value to their ideas than in response to faculty members feel satisfied. Thus, this hypothesis was also accepted. The **Hypothesis 6** impact of meaning-making language on job satisfaction of faculty members found to be insignificant. This shows that faculty members have the conviction to be provided with the orientation about the happening in the organization, if the leader in the organization does not extend in effectively and efficiently than it leads to the dissatisfaction of faculty members. In **Hypothesis 7** the impact of job satisfaction on job performance has been addressed. It reflects the job satisfaction of faculty members leads to their job performance. The results found to be significant and adherence to previous research studies.

In **Hypothesis 8** the job satisfaction mediates the relationship between direction-giving language and job performance. The data results found to be supported for mediation of job satisfaction between the direction-giving language use of the superior and job performance of the faculty members. Henceforth, this hypothesis confirms that there is mediation of job satisfaction between direction-giving language and job performance. The **Hypothesis 9** explains that the job satisfaction mediates the relationship between empathetic language and job performance. The results endorsed for mediation of job satisfaction between the empathetic language use of the superior and job performance of the faculty members. Henceforth, this hypothesis confirms that there is mediation of job satisfaction between empathetic language and job performance, and in **Hypothesis 10** the job satisfaction mediates the relationship between meaning-making language and job performance. The data results found to be insignificant for mediation of job satisfaction between the meaning-making language use of the superior and job performance of the faculty members. Henceforth, this hypothesis did not confirm that there is mediation of job satisfaction between the meaning-making language use and job performance.

**Hypothesis 11** proposed the impact of direction-giving language use on affective commitment. This hypothesis was supported based the data results. It specifies that the use of direction-giving language by the dean attempt to instil the level affective commitment of their faculty members. Therefore, this hypothesis was accepted. In **Hypothesis 12** the impact of empathetic language use on the affective commitment of faculty members has also been supported. When faculty members experience the great extent of verbal recognition and receiving more worth of their ideas than in response faculty members induce to feel more bounding with their institute. Thus, this hypothesis was also accepted. The **Hypothesis 13** impact of meaning-making language on the affective commitment of faculty members found to be insignificant. This shows that faculty members have the conviction to be provided with the orientation about the happening in the organization, if the leader in the organization does not extend it in meritoriously than it leads to the satisfaction of faculty members. In **Hypothesis 14** the impact of affective commitment on job performance has been addressed. The results found to be significant and

adherence to previous research studies.

In **Hypothesis 15** the affective mediate the relationship between direction-giving language and job performance. The data results found to be supported for mediation of affective commitment between the direction-giving language use of the superior and job performance of the faculty members. Henceforth, this hypothesis confirms that there is mediation of affective commitment between the use of direction-giving language and job performance. The **Hypothesis 16** explains that the affective commitment mediates the relationship between empathetic language and job performance. The results endorsed for mediation of affective commitment between the empathetic language use of the superior and job performance of the faculty members. Henceforth, this hypothesis confirms that there is mediation of affective commitment and in **Hypothesis 17** the job satisfaction mediates the relationship between meaning-making language and job performance. The data results found to be insignificant for mediation of affective commitment between the meaning-making language use of the superior and job performance of the faculty members. Henceforth, this hypothesis did not support that there is the mediation of job satisfaction between the meaning-making language use and job performance.

### 4.13 Conclusion

In order to examine the impact of the use of three components of motivating language on job performance with the mediation of job satisfaction and affective commitment, the confirmatory factor analysis (CFA) was used. The SEM used as the main method to test the causative relationships amongst the model variables and this was analysed on both measurement and structural model. The measurement model was analysed through CFA by taking the values of FL and SMC and the values of both measures were in the standard range. In addition to ensuring the validity of measurement model it was checked through composite reliability (CR) and average variance extracted (AVE) tests. The results of both tests were ascertained to be satisfactory than the structural model was analysed to check the hypotheses. The results revealed the model fitness and this has been indicated

---

through five indices of model fit i.e., CMIN/DF, GFI, AGFI, CFI, and RMSEA for the six study variables and the values of all fit indices found be at the acceptable range.

# Chapter 5

## Discussion, Conclusion and Recommendations

The aim of this concluding chapter is to discuss the research findings mentioned in the previous chapter. In this chapter this will also endeavour to tie up the results with previous findings and also foregrounds the noteworthy contribution of this current study which is different from the other research studies and added into the existing body of literature. Besides, the discussion of research questions and hypotheses, managerial implications, limitations are described and finally, the future research areas are also presented.

The following section discourse the discussion in correspondence to answer the research questions based on the results of formulated hypotheses:

### 5.1 Research Question 1

What level of relationship exists among the use of all three components of motivating language and job performance?

### **5.1.1 Summary of Hypotheses Results**

The hypotheses H1, H2 and H3 were formulated to address the aforementioned research question 01. The results of the formulated hypotheses of H1, H2 and H3 revealed that H1 and H2 were supported, while H3 was not supported.

### **5.1.2 Discussion**

The results confirm that the leader direction-giving language use (dimension of LML) is positively related to faculty members' job performance. In adherence to LMX theory, the guidance of Deans/HoDs by using direction-giving language enable the faculty members to perform better. It also confirms the connotation of Sullivan (1988), the use of direction giving language may facilitate the subordinates in discharging their responsibility at the desired level of performance. In the university the Deans/HoDs and faculty members do open communication in a matter related to job tasks, role and departmental accomplishments usually exert their efforts to give clear instructions about the job execution that should be performed to achieve the desired level of performance. In adherence to initiating dimension of Ohio Structure model, the guidance of Deans/HoDs by using direction-giving language enable the faculty members to perform better. It also confirms the connotation of Sullivan (1988) the use of direction-giving language may facilitate the subordinates in discharging their responsibility at the desired level of performance. The results also extend that in higher education institutes continues learning process is mandatory is like the soul in the human body and institutes are facing the challenges of giving the possible solutions to the communities. In this context the sharing knowledge becomes an integral part of building knowledge culture, authority uses unambiguous and explicit language to facilitate the faculty members to adjust and readjust themselves to the known cultural requirements for better job performance. The teachers need to be more focused on research and development and universities, to get the best from the teachers, need to be more focused by clarifying the objectivity of the job to them, give them direction, provide them with timely feedback and show them concern. In this

way more knowledgeable and competent human capital would be produced for the uplifting development of the country (Biasutti & Frate, 2017; Yuchtman, 2017). Boyd, Grossman, Lankford, Loeb, and Wyckoff, (2005) stated that the quality level of universities can be heightened by improving the teachers' performance in their jobs. He elaborates that leadership's communication style may help to elevate the teachers' performances. Buenviaje et al (2017) also stated that providing the job-related guidance to faculty members is essential to the learning process in the university and giving tasks explanations make faculty members exert more effort to enrich their job performance. Therefore, finding of this relationship is coherent to the LMX theory that leader tasks oriented approach works to influence employees to generate good performance.

In response to H2, the results demonstrate that the faculty members believed that the trust of their immediate boss on them generates the feeling of confidence and they would like to perform better. Faculty members also believe in receiving praise on the accomplishment of the tasks and motivate them for future better performance. This highlight the use of empathetic language Deans/HoDs help to in building a good relationship with the faculty members, which is necessary for the psychological and professional well-being of the faculty members. The use of the word-of- kindness enhance faculty members output in teaching, research and administrative output if any, also the word of recognition realize them about their achievements. The findings are aligned and support the Mayfield et al (1998) the more the use of empathetic language by the leaders the better will be the performance of the subordinates. This also supports the argument of LMX theory that the leader celebrating the joyful moments of their subordinates and also showing the sympathy at the time of hardness (Lapierre & Hackett, 2007) lead to more job performance of the subordinates. These findings are closely tied up with people-oriented leadership model (Dutton et al. 2014) and this is also one the supporting factor in path-goal theory (House 1971) as well it supports the theory of empathy in emotional intelligence (Miner, 2005).

The use of meaning-making language interlocks with the transformational leadership (Yulk, 2013) due to its importance at the time of new entrants (employees) in

the organization, implications at the time of change and transition in the organization. Faculty members experience considerable sense making whenever they join the university and try to find the niches in the university. The results of this part of the study in line with the recommendations of Mayfield and Mayfield (2017) that this type language is not frequently used. In the context of meaning-making language use the faculty members' experience that they have not been properly communicated about the happening in the university and getting that relevant information becomes more difficult from official channels which may affect their job performance. This denotes that this trends making the divert attitude among the faculty members and resultantly putting an insignificant effect on their performance. It suggests an idea that this gap would be bridged through the use of meaning-making language by the superior in the university. According to LMX theory, the leader formulates the relationship with the subordinates to help them understanding of organizational culture and leader also share relevant information with subordinates to make them compatible with organizational values, this facilitate subordinates in their job performance (Rockstuhl et al., 2012) and if this is not exercising in the organization than it may put adverse effect on the subordinates. This also supports the assumption of expectancy violations theory Burgoon (1978) that people hold certain communication expectations in their surroundings. Henceforth, the results of this study ascertained sharing of past events with faculty members and other useful information which faculty members could not get from official channels would help them to concentrate on their job performance. The results also confirm that meaning-making resonance which eventually embraces the meaning of human aspiration.

## **5.2 Research Question 2**

To what degree does use of all three components of motivating language predict job satisfaction?

### **5.2.1 Summary of Hypotheses Results**

In order to answer the aforementioned research question 02 the results of the formulated hypotheses revealed that H4 and H5 were supported, while H6 was not supported.

### **5.2.2 Discussion**

The results validate that the use of direction-giving language by the Deans/HoDs has the significant impact on faculty members' job satisfaction. The results adhere to the LMX theory, as per the LMX, the leader tends to clarify the tasks ambiguities and heed the subordinates at the time of allocating the duties with more information; and this lead to enhance in job satisfaction of the subordinates (Green et al., 2006). It also adhere to the Robbins (2005) that higher the construct dimension of leadership grid the higher would be the job satisfaction. This is also confirmed by the Nahavandi, Malekzadah and Mizzi (1991) that the level of job satisfaction can be enhanced among the subordinates by the leaders through exhibiting direction-giving language. In university information is required part of working life for performing the job. The finding is supported by Pincus (1986) explanation that when subordinates experience communication satisfaction within the organization then in return subordinates feel satisfaction in their jobs particular on the consideration that how to perform the specific tasks. Refozar et al, (2017) described that in university some fellow faculty members follow the designated work direction, while some does not; some wait to get the further direction and some member move on with proactive approach, hence this is the biggest challenge for the Deans/HoDs to put the faculty members in the stardom where faculty members feel job satisfaction in Pakistani cultural context (Afaq, Sajid, & Arshad, 2017). Therefore, findings of this part of research study concerned that direction-giving language use has the positive impact on job satisfaction of the faculty members.

In H5 the results show that the empathetic language use by the Deans/HoDs positively related with faculty members job satisfaction. It implies that recognizing

the faculty members feeling and taking care of psychological and professional well-being makes them satisfied. In line with the LMX theory that encompasses when leader shows sympathy and also provide the compliments to their subordinates than subordinates feel up to level of job satisfaction (Golden & Veiga, 2008), likewise the leader use of empathetic language that develops the bond of relationship with subordinates for their satisfaction because subordinates feel more satisfied when their efforts are being appreciated and recognized at ceremonial level (Alfayad, & Arif, 2017). This deduces that the words of recognition and acknowledgement of teachers' efforts make them in the state of reciprocal mind of expectations and reality. So, the empathetic capability of superiors to imagine by putting themselves in the shoes (Mayfield & Mayfeild, 2017) of a faculty member, then they would able to exert heartfelt concern about them. The results of this part of research study adding to the literature that the use of empathetic language makes the contribution in the term that its use creates the impact on employees' work-related outcomes. It uncovers the surface of literature by adding the benefits of using this type of language. The results also contributed to motivating language theory Sullivan (1988) and supported by compassionate communication theory (Yulk, 2013). The results of H6 shows that faculty members perceived that the orientation in university is lacking and they also extend that feels satisfied when they have provided the information about how to be compatible within the culture of the university. The faculty members also showed the concern that their superior avoid doing informal communication to share past stories and motivates them to align their personal goals with departmental goals in maximum possible manners. It also highlights the lack of meaning-making language leads to dissatisfaction of faculty members. According to LMX theory, the leader makes subordinates compatible with organizational culture and values, similarly the leader's use of meaning-making language use also helpful in the organization, if subordinates are communicated about organization culture and values than they would feel a level of satisfaction (Mayfield et al., 1998). This holds the assumption of language expectancy theory Burgoon, Hunsacker, & Dawson, (1994) that people develop the norms based on language is being used in the given situation and this facilitates

them in compliance with the culture. Thus, this also endorses the communicative construction culture model (Sminirch & Morgan, 1982). If its exercises in the constructive ways it generates the feeling of satisfaction.

### **5.3 Research Question 3**

To what extent does job satisfaction predict job performance?

#### **5.3.1 Summary of Hypothesis Results**

In order to answer the aforementioned research question 03 the results of the formulated hypothesis of H7 reveal that this hypothesis is accepted.

#### **5.3.2 Discussion**

The results demonstrate that faculty job satisfaction is positively related to their job performance. The faculty members' extend the experience of open communication with their Deans/HoDs, they instil into the feeling of satisfaction and ultimately this satisfaction leads them toward the better job performance. It adherence to LMX theory that the leader's healthy relationship with subordinates generate the job satisfaction which eventually leads to job performance of subordinates (Walumbwa, Cropanzano, Hartnell, 2009). The results also confirm the findings of Kenny and Cooper (2003) if there is a reduction in interpersonal communication then it creates an adverse effect on job satisfaction of the employees and resultantly influences their job performance.

### **5.4 Research Question 4**

Does job satisfaction mediate the relationship between the use of three components of motivating language and job performance?

### **5.4.1 Summary of Hypotheses Results**

In order to answer the aforementioned research question 04 the results of the formulated hypotheses revealed that H8 and H9 were supported, while H10 was not supported.

### **5.4.2 Discussion**

The results illustrate that job satisfaction mediates the relationship between the use of direction-giving language by the Deans/HoDs and job performance of faculty members. The research result is also supported by prior research on direction-giving language use has the considerable impact on employees job-related outcomes. The results clarify that performing better in the given job the subordinates required the clarification of tasks along the rewards of performing it, also dispelling the ambiguity able the subordinates to perform better, however, their satisfaction level depends about the information they received from their Deans/HoDs by using direction-giving language and this satisfaction leads to the better job performance.

The results also support that empathetic language use also leads to job satisfaction which eventually leads to better performance of faculty members. In empathetic language use Deans/HoDs show the sympathy concern with their faculty members, then in response to this exchange relationship under the context of social exchange theory, faculty member feel the satisfaction and this feel of satisfaction motivate them toward better job performance. The results confirm that the consideration of dimensions of Ohio State model that the state of satisfaction by the employees leads them to perform as per the requirements and generate the desired level of productivity. As LMX theory states that the leader demonstrates the concern about subordinates' emotional well-being and this enhance their satisfaction and job performance (Walumbwa et al., 2011).

The results of meaning-making language use along with mediation role of job satisfaction to job performance did not support. The reasons behind this in Pakistani organizational culture higher authority usually do not do too much informal

interaction with their subordinates therefore the subordinate unable to get the information which they also may not get from the official channels, so in this regard the faculty members feel dissatisfied and this dissatisfaction also effects their job performance. However, the use of other two dimensions of leader motivating language i-e; direction-giving language and empathetic language help to sustain the job satisfaction at the certain level that enables faculty members to perform better. Hence, the use of any dimension of motivating language has the impact of employees work-related outcome as described by the Sullivan (1988) and the Mayfield et al (1998) in their studies. This argument also supported by the Sharbrough et al., (2006) concluded that the use of any components of LML would generate job satisfaction among subordinates, which eventually transforms into effective job performance (Mayfield & Mayfield, 2012; Williams, & Anderson, 1991; Vohra, 2003). This current study added the new dimension of job satisfaction (mediating variable) among the use of LML dimensions and employees job-related performance which has been overshadowed in the previous literature. The need of job satisfaction as a mediator for more beneficial use of LML dimensions for faculty members job performance, this is also affirmed in abstemious of Motivating Language Theory Model presented by Sullivan, (1988). So, a facet of job satisfaction added as mediating variable among the other facets of previous study models.

In various research studies, researchers have attempted to determine their view in diverse methods in order to investigate the elements that affect the level of job satisfaction in higher-education institutes (Agha, Azmi, & Irfan, 2017; Caprara, Barbaranelli, Steca, & Malone, 2006; De Lourdes et al., 2017). Noordin and Jusoff (2009) from their study revealed that in the secure and vigorous workplace culture, the opportunity to progress in one's career, management support, the job itself, salary level, and relationship with colleagues are the elements which affect a university faculty member's professional behaviour (Briggs & Richardson, 1992; Hegedorn, 1994; Basak, 2015). Siddique, Aslam, Khan, and Fatima (2011) in their study investigated the relationship between teachers job satisfaction related with salaries, other financial benefits, job-promotion opportunities, job security and acceptance of the status quo. Some of the factors have a significant relationship

and others have an insignificant relationship. In most of the research studies the researchers considered the same variables: for example, the work itself, supervision, the organization's rules, job-promotion opportunities, relationship with co-workers and work-enabling factors.

An important factor (among others) that affects the employee's dissatisfaction is linked with the dyadic level of interpersonal contact between the leader and the subordinate (Kenny & Cooper, 2003). If there is a reduction in interpersonal communication, then it creates an adverse effect on job satisfaction and, ultimately, on job performance. Previously, research studies of the relationship between the use of motivating language and job satisfaction were conducted on American organizations. However, so far the mediation effect of job satisfaction between the use of motivating language and job performance has not been investigated (Mayfield & Mayfield, 2015).

In Pakistan faculty members found a lack of communication between them and top management because of hierarchical organizational structure which hinders their performance. Faculty members reported that sometimes they face problems but they cannot communicate these to the top management, which makes them dissatisfied and less committed which ultimately leads towards poor job performance. One of the faculty members reported "Whenever I face a problem about performing my job, I can hardly find anyone to help me out" this is because, most of the time, faculty members have not been provided clear objectives, timely feedback and personal concerns are not shown to the higher management. One other faculty member revealed, "I faced a compatibility problem with the university's culture because I had never been communicated about the prevailing cultural values and norms". Similarly, another mentioned that "We don't have any open session with our top management where we can discuss and sort out our job-related problems". Now on the analysis of these aforementioned statements the application of all three aspects of the MLT may very well reduce all of these pitfalls for a better job performance put forward by the teaching faculty members.

## **5.5 Research Question 5**

To what extent does use of all three components of motivating language predict affective commitment?

### **5.5.1 Summary of Hypotheses Results**

In order to answer the aforementioned research question 05 the results of the formulated hypotheses revealed that H11 and H12 were supported, while H13 was not supported.

### **5.5.2 Discussion**

The results show the direction-giving use influence the affective commitment of the faculty members in the university. It states that faculty members perceived that higher the degree of transparent communication and dispelling by their immediate boss, they exert to be more in the state of affective commitment. When the Deans/HoDs have the direction-giving language use they may have developed the quality LMX and in return they get the feel of emotional bounding of their faculty members with the institutes because LMX theory states that the loyalty in relationship based upon the leader's ability of uncertainty reducing and clarifying the ambiguity of tasks performance to the subordinates (Brower, Schoorman & HoonTan, 2000).

The predictive strength of empathetic language use with reference to faculty members' affective commitment is convincing. Empathetic language has the significant influence on the affective commitment of the faculty members. They perceived that the existence of empathetic language use counter to their self-compartmentalization at the workplace and this helps them to build strong tie-up with their boss. The results also correspond to the Avolio and Gardner, (2005) which recommend that the subordinates are more affectively committed to performing their job due to their strong perception of the empathetic communication.

Thus, the use of words of kindness and recognition are an influential tool to maintain the feel of affective commitment among the faculty members in the university. The results of meaning-making language use and affective commitment demonstrate an insignificant relationship. The reason behind that faculty members expect the culture compatibility communication and also they perceived to be informed about the happening in an institute which they may not get from official channels and power distance culture in Pakistani organizations also dispel the real influence of meaning-making language use on work-related outcomes. This type of language use would be a powerful tool to build the loyalty of the faculty members with the university. This is the responsibility of the higher authority to articulate the changing environment and values among the subordinates by using the meaning-making language. As described in the aforementioned section, with affective commitment, employees feel a positive psychological affiliation with their organization. They recognize and regard the organization's norms, values, culture and objectives. If these cultural aspects have been communicated well to the employees (by using meaning-making language), then the employees exert themselves to the best of their ability to achieve the organization goals.

## **5.6 Research Question 6**

To what extent does affective commitment predict job performance?

### **5.6.1 Summary of Hypothesis Results**

In order to answer the aforementioned research question 06 the results of the formulated hypothesis of H14 reveal that this hypothesis is accepted.

### **5.6.2 Discussion**

The results indicate that the faculty members' affective commitment has the significant relation with their job performance. It appeared as affective commitment

a determinant factor of job performance. It is adherence to the LMX theory which involve the affective commitment of subordinates to their organization which nurtures the job performance (Meyer & Allen, 1997). Thus, the association between LMX and affective commitment takes significant effects on subordinates' performance. From the perspective of LMX, the relationship between a supervisor and a subordinate exists and this bonding relationship between them affects the subordinates' thinking pattern related to job performance and also make employees remain attached to the organization (Jaramillo, Mulki & Marshall, 2005). The results in Pakistani higher education perspective are consistent with previous literature. Similarly, to another part of the world in Pakistan higher authority may pay more attention to build emotional bound for determination of high job performance. The study also confirms the connotation of Rego and Souto (2004) has built the argument that highly affective-committed workers eager and internally motivated to deliver significantly to their organization as compared to those workers who have less affective commitment feelings. This endorses the claim of Meyer and Herscovitch (2001) that high affective commitment would enhance the probability of the espousal of the goal-oriented behaviour.

## **5.7 Research Question 7**

Does affective commitment mediate the relationship between the use of three components of motivating language and job performance?

### **5.7.1 Summary of Hypotheses Results**

In order to answer the aforementioned research question 07 the results of the formulated hypotheses revealed that H15 and H16 were supported, while H17 was not supported.

### **5.7.2 Discussion**

The results describe that the affective commitment mediates the relationship between the use of the direction-giving language of Deans/HoDs and job performance of faculty members. It illustrates that the faculty members who have strong affective commitment due to the clarity of job role and transparent communication like to give better job performance. Likewise, LMX holds that subordinates aware about their leader's directive, appraising and mentoring functions which generate the feel of emotional bonding among them for job performance (Eisenberger et al., 2002). Numerous studies pursued to ascertain the causes and effects of employees' affective commitment in the organizational context (Allen & Meyer, 2000). The results also revealed that higher degree of leaders' direction-giving language perceived by the faculty members, the stronger the affective commitment they feel than eventually they would perform better. This perception of faculty members generates quality leader-followers relationship for the predictive of job-related attitude and behaviours like affective commitment and job performance as well as for the betterment of higher education institutes.

Leadership support, role clarity, and the reduction of ambiguity (are the predictors of a faculty members' organizational commitment. In addition to this, affective commitment reduces truancy and leads to greater job performance in the Pakistani setting (Chughtai & Zafar, 2006). When employees receive guidance and information in a very transparent manner, they become more committed to serving the organization. In response to this, organizations use efficient communication patterns to enhance job performance (Anis et al., 2011; Sharbroug, et al., 2006). Therefore, it is suggested that supervisors of departments in universities must work to ensure commitment among their faculty members by providing them more organizational support, build an open communication system and recognize the teachers' achievement, as this results in an enhancement of the faculty members' job performance.

The results of H16 the mediation of affective commitment between empathetic language use by the Deans/HoDs and faculty members job performance is also supported. It highlights that the word of compassion and gratitude develop the

emotional bond among the faculty members which ultimately lead the faculty member to perform better. In H17 the mediating role of affective commitment between meaning-making language and job performance did not support, because this has been highlighted in preceding sections that in Pakistani organization top management of any level try to maintain the power distance because they believe that reducing this distance may lead to for granted situation by the subordination. Due to this power distance culture in Pakistani organisation employees are unable to have an informal oral communication with their top management and this type of oral communication may help them to get the information which they may not get from the official channels. This interpersonal information would help the faculty members to demonstrate more emotional attachment to the university which will eventually help them perform better. Faculty members also perceived that they did not get any kind formal or informal orientation about the university values and policies like the other commercial organizations provide to their employees, due to lack of this aspect of university faculty members learn the values and changing environment at their own, this practice of self-learning some time generate incompatibility of the faculty members with university norms and values which may cause their affective commitment as well as the job performance. Hence, Altman & Wohlwill, (2012) suggested in the social psychological context that the individuals' feelings determine their behaviour, and in harmony to this context, it would appropriate to take affective commitment as a transmitter (mediator) of job performance suggested by Mayfield and Mayfield (2002, 2017). It would explain the relationship between the use of LML and job performance in a very irrefutable manner. Consequently, the findings align with the suggestion of Mayfield & Mayfield (2002) that use of any dimensions of LML use whether it has practised all three or some of them have the considerable impact on the employees' work-related outcomes. However, as per the recommendation of Sullivan (1988) that strategic use of all three dimensions of LML with certain assumptions would generate the desired level of results.

Thus, so far numerous researches studies have been carried out in the education sector, to explore the commitment level of teachers. Faculty members' organization

commitment has been studied as per different variables, with these variables ranging from demographic variables to work-related, behaviour outcomes and, among these faculty members' well-being and his/her job performance have been widely investigated. Faculty members' commitment is influenced by organizational support and recognition because in higher-education institutes the teachers feel themselves "virtue-sue" which means that every teacher represents a separate institute due to his/her area of expertise. Therefore, organizational support and recognition comprise a significant relationship with the faculty members -institutional commitment. When supervisors use all three or any of the components of motivating language, then faculty members at every level feel more comfortable and wish to stay with the academic institution.

It has been supported by research that a leader's communication competency directly influences an employee's job performance. However, performance cannot be assessed in quantitative and qualitative terms. There are other variables which affect it the other way around. When a leader uses motivating language, this generates a level of organizational commitment and job satisfaction, which eventually leads to an increased job performance (Oplatka, 2004; Mayfield et al., 2012).

## **5.8 Conclusion**

The central aim of this study is to expand the body of knowledge and understanding the use of the ML framework in the universities in Pakistan. Furthermore, the results will serve to consider the importance of the use of three types of motivating language in the universities. In order to positively impact faculty members' behaviours, Deans/HoDs would apply their motivating-language capabilities at maximum potential so as to stimulate faculty members' job satisfaction and affective commitment and eventually result in improved job performance by simultaneously maintaining the sustainability in the motivation of faculty members'.

However, in general, the present results reveal that using LML generates affirmative influence on faculty members' job satisfaction, affective commitment and job performance in universities. On the basis of these preliminary findings, the

effect of using ML comes into view as being similar to that of the organizations in the United States and Sullivan (1988) had suggested the strategic use of ML. For instance, the results of this study indicate that Deans/HoDs' use of direction-giving language and empathetic language were found to be a more likely predictor of faculty members' job-related outcomes. According to the faculty members', they considered themselves more satisfied and committed when their Deans/HoDs provide clarity of mind regarding discharging their duties, the university culture, values and the ultimate norms required to be successful in achieving the desired objectives in term of research work and producing quality graduates. These findings recommend that Deans/HoDs must further be both effective and appropriate communicators with a blend of required skills, knowledge and ability allied with their job/position. Interestingly in line with the results of Madlock and Sexton (2015) the use of MML was found less significant as compared to DGL and EL. This indicates that power distance may have an effect on the valuable use of MML by Deans/HoDs. This finding proves that, in Pakistani culture, such designation distance with subordinates may be considered as a source of power, but is inappropriate in the pursuance realizing the full benefits of making use of the ML framework especially in the organizations which are working on nation development. In fact, the Deans/HoDs should not focus on distant relationships with faculty members' while pursuing the intended strategic objectives of the higher educational institutes. Therefore, Deans/HoDs can pull- up their capacity of socialization to stimulate satisfaction and affective commitment and consequently, engender enhanced job performance of the teachers while maintaining the extended motivation of the university teachers.

## **5.9 Theoretical Contribution of this Study**

This study contributed important insights into the domain of educational leadership, communication and organizational behaviour literature. This research contributed in the body of knowledge by keeping in line with the suggestions of Mayfield and Mayfield (2015), the relationship of the use of three components of ML

with job performance, the job satisfaction and affective commitment have been considered as the mediation to be studied. Because most of the previous studies were conducted in a piecemeal manner, however, this study gives a view of consolidation among the study variables. It also confirms the support of LMX theory that the use of LML generates the feel of satisfaction and commitment which eventually impact on faculty members' job performance. Therefore, it added to LMX that during the interpersonal interaction at dyadic level, the leader would not only consider their oral communication but would also give the importance to the contextual use of the language according to the individual needs in a specific culture (Bernerth, Walker, & Harris, 2016). Theoretically the consideration of language use would be the new dimension in LMX. This study also added in the domain of cultural differences with reference to LML. Preceding research studies were conducted in non-educational organizations, for example, in the health sector and the armed forces of Western countries. However, two of the studies were recently conducted (Buenviaje et al, 2017; Refozar et al, 2017, p.106) in higher education institute, in which data were collected from a single private university of Philippine. The respondents were 61 in sample size and this has the limitation of generalizability, however this particular study was conducted in the higher-education institutes of Pakistan for more generalizability. The results ensure that using three components of motivating language has the impact on work-related outcomes. Interestingly in Pakistani context the respondents perceived that there is lack of the use of meaning-making language because faculty members experienced that they did not receive any kind of official orientation about the university's culture, rules and regulation, they learned these things at their own with the passage of time, Faculty member also in view of that they have been rarely informally communicated about the certain happening in the past and present. This lack of the use of meaning-making language effects their satisfaction and commitment level. The findings of this research study have the practical importance of confirming the great need to proceed to the MLT, especially in the education sector. The MLT has expanded the body of knowledge of leadership' verbal-communication in the higher education sector of developing countries. This also strengthens the

base of the Leader-Member Exchange theory and Social Exchange Theory by exploring the importance of spoken words at dyadic interaction level between the leader and follower in a specific situation. It added into leader-member exchange theory the importance of spoken words in interpersonal relationship and it shapes the attitude of the employees. It also highlighted that this interaction not only influences the subordinates, in reciprocal authorities would also get influence from the response of the subordinates in the form of attitude and behaviour.

The study generally contributed to the purposive communication framework in the perspective of leadership and critical job-related outcomes-literature stream. The MLT is to be proved as the composite of other main motivating theories such as the Equity Theory, the Path-Goal Theory, the Expectancy Theory and the Goal-Setting Theory for the practising leaders (Berson, Halevy, Shamir, & Erez, 2015). Lastly, the results also contribute to elaborating on the Job-Index Description (JDI) to help the leaders in identifying the important elements of the employees' job. The findings initially serve to facilitate Deans/HoDs to consciously start considering the use of three components of ML and its influence on the various aspects of faculty members.

## **5.10 Managerial Implications**

Findings of this study significantly impart to our understanding the importance of the LML use of Deans/HoDs, job satisfaction, affective commitment and job performance of faculty members in universities of Pakistan, where there was the need to ascertain this phenomenon. Regarding the benefits of the LML use the following recommendations may serve the higher authority to gain the benefits of faculty members' attitudinal and behavioural wellbeing on the pre-emptive basis:

- a. The Deans/HoDs do not directly influence the students' performance, however, they affect through their strategic use of language via faculty members. The Motivating-Language Scale works as a symptomatic tool that endeavors

to facilitate Deans/HoDs to ascertain their potential communication capabilities. This scale will also assist Deans/HoDs to receive feedback regarding the quality of their LML in the three designated dimensions.

- b. Upgraded direction-giving language used by Deans/HoDs will provide help in reducing the uncertainty of job description, thereby facilitating faculty members to be able to effectively perform their jobs in three dimensions, namely: teaching, administration and research, hence, eventually the practice of using direction giving language will lead to faculty members improved job performance and professional growth. So, reducing the uncertainty in language will likewise help to reduce the ambiguity of the dimensions that are associated with academic jobs and will also aid in reducing complications within job/role itself.
- c. Empathetic language (relationship-building) will help the Deans/HoDs to inculcate trust among the faculty members as this is the natural result of using empathetic language that is blended with leader-member exchange during interactions between Deans/HoDs and teachers. At the same time, Deans/HoDs will invariably develop a strong bond with the subordinate teachers.
- d. The use of meaning-making language (cultural and behavioural transmission) will assist Deans/HoDs in transforming their department's culture and this will also help to understand the teachers' behaviour and, furthermore, facilitate a positive transformation of that behaviour through cultural transmission or through a change in management programs. The university would also concentrate to disseminate the information about the organization culture, rules and regulation through informal interpersonal interaction. Like other commercial organization the university also arranging orientation and socialization programmes for their faculty members so they can be abreast with latest happening in the university, this may serve to their satisfaction in this regards.

- e. All three components have their specific roles, but Deans/HoDs would be able to suitably use communication patterns for maximizing stated outcomes. Using LML is not only helpful for enhancing the employees' level of motivation, but also facilitates the process of behaviour transformation through cultural transmission or a change in management programs.
- f. In order to enhance employees' satisfaction, develop organizational commitment and improve the overall job performance of faculty members, the universities would be in a position to impart appropriate, relevant leader's language use-training programs.
- g. This model also presents to Deans/HoDs to proficiently overcome the pitfalls and to successfully carry out their administrative responsibilities. Deans/HoDs would come to know about this very important aspect of their leadership dimension and this catalyst leadership dimension will make it possible for them to show the full spirit of their leadership capacity towards the amalgamation with the personality' and state of affairs in the university.

Once the university leaders come to know the significance of using ML, they would be able to transfer this quality of using ML in their faculty members which ultimately will be inculcated in the minds of the students with the result of this being a fine investment for the future of the country.

## **5.11 Limitations of the Study**

This research study has numerous limitations which must be considered at this juncture while drawing a conclusion from this research and this can be addressed in future research. The limitations of this study are the following:

- a. There are various antecedents in the motivational theories that are linked to the employees' job satisfaction, affective commitment to the organization and subjective job performance. This particular study considered only the Motivating Language Theory as an antecedent.

- b. This study only considers the verbal aspect of communication made by Deans/HoDs; not taking into account the written communicative dimension in a traditional, organizational setting. Although, when considering written communication, care should be taken regarding clear cues related to the behavioural aspect of Deans/HoDs' interaction with subordinates.
- c. This research study is conducted in a framework of a cross-section and its scope is restricted to only the higher-education institutions of Pakistan. In a cross-sectional study, there is the probability that situational factors may not be considered.
- d. Only the academic staff members of the universities were taken into the respondents' sample group.
- e. In the biological classification, i.e. male and female were considered in a homogeneous context. No focus was placed on examining the gender-based responses that were given by the teachers regarding the use of Motivating Language by their Deans/Heads.
- f. In the universities, respondents were taken only from the academic departments. Even no categorization was made among these studied respondents based on their belonging departments. In addition to this, no differences were made on the basis of regular or contract faculty members. Furthermore, in this study, visiting faculty members were not taken into any of the sample groups.

## **5.12 Proposed Future Line of Research**

In universities, most of the faculty members come from different native backgrounds, along with their specific cultural norms and values; therefore, in further research:

- a. The cultural intelligence level of Deans/Heads can be taken as a moderating variable between the Motivating Language and other job-related outcome variables.
- b. This research has focused at the dyadic level among Deans/Heads and faculty members. Future studies should focus on the use of Motivating Language with committees/teams and also at the overall university level.
- c. A strategic amalgamation of leadership styles moderated with Motivating Language could also be taken into consideration for knowing the job-related outcomes.
- d. As per the study of Lee (1994) communication via email can also be considered for research. The manager who makes clear and meaningful communication through email may enhance the working abilities of the employees. However, care should be taken in written communication so that subordinates do not receive clear cues about behaviour patterns of their managers.
- e. A longitudinal study could be carried out after imparting the use of a motivating-language intervention group of Deans/Heads. After some time, an investigation could be carried out about the changing pattern of using motivating language and its impact on faculty members' job-related outcomes. This training intervention could be designed in an experimental context, one group may provide training of all three types of ML, and the other group may provide two types of motivating language and a third group could be taken as a controlled group which will not provide any training. Thus future research would not only fine-tune the ML scale for the education sector, but also provide comparisons with previous pieces of research. Furthermore, this will also determine whether all three dimensions of ML are truly different constructs or are all three working for the same purpose.
- f. In future research, responses can be taken from administrative departments of the universities to examine their level of perception regarding the use of Motivating Language.

- g. This study considers the spoken communication aspect of Deans/HoDs whereas the listening comprehension aspect of Deans/HoDs was not constituted though it also leads to generating motivation among faculty members.
- h. Consideration can be given to both male and female interpretations of the messages conveyed by the Deans/HoDs, i.e. differences between male and female perceptions regarding Direction-Giving, Meaning-Making and Empathetic languages could be possibly explored.
- i. Different groups of regular, contract-based and visiting faculty members' perceptions regarding the use of ML could also be considered in the future.
- j. This study focused only on the higher-education institutions in Pakistan. Its scope can be extended with a comparison made with other countries' higher-education institutions as well as with other industries in Pakistan.
- k. Other independent variables can also be added in the model to see the comparative effect on job performance. This would provide a more clear understanding of the magnitude of the differences among the variables' effects.
- l. The leader oral-communication needs to be connected with the leaders' intention while communicating with subordinates.

On the whole, the aforementioned directions of future research should be tempered with the prevailing factors in different situations where ML is being used. The real benefits of ML will be better realized when it becomes compatible with the organization's strategic and operational objectives, its organizational culture and the leadership style along with individual behaviour that is being demonstrated by the supervisors.

# Bibliography

- Abedjan, Z., Golab, L., & Naumann, F. (2015). Profiling relational data: a survey. *The VLDB Journal*, 24(4), 557-581.
- Abdullah, A. B. M. (2017). Cultural Context. In *Managing the Psychological Contract* (pp. 23-41). *Springer International Publishing*.
- Adams, J. S. (1965). Inequity in social exchange. In L. Berkowitz (Ed.), *Advances in Experimental Social Psychology*, (pp. 267-300). *New York: Academic Press*.
- Afaq, A., Sajid, M. A., & Arshad, A. (2017). Examining the impact of servant leadership on teachers' job satisfaction. *Pakistan Business Review*, 18(4), 1031-1047.
- Agha, K., Azmi, F. T., & Irfan, A. (2017). Work-Life Balance and Job Satisfaction: An Empirical study Focusing on Higher Education Teachers in Oman. *International Journal of Social Science and Humanity*, 7(3), 164-171.
- Alegre, I., Mas-Machuca, M., & Berbegal-Mirabent, J. (2016). Antecedents of employee job satisfaction: Do they matter? *Journal of Business Research*, 69(4), 1390-1395.
- Alfayad, Z., & Arif, L. S. M. (2017). Employee Voice and Job Satisfaction: An Application of Herzberg Two-factor Theory. *International Review of Management and Marketing*, 7(1), 150-156.
- Allen, N. J., & Meyer, J. P. (1990). The measurement and antecedents of affective, continuance, and normative commitment to the organization. *Journal of Occupational Psychology*, 63(1), 1-18.

- Allen, N. J. & Meyer, J. P. (1996). Affective, continuance, and normative commitment to the organization: An examination of construct validity. *Journal of Vocational Behaviour*, 49(3), 252-276.
- Al-Maqbali, Fatema, H. A. (2017). The impact of the leadership styles of Deans on the Faculty members' level of job satisfaction in nursing education in Oman. (Doctoral dissertation, University of Glasgow). Retrieved from <http://theses.gla.ac.uk/7935/>
- Alqahtani, A.A. (2015). Teachers' perceptions of principals' motivating language and public school climates in Kuwait. *Management in Education*, 29(3), 125-131.
- Alvi, H. L., & Ahmed, S. W. (1987). Assessing organizational commitment in a developing country: Pakistan-A case study. *Human Relations*, 40(5), 267-280.
- Amin, M., Shah, S., & Tatlah, I. A. (2013). Impact of principals/directors' leadership styles on job satisfaction of the faculty members: Perceptions of the faculty members in a Public University of Punjab, Pakistan. *Journal of Research and Reflections in Education*, 7(2), 97-112.
- Anderson, N. (2001). *Organisational Psychology*. London: Sage Publish.
- Anderson, J. G., & Gerbing, D. W. (1988). Structural equation modeling in practice: A review and recommended two-step approach. *Psychological Bulletin*, 107, 238-246.
- Andrews, M. C., & Kacmar, K. M. (2001). Confirmation and extension of the sources of feedback scale in service-based organizations. *The Journal of Business Communication*, 38, 206-226.
- Anis, A., Kashif-ur-Rehman, Ijaz-Ur-Rehman, Khan, M. A., & Humayoun, A. A. (2011). Impact of organizational commitment on job satisfaction and employee retention in pharmaceutical industry. *African Journal of Business Management*, 5(17), 7316-7324.
- Arbuckle, J. L. (2010). *IBM SPSS Amos 19 users' guide*. Chicago, IL:SPSS.
- Asemota, H. E. (2015). Nature, importance and practice of listening skill. *British Journal of Education*, 3(7), 27-33.

- Asrar-ul-Haq, M., Kuchinke, K. P., & Iqbal, A. (2017). The relationship between corporate social responsibility, job satisfaction, and organizational commitment: Case of Pakistani higher education. *Journal of Cleaner Production*, 142(4), 2352-2363.
- Atchison, T. (1999). The Myths of Employee Satisfaction. *Healthcare Executive*, 14(2), 18-23.
- Altman & Wohlwill, (2012). Behavior and the Natural Environment. *New York: St. Martin's Press*.
- Austin, J. L. (1962). How to do things with words. *Oxford: Oxford University Press*.
- Avolio, B. J., & Gardner, W. L. (2005). Authentic leadership development: Getting to the root of positive forms of leadership. *The Leadership Quarterly*, 16(3), 315-338.
- Awan, M. R. & Mahmood, K. (2010). Relationship among leadership style, organizational culture and employee commitment in university librarians. *Library Management*, 31(4-5), 253-266.
- Badrinarayanan, V., Ramachandran, I., & Madhavaram, S. (2017). Mirroring the Boss: Influence of Ethical Leadership on Salesperson Ethical Behaviour and Performance. In *Creating Marketing Magic and Innovative Future Marketing Trends* (pp. 903-904). *Springer, Cham*.
- Bandura, A. (1982). Self-efficacy mechanism in human agency. *American Psychologist*, 37(2), 122-147.
- Barge, J. K. (1994). Leadership: communication skills for organizations and groups. *New York: St. Martin's Press*.
- Baron, R. M., & Kenny, D. A. (1986). The moderator-mediator variable distinction in social psychological research: Conceptual, strategic and statistical considerations. *Journal of Personality and Social Psychology*, 51(6), 1173-1182.

- Bartels, J., Pruyn, A., De Jong, M. & Joustra, I. (2007) Organizational identification levels and the impact of perceived external prestige and communication climate. *Journal of Organizational Behaviour*, 28(2), 173-190.
- Basak, S. K. (2015). Theoretical Framework of The Factors Affecting University Academics' Job Satisfaction. *International Business & Economics Research Journal*, 14(2), 317-326.
- Bass, B. M. (1985). Leadership and Performance beyond Expectations, *New York: Free Press*.
- Bass, B. M., Avolio, B. J., Jung, D. I., & Berson, Y. (2003). Predicting unit performance by assessing transformational and transactional leadership. *Journal of Applied Psychology*, 88(2), 207-218.
- Beck, N. & Wilson, J. (2000). Development of affective organizational commitment: A cross sequential examination of change with tenure. *Journal of Vocational Behaviour*, 56(1), 114-136.
- Behery, M., Behery, M., Abdallah, S., Abdallah, S., Parakandi, M., Parakandi, M., & Kukunuru, S. (2016). Psychological contracts and intention to leave with mediation effect of organizational commitment and employee satisfaction at times of recession. *Review of International Business and Strategy*, 26(2), 184-203.
- Benoliel, P., Barth, A., & Barth, A. (2017). The implications of the school's cultural attributes in the relationships between participative leadership and teacher job satisfaction and burnout. *Journal of Educational Administration*, 55(6), 640-656.
- Bentler, P. M. (1990). Comparative fit indexes in structural models. *Psychological Bulletin*, 107, 238-246.
- Berger, C. R., & Calabrese, R. J. (1975). Some explorations in initial interaction and beyond: Toward a developmental theory of interpersonal communication. *Human Communication Research*, 1(2), 99-112.
- Berman, E. (2015). Performance and productivity in public and nonprofit organizations. *Routledge*.

- Bernerth, J., Armenakis, A., Feild, H., Giles, W., & Walker, H. (2007). Leader-member social exchange (LMSX): Development and validation of a scale. *Journal of Organizational Behavior*, 28, 979-1003.
- Bernerth, J. B., Walker, H. J., & Harris, S. G. (2016). Rethinking the benefits and pitfalls of leader-member exchange: A reciprocity versus self-protection perspective. *Human Relations*, 69(3), 661-684.
- Berson, Y., Halevy, N., Shamir, B., & Erez, M. (2015). Leading from different psychological distances: A construal-level perspective on vision communication, goal setting, and follower motivation. *The Leadership Quarterly*, 26(2), 143-155.
- Biasutti, M., & Frate, S. (2017). A validity and reliability study of the Attitudes toward Sustainable Development scale. *Environmental Education Research*, 23(2), 214-230.
- Binyamin, G., & Brender-Ilan, Y. (2016). When Leaders' Language Motivates Employees to Be Proactive: The Role of Meaningfulness and Vitality. *Academy of Management Proceedings*, 2016 (1), 14347.
- Blau, P. M. (1964). Exchange and power in social life. New York: John Wiley.
- Bolton, L. R., Becker, L. K., & Barber, L. K. (2010). Big Five Trait Predictors of Differential Counterproductive Work Behavior Dimensions. *Personality and Individual Differences*, 49, 537-541.
- Blau, P. M. (1986). Exchange and power in social life (2nd printing). *New Brunswick, NJ: Transaction Books*.
- Blumberg, M. & Pringle, C.D. (1982). The missing opportunity in organizational research: some implications for a theory of work performance. *Academy of Management Review*, 7(4), 560-569.
- Boehm, S. A., Dwertmann, D. J., Bruch, H., & Shamir, B. (2015). The missing link? Investigating organizational identity strength and transformational leadership climate as mechanisms that connect CEO charisma with firm performance. *The Leadership Quarterly*, 26(2), 156-171.
- Bollen, K. A. (1989). Structural equations with latent variables. *New York: Wiley*.

- Bollen, K. A., & Long, J. S. (Eds.). (1993). Testing structural equation models. *Thousand Oaks, CA: Sage.*
- Bolton, P., Brunnermeier, M. K., & Veldkamp, L. (2013). Leadership, coordination, and corporate culture. *The Review of Economic Studies*, 80(2), 512-537.
- Bonner, J. M., Greenbaum, R. L., & Mayer, D. M. (2016). My boss is morally disengaged: the role of ethical leadership in explaining the interactive effect of supervisor and employee moral disengagement on employee behaviours. *Journal of Business Ethics*, 137(4), 731-742.
- Bornman, D. A. J., & Puth, G. (2017). Investigating employee perceptions of leadership communication: a South African study. *Journal of Contemporary Management*, 14(1), 1-23.
- Boyd, D., Grossman, P., Lankford, H., Loeb, S., & Wyckoff, J. (2005). How Changes in Entry Requirements Alter the Teacher Workforce and Affect Student Achievement. *Working Paper 11844*, Cambridge, MA, National Bureau of Economic Research December.
- Bozoki, E., & Richter, M. (2016). Entrepreneurship, Institutions and Economic Growth: A quantitative study about the moderating effects of institutional dimensions on the relationship of necessity-and opportunity motivated entrepreneurship and economic growth (Master Thesis). Retrieved from <http://urn.kb.se/resolve?urn=urn:nbn:se:hj:diva-30163>
- Briggs, L. D., & Richardson, W. D. (1992). Causes and effects of low morale among Secondary teachers. *Journal of Instructional Psychology*, 19(2), 87-92.
- Browne, M. W., & Cudeck, R. (1993). Alternative ways of assessing model fit. In K. A. Bollen & J. S. Long (Eds.), Testing structural equation models (pp. 136-162). *Newbury Park, CA: Sage.*
- Browne, M. W., & Mels, G. (1990). RAMONA user's guide. Unpublished report, Department of Psychology, Ohio State University.
- Buchanan, D., Fitzgerald, L., Ketley, D., Gollop, R., Jones, J., Lamont, S., Neath, A., Whitby, E. (2005). No going back: A review of the literature on sustaining

- organizational change. *International Journal of Management Reviews*, 7(3), 189-205.
- Buenviaje, M. G., Refozar, R. G., Encio, Perez, M. P., & Laguador, J. M. (2017). Leader Motivating Language Affecting Faculty Members' Work Performance from a Private Academic Institution in the Philippines. *Asia Pacific Journal of Education, Arts and Sciences*, 4 (3), 121-130.
- Burgoon, M., Hunsacker, F., & Dawson, E. (1994). Approaches to gaining compliance. *Human Communication*, (pp. 203-217). Thousand Oaks, CA: Sage.
- Buzdar, A. Q., Abbasi, I., Sargana, T. U. H., & Ahmed, K. (2016). Globalization of Cultural Patterns and its Impacts on Political Development in Pakistan during 21st Century. *Pakistan Journal of Social Sciences (PJSS)*, 36(2), 1143-1152.
- Byrne, B. M. (2001). Structural Equation Modeling with AMOS: Basic Concepts, Applications, and Programming. *Mahwah, NJ: Lawrence Erlbaum Associates*.
- Campbell, J. P. (1990). Modeling the Performance Prediction Problem in Industrial and Organizational Psychology. *Handbook of industrial and organizational psychology*, Palo Alto, CA, Consulting Psychologists Press, 1, 687-732.
- Caprara, G. V., Barbaranelli, C., Steca, P., & Malone, P. S. (2006). Teachers' self-efficacy beliefs as determinants of job satisfaction and students' academic achievement: A study at the school level. *Journal of School Psychology*, 44(6), 473-490.
- Carr, C. T. (2016). An uncertainty reduction approach to applicant information-seeking in social media: Effects on attributions and hiring. *In Social Media in Employee Selection and Recruitment* (pp. 59-78). Springer International Publishing.
- Carriere, J., & Bourque, C. (2009). The effects of organizational communication on job satisfaction and organizational commitment in a land ambulance service and the mediating role of Communication satisfaction. *Career Development International*, 14(1), 29-49.

- Carson, K., & P. P. Carson. (2002). LMX Reflections: An Interview with George Graen. *Journal of Applied Management and Entrepreneurship*, 7(2), 91-98.
- Carter, D. F., Ro, H. K., Alcott, B., & Lattuca, L. R. (2016). Co-curricular connections: the role of undergraduate research experiences in promoting engineering students, communication, teamwork, and leadership skills. *Research in Higher Education*, 57(3), 363-393.
- Cashman, J., Dansereau, F., Graen, G., & Haga, W.J. (1976). Organizational understructure and leadership: A longitudinal investigation of the managerial role making process. *Organizational Behaviour and Human Performance*, 15(2), 278-296.
- Castells, M. (2013). Communication power. *OUP Oxford*.
- Castillo, J., & Cano, J. (2004). Factors explaining job satisfaction among faculty. *Journal of Agriculture Education*, 45(3), 65-74.
- Chan, S. H., & Lai, H. Y. (2017). Understanding the link between communication satisfaction, perceived justice and organizational citizenship behaviour. *Journal of Business Research*, 70, 214-223.
- Chemers, M. (2014). An integrative theory of leadership. *Psychological Press*.
- Chi, H. K., Yeh, H. R., & Yu, C. H. (2008). The effects of transformation leadership, organizational culture, job satisfaction on the organizational performance in the non-profit organizations. *The Journal of Global Business Management*, 4(1), 129-137.
- Cho, H., Rau, P.L., Liu, J., & Jiang, C. (2017). Expectation of Manager-Subordinate Communication: A Comparison between Chinese, Korean and American Students. *Global Business & Management Research*, 9(1), 1-11.
- Christen, M., Iyer, G. and Soberman, D. (2006). Job Satisfaction, Job Performance, and Effort: A Reexamination Using Agency Theory, *Journal of Marketing*, 70, 137-150.
- Chughtai, A. A., & Zafar, S. (2006). Antecedents and Consequences of Organizational Commitment among Pakistani University Teachers. *Applied H.R.M. Research*, 11(1), 39-64.

- Conger, J. (1991). Inspiring others: The language of leadership. *Academy of Management Executives*, 5(1), 31-45.
- Cook, J. D., Hepworth, S. J., Wall, T. D., & Warr, P. B. (1981). The experience of work: A compendium and review of 249 measures and their use. *London: Academic Press*.
- Cooke, R. A., Rousseau, D. M. (1988). Behavioural norms and expectations: a quantitative approach to the assessment of organizational culture. *Group and Organizational Studies*, 13(3), 245-73.
- Cooper, R. D. & Pamela, S. S. (2011). *Business Research Methods*. *New York: McGraw-Hill*.
- Cornelissen, J. (2014). *Corporate communication: A guide to theory and practice*. *Sage*.
- Costello, R., & Welch, S. A. (2014). A qualitative analysis of faculty and student perceptions of effective online class communities using Herzberg's motivator-hygiene factors. *Quarterly Review of Distance Education*, 15(4), 15-22.
- Cronbach, L. J. (1951). Coefficient alpha and the internal structure tests. *Psychometrika*, 16, 297-334.
- Cusella, L. P. (1987). Feedback, motivation and performance. In F. M. Jablin, L. L. Putnam, K. H. Roberts, & L. W. Porter (Eds.), *Handbook of Organizational Communication: An Interdisciplinary Perspective*, (pp. 624-678). *Newbury Park, CA: Sage*.
- Daft, R. L., & Wiginton, J. C. (1979). Language and organization. *Academy of Management Review*, 4(4), 179-191.
- Dalal, R. S., Bhave, D. P., & Fiset, J. (2014). Within-person variability in job performance: A theoretical review and research agenda. *Journal of Management*, 40(5), 1396-1436.
- Dane, E., & Brummel, B. J. (2014). Examining workplace mindfulness and its relations to job performance and turnover intention. *Human Relations*, 67(1), 105-128.

- Danish, R. Q., & Usman, A., (2010). Impact of Reward and Recognition on job Satisfaction and Motivation: An Empirical Study from Pakistan. *International Journal of Business and Management*, 5(2), 159-167.
- Davar, S. C. & Bala, R. (2012). Relationship between Job Satisfaction & Job Performance: A Meta-Analysis. *Indian Journal of Industrial Relations*, 48(2), 290-300.
- Dawis, R. V., & Lofquist, L. H. (1984). A psychological theory of work adjustment. *Minneapolis, MN: University of Minnesota Press.*
- De Lourdes Machado-Taylor, M., Soares, V. M., Brites, R., Ferreira, J. B., Farhangmehr, M., Gouveia, O., & Peterson, M. (2017). Academic Job Satisfaction and Motivation: Perspectives from a Nation-Wide Study in Public Higher Education Institutions in Portugal. In Challenges and Options: The Academic Profession in Europe (pp. 69-139). *Springer International Publishing.*
- De Vaus, D. A. (2001). Surveys in social research. *London: UCL Press.*
- Devito, L., A., Bannister, B., Cianci, M., & Mujtaba, B. (2016). Employee motivation based on the hierarchy of needs, expectancy and the two-factor theories applied with higher education employees. *International Journal of Advances in Management, Economics and Entrepreneurship*, 3(1), 20-32.
- Dillman, D. A. (2000). Mail and Internet Surveys: The Tailored Design Method (2nd Ed.). *New York: Wiley.*
- Downs, C. W. & Hain, T. (1982). Communication and productivity. In M. Burgoon (Ed.), *Communication Yearbook*, 5, (pp.435-471). *New Brunswick, NJ: Transaction Books.*
- Drake, B. H. & Moberg, D. J. (1986). Communicating influence attempts in dyads: Linguistic sedatives and palliatives. *Academy of Management Review*, 11(3), 567-584.
- Dubrin, A. J. (2004). Leadership: Research findings, practice, and skills. *New York: Houghton Mifflin*
- Dulebohn, J. H., Bommer, W. H., Liden, R. C., Brouer, R. L., & Ferris, G. R. (2012). A meta-analysis of antecedents and consequences of leader-member

- exchange: Integrating the past with an eye toward the future. *Journal of Management*, 38, 1715-1759.
- Dulek, R., & Fielden, J. (1990). Principles of business communication. *New York: Macmillan*.
- Dunham, R. B., Grube, J. A. & Castaneda, M. B. (1994). Organizational commitment: the utility of an integrative definition. *Journal of Applied Psychology*, 79(3), 370-380.
- Dutton, J. E. & Spreitzer, G. M. (2014). How to Be a Positive Leader: Small Actions, Big Impact. *San Francisco, CA: Berrett-Koehler Publishers, Inc.*
- Dwivedula, R., Bredillet, C. N., & Müller, R. (2017). Work Motivation in Temporary Organizations: A Review of Literature Grounded in Job Design Perspective. *In Leadership, Innovation and Entrepreneurship as Driving Forces of the Global Economy* (pp. 609-618).
- Dyne, L., & Pierce, J. L. (2004). Psychological ownership and feelings of possession: Three field studies predicting employee attitudes and organizational citizenship behaviour. *Journal of Organizational Behaviour*, 25(4), 439-459.
- Edelman, P. J., & Van Knippenberg, D. (2016). Training leader emotion regulation and leadership effectiveness. *Journal of Business and Psychology*, 1-11. Advanced Online Publication. Retrieved from: <http://www.emeraldinsight.com/doi/pdfplus/10.1108/LODJ-07-2015-0147>.
- Edmund, R. M. (1999). Abstract factor analysis of data with multiple sources of error and a modified Faber-Kowalski f-test. *Journal of Chemometrics*, 13(2), 69-81.
- Eisenberg, E. M., & Riley, P. (2001). Organizational culture. In F. M. Jablin & L. L. Putnam (Eds.), *The new handbook of organizational communication: Advances in theory, research, and methods* (pp. 291-322). *Thousand Oaks, CA: Sage*.
- Elangovan, A. R. (2001). Causal Ordering of Stress, Satisfaction and Commitment, and Intention to Quit: A Structural Equations Analysis. *Leadership & Organization Development Journal*, 22(4), 159-166.

- Erdogan, B., & Enders, J. (2007). Support from the top: Supervisors' perceived organizational support as a moderator of leader-member exchange to satisfaction and performance relationships. *Journal of Applied Psychology, 92*, 321-330.
- Fairhurst, G. T., & Chandler, T. A. (1989). Social structure in leader-member interaction. *Communication Monographs, 56*(3), 215-239.
- Falkenburg, K., & Schyns, B. (2007). Work satisfaction, organizational commitment and withdrawal behaviours. *Management Research News, 30*(10), 708-723.
- Fazio, J., Gong, B., Sims, R., & Yurova, Y. (2017). The role of affective commitment in the relationship between social support and turnover intention. *Management Decision, 55*(3), 512-525.
- Feng, Y., Hao, B., Iles, P., & Bown, N. (2016). Rethinking distributed leadership: dimensions, antecedents and team effectiveness. *Leadership and Organization Development Journal, 38*(2), In Press.
- Fernando, R. T. W., & Jayasekara, P. (2017). Determinants of Career Aspiration: An Empirical Study on Masters of Business Administration Students of Selected Two National Universities in Sri Lanka. *Human Resource Management Journal, 3*(2) 36-44.
- Fisk, G., & Friesen, J. (2012). Perceptions of leader emotion regulation and LMX as predictors of followers' job satisfaction and organizational citizenship behaviors. *The Leadership Quarterly, 23*(1), 1-12.
- Fu, W., & Deshpande, S. P. (2014). The impact of caring climate, job satisfaction, and organizational commitment on job performance of employees in a China's insurance company. *Journal of Business Ethics, 124*(2), 339-349.
- Gary, Y. (1991, 2003). Participative leadership. Delegation, and Empowerment. McGraw Hill: 80-84.
- Gebert, D., Heinitz, K., & Buengeler, C. (2016). Leaders' charismatic leadership and followers' commitment-The moderating dynamics of value erosion at the societal level. *The Leadership Quarterly, 27*(1), 98-108.

- George, R., Murphy Jr, E. E., Teahen, J., Greenwood, R. A., Madero, S., Ruiz-Gutierrez, J., ... & Khilji, S. (2016). An exploration of cross-cultural and gender differences in East Asia, South Asia and Southeast Asia. 2015-2016 Officers President President-Elect Program Chair Program Chair-Elect, 378.
- Gerstner, C. R. & Day, D. V. (1997). Meta-analytic review of leader-member exchange theory: Correlates and construct issues, *Journal of Applied Psychology*, 82(6), pp. 827-844.
- Gibson, P. K. (2017). Workforce education leadership in the twenty-first century. *Encyclopedia of Strategic Leadership and Management* (pp. 718-727). Florida: Victor C X Wang Florida Atlantic University, USA.
- Girma, S. (2016). The relationship between leadership style and employee job satisfaction study of federal and Addis Ababa sport organizational management setting in Ethiopia. *International Journal of Applied Research*, 2(3), 92-96.
- Goleman, D. (1998). Working with emotional intelligence. *London: Bloomsbury*.
- Goleman, D. (2000). Working with emotional intelligence. *New York: Bantam Books*.
- Goman, C. K. (1991). Managing for commitment: Developing loyalty within organizations. *Menlo Park, CA: Crisp*.
- Graen, GB. & Cashman, J. (1975) A role making model on formal organizations: a developmental approach. In: Hunt JG, Larson LL (eds) *Leadership frontiers. Kent State University Press, Kent, OH*, pp. 143-165.
- Graen, G. & Graen, J. A. (2006). Sharing network leadership, vol. 4, *Information Age Publishers, Greenwich, CT*.
- Graen, G. B., & Scandura, T. A. (1987). Toward a psychology of dyadic organizing. In L. L. Cummings & B. M. Staw (Eds.), *Research in Organizational Behaviour*, 9, (pp. 175-208). Greenwich, CT: JAI Press.
- Graen, G. B., & Uhl-Bien, M. (1995). Relationship-based approach to leadership: Development of Leader-Member Exchange (LMX) theory of leadership over 25 years: Applying a multi-level multi-domain perspective. *Leadership Quarterly*, 6(2), 219-247.

- Guay, R. P., Oh, I. S., Choi, D., Mitchell, M. S., Mount, M. K., & Shin, K. (2013). The interactive effect of conscientiousness and agreeableness on job performance dimensions in South Korea. *International Journal of Selection and Assessment*, 21(2), 233-238.
- Hagenauer, G., & Volet, S. (2014). 'I don't think I could, you know, just teach without any emotion': exploring the nature and origin of university teachers' emotions. *Research Papers in Education*, 29(2), 240-262.
- Hair, J.F. Jr., Black, W.C., Babin, B.J., Anderson, R.E. & Tatham, R. L. (2006). *Multivariate data analysis*. Upper Saddle River: Pearson Prentice Hall.
- Hamilton, E. (2016). *Assessing the Relationship of Principals' Leadership Styles on Teacher Satisfaction and Teacher Turnover* (Doctoral dissertation), North-central University.
- Hammond, M. M., Lester, G., Clapp-Smith, R., & Palanski, M. (2017). Age diversity and leadership: enacting and developing leadership for all ages. *The Palgrave Handbook of Age Diversity and Work* (pp.737-759). Palgrave Macmillan.
- Hanse, J. J., Harlin, U., Jarebrant, C., Ulin, K., & Winkel, J. (2016). The impact of servant leadership dimensions on leader-member exchange among health care professionals. *Journal of Nursing Management*, 24(2), 228-234.
- Harari, M. B., Reaves, A. C., & Viswesvaran, C. (2016). Creative and innovative performance: a meta-analysis of relationships with task, citizenship, and counterproductive job performance dimensions. *European Journal of Work and Organizational Psychology*, 25(4), 495-511.
- Hawkins, B. (1980). *Managerial communication*. Santa Monica, CA: Goodyear.
- HEC (2017). *Recognized Universities-Higher Education Commission*. Retrieved from <http://www.hec.gov.pk/english/universities/pages/recognised.aspx>
- Hegedorn, L. S. (1994). Retirement proximity's role in the prediction of satisfaction in academe. *Research in Higher Education*, 35(6), 711-728.
- Hellriegel, D. Slocum, Jr. J. W. & Woodman, R.W. (2007). *Organizational Behaviour*. 9th Edition. Sydney: Thomson Learners.

- Henkemans, A. (2014). Speech act theory and the study of argumentation. *Studies in Logic, Grammar and Rhetoric*, 36(1), 41-58.
- Herzberg, F. (1964). The motivation problems of manpower. *Personnel Administrator*, 27(1), 3-7.
- Hewstone, R. & Stroebe, B. (2001). *Social Psychology*. Victoria: Blackwell Publishing House.
- Heystek, J. (2016). Educational leadership and organisational development and change in a developing country. *South African Journal of Education*, 36(4), 1-2.
- Higgs, J. (2017). Dimensions of Leadership. In *Women of Influence in Education* (pp. 47-60). Sense Publishers.
- Hoboubi, N., Choobineh, A., Ghanavati, F. K., Keshavarzi, S., & Hosseini, A. A. (2017). The Impact of Job Stress and Job Satisfaction on Workforce Productivity in an Iranian Petrochemical Industry. *Safety and Health at Work*, 8(1), 67-71.
- Hogan, S. J., & Coote, L. V. (2014). Organizational culture, innovation, and performance: a test of Schein's model. *Journal of Business Research*, 67(8), 1609-1621.
- Holmes, W. T., & Holmes, W. T. (2016). Motivating language theory: antecedent variables-critical to both the success of leaders and organizations. *Development and Learning in Organizations: An International Journal*, 30(3), 13-16.
- Holmes, W. T., & Parker, M. A. (2017). Communication: Empirically Testing Behavioural Integrity and Credibility as Antecedents for the Effective Implementation of Motivating Language. *International Journal of Business Communication*, 54(1), 70-82.
- Holt, D., Armenakis, A., Field, H., & Harris, S. (2007). Readiness for organizational change: The systematic development of a scale. *Journal of Applied Behavioral Science*, 43, 232-255.

- Holt, S., Marques, J., Hu, J., & Wood, A. (2017). Cultivating empathy: new perspectives on educating business leaders. *The Journal of Values-Based Leadership*, 10(1), 1-24. Available at: <http://scholar.valpo.edu/jvbl/vol10/iss1/3>
- Hoppock, R. (1935). Job satisfaction. *New York: Harper and Brothers*.
- House, R. J. (1971). A path-goal theory of leader effectiveness. *Administrative Science Quarterly*, 16(3), 321-339.
- House, R. J. (1996). Path goal theory of leadership: Lessons, legacy, and a reformulated theory. *Leadership Quarterly*, 7(3), 323-352.
- House, R., Javidan, M., Hanges, P., & Dorfman, P. (2002). Understanding cultures and implicit leadership theories across the globe: an introduction to project GLOBE. *Journal of World Business*, 37(1), 3-10.
- Hsieh, J. Y. (2016). Spurious or true? An exploration of antecedents and simultaneity of job performance and job satisfaction across the sectors. *Public Personnel Management*, 45(1), 90-118.
- Huang, Y. H., Lee, J., McFadden, A. C., Murphy, L. A., Robertson, M. M., Cheung, J. H., & Zohar, D. (2016). Beyond safety outcomes: An investigation of the impact of safety climate on job satisfaction, employee engagement and turnover using social exchange theory as the theoretical framework. *Applied Ergonomics*, 55, 248-257.
- Hu, L., & Bentler, P. M. (1995). Evaluating model fit. In R. H. Hoyle (Ed.), *Structural equation modeling: Concepts, issues and applications* (pp. 76-99). Thousand Oaks, CA: Sage.
- Hu, L., & Bentler, P. M. (1999). Cutoff criteria for fit indexes in covariance structure analysis: Conventional criteria versus new alternatives. *Structural Equation Modeling*, 6, 1-55.
- Hughes, R., Ginnett, R., & Curphy, G. (2006). Leadership: Enhancing the lessons of experience (5th Ed.). *Boston: McGraw Hill*.
- Hussain, I., Khan, Z., Khan, M. I., Khalid, S., Kiran, A., & Hussain, T. (2017). Long Run and Short Run Relationship among Gross Domestic Saving, Net

- Bilateral Foreign Aid, External Debt and Economic Growth in Pakistan. *Dynamics of Economics*, 1(1), 1-7.
- Irving, J. (2011). Leadership reflection: A model for effective leadership practice: A biblically-consistent and research based approach to leadership. *Journal of Biblical Perspectives in Leadership*, 3(2), 118-128.
- Jablin, F. M., Krone, K. J. (1994). Task/work relationships: A life-span perspective. In: Knapp ML, Miller GR, editors. Handbook of interpersonal communication. 2. Thousand Oaks, CA: Sage; pp. 621-675.
- James, Lawrence R., Stanley A. Mulaik, and Jeanne M. Brett (1982). Causal Analysis: Assumptions, Models, and Data, Beverly Hills, CA: Sage.
- Jain, H.C. (1973). Supervisory communication and performance in urban hospitals. *Journal of Communication*, 23(1), 103-117.
- Janssen, O., & Gao, L. (2015). Supervisory responsiveness and employee self-perceived status and voice behaviour. *Journal of Management*, 41(7), 1854-1872.
- Jaramillo, F., Mulki, J. P., & Marshall, G.W. (2005). A meta-analysis of the relationship between organizational commitment and salesperson job performance: 25 years of research. *Journal of Business Research*, 58(6), 705-714.
- Joreskog, K. G. (1973). A general method for estimating a linear structural equation system. In A. S. Goldberger & O. D. Duncan (Eds.), Structural equation models in the social sciences (pp. 85-112). New York: Seminar Press.
- John, B., & James, C. P. (2016). Motivating Language and its influence on Worker Outcomes-A Conceptual Model Development. *Asian Journal of Research in Social Sciences and Humanities*, 6(4), 74-88.
- Johnson, G. (2004). Otherwise engaged. *Training*, 41(10), p. 4.
- Jones, K. K., Zenk, S. N., Tarlov, E., Powell, L. M., Matthews, S. A., & Horoi, I. (2017). A step-by-step approach to improve data quality when using commercial business lists to characterize retail food environments. *BMC Research Notes*, 10(1), [35]. In Press.

- Joo, B. K., & Park, S. (2009). Career satisfaction, organizational commitment, and turnover intention: The effects of goal orientation, organizational learning culture and developmental feedback. *Leadership & Organization Development Journal*, 31(6), 482-500.
- Kalyani, V., & Saravanan, R. (2016). An Empirical Study on the Relationship between Personality and Affective Organizational Commitment with specific reference to Faculty in Management Education. *International Journal of Research in Organizational Behaviour and Human Resource Management*, 4(3), 27-43.
- Kanfer, R., Frese, M., & Johnson, R. E. (2017). Motivation related to work: A century of progress. *Journal of Applied Psychology*, 102(3), 338-355.
- Kang, M., & Sung, M. (2017). How symmetrical employee communication leads to employee engagement and positive employee communication behaviors: the mediation of employee-organization relationships. *Journal of Communication Management*, 21(1), 82-102.
- Kanter, R. M. (1968). Commitment and Social Organization: A Study of Commitment Mechanisms in Utopian Communities. *American Sociological Review*, 33(4), 499-517.
- Kashian, N., & Walther, J. B. (2016). Does Uncertainty Reduction Facilitate the Perceptual Disconfirmation of Negative Expectancies in Computer-Mediated Communication? *Journal of Media Psychology*, 1-20. Retrieved From: <http://www.tandfonline.com/doi/full/10.1080/15213269.2016.1247718?src=recsys>
- Kenny D. T. & Cooper C. T. (2003) Introduction: occupational stress and its management. *International Journal of Stress Management*, 10(4), 275-279.
- Keyton, J. (2013). Organizational culture. In L. L. Putnam & D. K. Mumby (Eds.), *The SAGE handbook of organizational communication: Advances in theory, research, and methods* (3rd ed., pp. 549-587). Los Angeles, CA: Sage.
- Khalid, J., Ali, A. J., Khaleel, M., & Islam, M. S. (2017). Towards Global Knowledge Society; A SWOT Analysis of Higher Education of Pakistan in Context of Internationalization. *Journal of Business*, 2(2), 08-15.

- Khan, A., Yusoffa, R. B. M., & Azam, K. (2014). Factors of Job Stress among university teachers in Pakistan: A conceptual review. *Journal of Management Info*, 2(1), 62-67.
- Khurram, S. (2011). Development of a Model of Organizational Citizenship Behaviour (OCB): A Comparative Study of University Teachers from a Developing & a Developed Country (Doctoral dissertation). Retrieved from <http://pr.hec.gov.pk/Thesis/1003S.pdf>
- Kissine, M. (2008). Locutionary, illocutionary, perlocutionary. *Language and Linguistics Compass*, 2(6), 1189-1202.
- Kissine, M. (2012). Sentences, utterances, and speech acts. *Cambridge Handbook of Pragmatics*, (pp.169-190). University of Cambridge: Cambridge University Press.
- Kline, R. B. (2005). *Principles and Practice of Structural Equation Modeling*. New York, NY: The Guilford Press.
- Kooshki, S. A., & Zeinabadi, H. (2015). An investigation into the role of organizational virtuousness in the job attitudes of teachers. *Journal UMP Social Sciences and Technology Management*, 3(1), 365-570.
- Kossek, E. E., Huang, J. L., Piszczek, M. M., Fleenor, J. W., & Ruderman, M. (2017). Rating Expatriate Leader Effectiveness in Multisource Feedback Systems: Cultural Distance and Hierarchical Effects. *Human Resource Management*, 56(1), 151-172.
- Krassner, A. M., Gartstein, M. A., Park, C., Dragan, W. L., Lecannelier, F., & Putnam, S. P. (2017). East-west, collectivist-individualist: A cross-cultural examination of temperament in toddlers from Chile, Poland, South Korea, and the US. *European Journal of Developmental Psychology*, 14(4), 449-464.
- Lai, J., & Ong, C. (2010). Assessing and managing employees for embracing change: A multiple-item scale to measure employee readiness for e-business. *Technovation*, 30(1), 76-85.

- Lamude, K. G., Daniels, T. D., & Graham, E. E. (1988). The Paradoxical Influence of Sex on Communication Rules Co-Orientation and Communication Satisfaction in Superior-Subordinate Relationships. *Western Journal of Speech Communication*, 52(2), 122-134.
- Landy, F. J., & Conte, J. M. (2016). *Work in the 21st century, binder ready version: an introduction to industrial and organizational psychology*. (Fifth Edition). Hoboken, NJ: Wiley.
- Lapierre, L. M., & R. D. Hackett. (2007). Trait Conscientiousness, Leader-Member Exchange, Job Satisfaction and Organizational Citizenship Behaviour: A Test of an Integrative Model. *Journal of Occupational and Organizational Psychology*, 80(3), 539-554.
- Lau, P. Y. Y., McLean, G. N., Hsu, Y. C., & Lien, B. Y. H. (2017). Learning organization, organizational culture, and affective commitment in Malaysia: A person-organization fit theory. *Human Resource Development International*, 20(2), 159-179.
- Lăzăroiu, G. (2015). Work Motivation and Organizational Behaviour. *Contemporary Readings in Law and Social Justice*, 7(2), 66-75.
- Lee, K., & Malerba, F. (2017). Catch-up cycles and changes in industrial leadership: Windows of opportunity and responses of firms and countries in the evolution of sectoral systems. *Research Policy*, 46(2), 338-351.
- Leedy, P. D., & Ormrod, J. E. (2013). *Practical Research: Planning and Design*. Pearson Education. Inc.
- Leite, N. R. P., Rodrigues, A. C. A., & Albuquerque, L. G. (2014). Organizational commitment and job satisfaction: What are the potential relationships? *Brazilian Administration Review*, 11(4), 476-495.
- LePine, M. A., Zhang, Y., Crawford, E. R., & Rich, B. L. (2016). Turning their pain to gain: Charismatic leader influence on follower stress appraisal and job performance. *Academy of Management Journal*, 59(3), 1036-1059.

- Liden, R., Fu, P., Liu, J., & Song, L. (2016). The influence of CEO values and leadership on middle manager exchange behaviors: A longitudinal multilevel examination. *Nankai Business Review International*, 7(1), 2-20.
- Liden, R. C., Sparrowe, R. T. & Wayne, S. J. (1997). Leader-member exchange theory: The past and potential for the future. In: G. R. Ferris, Editor, *Research in personnel and human resource management*, vol. 15, JAI Press, Greenwich, CT, pp. 47-119.
- Locke, E. A., & Latham, G. P. (1990). *A theory of goal setting & task performance*. Englewood Cliffs, NJ: Prentice-Hall.
- Locke, E. A., & Latham, G.P. (2006). New direction in Goal-Setting Theory. *Current Directions in Psychological Science*, 15(5), 265-268.
- Lok, Peter & Crawford, John. (2001). Antecedents of organizational commitment and the mediating role of job satisfaction. *Journal of Managerial Psychology*, 16, 594-613.
- Louis, K. S., Louis, K. S., Murphy, J., & Murphy, J. (2017). Trust, caring and organizational learning: the leader's role. *Journal of Educational Administration*, 55(1), 103-126.
- Ludwig, S., & de Ruyter, K. (2016). Decoding social media speak: developing a speech act theory research agenda. *Journal of Consumer Marketing*, 33(2), 124-134.
- McDonald, R. P., & Marsh, H. W. (1990). Choosing a multivariate model: Non-centrality and goodness of fit. *Psychological Bulletin*, 107, 247-255.
- McDonald, R. P., & Ringo, H., M. H. (2002). Principles and practice in reporting structural equation analyses. *Psychological Methods*, 7(1), 64-82.
- MacNeil, N., & Silcox, S. (2006). Distributed Leadership: All handsome deck. *The Australian Education Leader*, 1, 11-13.
- McCarthy, J. M., Trougakos, J. P., & Cheng, B. H. (2016). Are anxious workers less productive workers? It depends on the quality of social exchange. *Journal of Applied Psychology*, 101(2), 279-291.

- MacCallum, R. C., Browne, M. W., & Sugawara, H. M. (1996). Power Analysis and Determination of Sample Size for Covariance Structure Modeling. *Psychological Methods*, 1(2), 130-49.
- Madlock, P. E., Martin, M. M., Bogdan, L., & Ervin, M. (2007). The impact of communication traits on leader-member exchange. *Human Communication*, 10, 451-464.
- Madlock, E. & Sexton, S. (2015). An application of motivating language theory in Mexican organizations. *International Journal of Business Communication*, 52(3), 255-272.
- Malhotra, N., & Ackfeldt, A. L. (2016). Internal communication and prosocial service behaviours of front-line employees: Investigating mediating mechanisms. *Journal of Business Research*, 69(10), 4132-4139.
- Mangundjaya, W.L., Utoyo, D.B., & Wulandari, P., (2015). The Role of Leadership and Employee's Condition on Reaction to Organizational Change. *Procedia-Social and Behavioral Sciences*, 172, pp. 471-478.
- Marcoulides, G. A., & Raykov, T. (2000). A first course in structural equation modeling. Mahwah, New Jersey: Lawrence Erlbaum Associates.
- Marie, J. (2008). Motivating language: Creating a culture of job satisfaction and performance. (Master's thesis). Retrieved from <http://gradworks.umi.com/14/60/1460445.html>
- Marsh, H. W., Balla, J. R., & McDonald, R. P. (1988). Goodness-of-fit in confirmatory factor analysis. *Psychological Bulletin*, 103, 391-410.
- Marthouret, E., & Sigvardsson, S. (2016). The effect of quick feedback on employee motivation and performance: A qualitative study on how to formulate effective feedback. (Bachelor Thesis), Linköping University. Retrieved from <https://liu.diva-portal.org/smash/get/diva2:1034884/FULLTEXT01.pdf>
- Mathieu, J. E., Hollenbeck, J. R., Knippenberg, D. L. & Ilgen, D. R. (2017). A century of work teams in the journal of applied psychology. *Journal of Applied Psychology*, 102(3), 452-467.

- Mathieu, C., Fabi, B., Lacoursière, R., & Raymond, L. (2015). The role of supervisory behavior, job satisfaction and organizational commitment on employee turnover. *Journal of Management & Organization*, 22(1), 113-129.
- Mayfield, J., & Mayfield, M. (2002). Leader communication strategies: Critical paths to improving employee commitment. *American Business Review*, 20(2), 89-94.
- Mayfield, M., & Mayfield, J. (2004). The effects of leader communication on worker innovation. *American Business Review*, 22(2), 46-51.
- Mayfield, M., & Mayfield, J. (2008). Leadership techniques for nurturing worker garden variety creativity. *Journal of Management Development*, 27(9), 976-986.
- Mayfield, J., & Mayfield, M. (2009). The Role of Leader Motivating Language in Employee Absenteeism. *Journal of Business Communication*, 46(4), 455-479.
- Mayfield, M., & Mayfield, J. (2009). The role of leader-follower relationships in leader communication: A test using the LMX and motivating language models. *Journal of Business Inquiry*, 8, 6-85.
- Mayfield, J., & Mayfield, M. (2010). Leader-level influence on motivating language: A two-level model investigation on worker performance and job satisfaction. *Competitiveness Review*, 20(5), 407-422.
- Mayfield, J., & Mayfield, M. (2012). The Relationship between Leader Motivating Language and Self-Efficacy: A Partial Least Squares Model Analysis. *International Journal of Business Communication*, 49(4), 357-376.
- Mayfield, J., Mayfield, M., & Kopf, J. (1995). Motivating language: Exploring theory with scale development. *Journal of Business Communication*, 32(4), 329-344.
- Mayfield, J., Mayfield, M., & Kopf, J. (1998). The effects of leader motivating language on subordinate performance and satisfaction. *Human Resource Management*, 37(3&4), 235-248.

- Mayfield, J., Mayfield, M., & Sharbrough, W. C. (2015). Strategic vision and values in top leaders' communications: Motivating language at a higher level. *International Journal of Business Communication*, 52(1), 97-121.
- Mayfield, M. & Mayfield, J. (2015). The effects of leader motivating language use on employee decision making. *International Journal of Business Communication*, 53(4), 465-484.
- Mayfield, M., & Mayfield, J. (2017). Leader Talk and the Creative Spark: A Research Note on How Leader Motivating Language Use Influences Follower Creative Environment Perceptions. *International Journal of Business Communication*, 54(2), 210-225.
- Meuser, J. D., Gardner, W. L., Dinh, J. E., Hu, J., Liden, R. C., & Lord, R. G. (2016). A network analysis of leadership theory: the infancy of integration. *Journal of Management*, 42(5), 1374-1403.
- Mey, J. L. (2016). Austin's mantle, or who's (not) afraid of John L. Austin? On 50 years of speech act theory, and how Rajan saves JL Austin from himself and others. *DELTA: Documentao de Estudos em Lingstica Terica e Aplicada (Documentation of Studies in Theoretical and Applied Linguistics)*, 32(3), 565-582.
- Meyer, J.P., Allen, N.J. & Smith, C.A. (1993). Commitment to Organizational and Occupations: Extension and Test of a Three-Component Conceptualization. *Journal of Applied Psychology*, 78(4), 538-551.
- Meyer, J. P., & Allen, N.J. (1997). *Commitment in the Workplace: Theory, Research, and Application*. Sage Publications.
- Meyer, J. P., & Herscovitch, L. (2001). Commitment in the workplace: Toward a general model. *Human Resource Management Review*, 11(3), 299-326.
- Meyer, J. P., Stanley, D. J., Herscovitch, L., & Topolnytsky, L. (2002). Affective, continuance, and normative commitment to the organization: A meta-analysis of antecedents, correlates, and consequences. *Journal of Vocational Behaviour*, 61(1), 20-52.

- Miaoulis, G. & Michener, R. D. (1976). *An Introduction to Sampling*. Dubuque, Iowa: Kendall/Hunt Publishing Company.
- Michael, D. F. (2014). Supportive supervisor communication as a mediator of the leader-member exchange and subordinate performance relationship. *International Journal of Leadership Studies*, 8(2), 44-65.
- Mikkelsen, A. C., Sloan, D., & Hesse, C. (2017). Relational communication messages and leadership styles in supervisor/employee relationships. *International Journal of Business Communication*, 1-19, [Interactive]. Retrieved from: <http://journals.sagepublication.com>
- Miller, K. (2013). Organizational emotions and compassion at work. In L. L. Putnam & D. K. Mumby (Eds.), *The SAGE handbook of organizational communication: Advances in theory, research, and methods* (3rd ed., pp. 569-587). Los Angeles, CA: Sage.
- Miner, J. B. (2005). *Organizational Behavior: Behavior 1: Essential Theories of Motivation and Leadership*, Armonk: M. E. Sharpe, p. 213.
- Mockler, R. (2002). *Multinational Strategic Management: An Entrepreneurial Context*. London: Howarth Press Inc.
- Morris, J. H. & Sherman, J. D. (1981). Generalizability of an organizational commitment model. *Academy of Management Journal*, 24(5), 12-526.
- Mosadeghrad A. M., & Ferdosi, M. (2013). Leadership, job satisfaction and organizational commitment in healthcare sector: Proposing and testing a model. *Mater Sociomed*, 25(2), 121-126.
- Mulaik, S. A., James, L. R., Van Alstine, J., Bennett, N., Lind, S., & Stilwell, C. D. (1989). Evaluation of goodness-of-fit indices for structural equation models. *Psychological Bulletin*, 105, 430-445.
- Murphy, C., & Clark, J. R. (2016). Picture this: How the language of leaders drives performance. *Organizational Dynamics*, 45(2), 139-146.
- Muse, L. A. & Stamper, C. L. (2007) Perceived organizational support and its consequences: Evidence for a mediated association with work performance. *Journal of Managerial Issues*, 19(4), 517-535.

- Nahavandi, A., Malekzadeh, A. R. & Mizzi, P. J. (1991). Leaders and how they manage. *Journal of Business Strategy*, 12(3), 47-49.
- Ngozi Sydney-Agbor, Richards E. Ebeh, Barnabas E. Nwankwo, & Solomon A. Agu (2014). Influence of Emotional Intelligence and Gender on Job Satisfaction among Local Government Employees. *Research in Psychology and Behavioral Sciences*, 2(4), 86-89.
- Noordin, F., & Jusoff, K. (2009). Levels of job satisfaction amongst Malaysian academic staff. *Asian Social Science*, 5(5), 122-128.
- Ober, S. (1992). Contemporary business communication. Boston: Houghton Mifflin Company.
- Oplatka, I. (2004). The Principalship in Developing Countries: Context, Characteristics and Reality. *Comparative Education*, 40(3), 427-448.
- Parker, S. K., Morgeson, F. P., & Johns, G. (2017). One hundred years of work design research: Looking back and looking forward. *Journal of Applied Psychology*, 102(3), 403-420.
- Peat, J., Mellis, C., Williams, K. & Xuan W. (2002). Health Science Research: A Handbook of Quantitative Methods, London: Sage.
- Peril & Promise. (2000). Higher education in developing countries. Washington, DC: The World Bank. Retrieved from <http://www.tfhe.net/report/readreport.htm>
- Peyrot, M. (1996). Causal analysis: Theory and application. *Journal of Pediatric Psychology*, 21, 3-24.
- Pi-Chuan, S., Fu-Tien, P., & Chien-Wei, H. (2016). Does motivating language matter in leader-subordinate communication? *Chinese Journal of Communication*, 9(3), 264 -282. Retrieved from <http://www.tandfonline.com/doi/citedby/10.1080/17544750.2016.1206029?scroll=top&needAccess=true>
- Pincus, J. D. (1986). Communication Satisfaction, Job Satisfaction, and Job Performance. *Human Communication Research*, 12(3), 395-419.

- Porter, L. W., Steers, R. M., Mowday, R. T., & Boulian, P. V. (1974). Organizational commitment, job satisfaction and turnover among psychiatric technicians. *Journal of Applied Psychology*, 59(5), 603-609.
- Pulcini, C., & Leibovici, L. (2016). CMI guidance for authors of surveys. *Clinical Microbiology and Infection*, 22(11), 901-902.
- Qaisar, M. U., Rehman, M. S., Suffyan, M., (2012) Exploring Effects of Organizational Commitment on Employee Performance: Implications for Human Resource Strategy. *Interdisciplinary Journal of Contemporary Research in Business*, 3, 248-255.
- Rahman, A. (2006). Who should head a university? DAWN NEWS. Retrieved from <http://www.dawn.com/news/1069641>
- Raineri, A. (2011). Change management practices: impact on perceived change results. *Journal of Business Research*, 64(3), 266-272.
- Ramirez, D. L. (2012). Organizational Communication Satisfaction and Job Satisfaction. (Master thesis). Retrieved from <http://krex.kstate.edu/dspace/bitstream/handle/2097/14123/DanielRamirez2012.pdf?sequence=1>
- Refozar, R. G., Buenviaje, M. G., Encio, Perez, M. P., & Laguador, J. M. (2017). Extent of Leader Motivating Language on Faculty Members' Job Satisfaction from a Private Academic Institution in the Philippines. *Asia Pacific Journal of Education, Arts and Sciences*, 4(3), 99-107.
- Rice, R. E., & Ann, A. E. (2012). Higher faculty morale. *Change: The Magazine of Higher Learning*, 20(2), 50-58.
- Robbins, S. P. (2001). Organizational behaviour: Concepts, controversies, application (9th Ed.). USA: Prentice Hall.
- Robbins, S. P. (2005). Essentials of Organizational Behaviour. New Jersey: Pearson.
- Robbins, S. P., & Judge, T. (2017). Organizational behaviour. Student Value Edition. Upper Saddle River, N.J: Pearson/Prentice Hall.

- Robbins. S. P., & Judge T. A. (2014). *Organizational Behaviour* (14th Ed). Prentice Hall
- Roberts. K. H., & O'Reilly, C.A. (1977). Communication and performance in organizations. *Paper presented at Academy of Management Annual Meeting*, Orlando, FL.
- Rockstuhl, T., Dulebohn, J. H., Ang, S., & Shore, L. M. (2012). Leader-member exchange (LMX) and culture: A meta-analysis of correlates of LMX across 23 countries. *Journal of Applied Psychology*, 97, 1097-1130.
- Rost, J. C. (1991). *Leadership for the twenty-first century*. New York: Praeger.
- Rungtusanatham, M. J., Choi, T. Y., Hollingsworth, D. G., Wu, Z. & Forza, C. (2003). Survey research in operations management: Historical analyses. *Journal of Operations Management*, 21(4), 475-488.
- Ryan, J. C. (2017). Reflections on the conceptualization and operationalization of a set-theoretic approach to employee motivation and performance research. *Journal of Innovation & Knowledge*, 2(1), 45-47.
- Safi, M. H., Torkaman-Nejad, S., & Arshi, S. (2016). Job Satisfaction and its Influencing Factors among Shomal Health Center of Tehran Personnel in 2014. *Community Health*, 2(1), 64-71.
- Sajid, B.(2011). *Organizational Cynicism Development and Testing of an Integrated Model A Study of Public Sector Employees in Pakistan* (Doctoral dissertation) Capital University of Science and Technology. Retrieved from <https://www.cust.edu.pk/phd/phdCompleted>
- Salancik, G. R. & Pfeffer, J. (1975). A Social Information Processing Approach to Job Attitudes and Task Design. *Administrative Science Quarterly*, 23, 224-253.
- Salehi, H., Taghavi, E., & Yunus, M. M. (2015). Relationship between Teachers' Job Satisfaction and Their Attitudes towards Students' Beliefs and Motivation. *English Language Teaching*, 8(7), 46-61.

- Sandra, G. W., Mayfield, J., Mayfield, M., & Wang, W. (2015). Motivating language as a mediator between servant leadership and employee outcomes. *Management Research Review*, 38(12), 1234-1250.
- Sarros, J.C., Luca, E., Densten, I., & C. Santora, J. (2014). Leaders and their use of motivating language. *Leadership & Organization Development Journal*, 35(3), 226-240.
- Scandura, T., & Graen, G.B. (1984). Moderating effects of initial leader-member exchange status on the effects of a leadership intervention. *Journal of Applied Psychology*, 69(3), 428-436.
- Schauder, M. J. (2015). Employee-Organization Relationship. *The Encyclopedia of Adulthood and Aging*. 1-5.
- Schmitt, A., Den Hartog, D. N., & Belschak, F. D. (2016). Transformational leadership and proactive work behaviour: A moderated mediation model including work engagement and job strain. *Journal of Occupational and Organizational Psychology*, 89(3), 1-22.
- Schnake, M. E., Dumler, M. P., Cochran, D. S., & Barnett, T. R. (1990). Effects of differences in supervisor and subordinate perceptions of supervisors' communication practices. *The Journal of Business Communication*, 27(1), 37-50.
- Schneider, B., Ehrhart, M. G., & Macey, W. H. (2013). Organizational climate and culture. *Annual Review of Psychology*, 64, 361-388.
- Searle, J. (1969). *Speech acts: An Essay in the Philosophy of Language*. Cambridge: Cambridge University Press.
- Seibold, D. R., Kntrill, J. G. & Meyers, R. A. (1985). Communication and Interpersonal Influence, In M. L. Knapp & G. R. Miller (Eds.), *Handbook of interpersonal communication* (pp. 551-611). Beverly Hills, CA: Sage.
- Sekaran, U., & Bougie, R. (2010). *Research Methods for Business: A Skill-Building Approach*, 5th Ed. Wiley Publisher.

- Sharbrough, W. C., Simmons, S. A., & Cantrill, D. A. (2006). Motivating language in industry: Its impact on job satisfaction and perceived supervisor effectiveness. *Journal of Business Communication*, 43(4), 322-344.
- Sharma, J., Dhar, R. L., (2016). Factors influencing job performance of nursing staff: Mediating role of affective commitment. *Personnel Review*, 45(1), 161-182.
- Shirbagi, N. (2007). Are students' evaluations of teaching valid? Evidence from an Iranian higher education institution. *Bulletin of Education & Research*, 29(2), 21-32.
- Shore, L. M., & Tetrick, L. E. (1991). A construct validity study of the Survey of Perceived Organizational Support. *Journal of Applied Psychology*, 76(2), 637-643.
- Shore, L. M., & Wayne, S. J. (1993). Commitment and employee behaviour: Comparison of affective commitment and continuance commitment with perceived organizational support. *Journal of Applied Psychology*, 78(5), 774-780.
- Siddique, A., Aslam, H. D., Khan, M. & Fatima, U. (2011). Impact of Academic Leadership on Faculty's Motivation and Organizational effectiveness in Higher Education System. *International Journal of Business and Social Sciences*, 2(8), 84-91.
- Simon, M. K. (2011). Dissertation and scholarly research: Recipes for success, (2011 Ed, p. 159.). Seattle, WA: Dissertation Success, LLC. Retrieved from <http://dissertationrecipes.com/>
- Sims R. L., (2002). Ethical rule breaking by employees: A test of social bonding theory. *Journal of Business Ethics*, 40(2), 101-109.
- Sithole, B. M., & Solomon, G. E. (2014). Business studies teachers' satisfaction with their work: An application of Herzberg's two factor theory. *International Journal of Educational Sciences*, 6(3), 435-444.
- Smircich, L., & Morgan, G. (1982). Leadership: The management of meaning. *The Journal of Applied Behavioral Science*, 18(3), 257-273.

- Smith, W. K. (2014). Dynamic decision making: A model of senior leaders managing strategic paradoxes. *Academy of Management Journal*, 57(6), 1592-1623.
- Solaja, M. O., Idowu, E. F., & James, E. A. (2016). Exploring the relationship between leadership communication style, personality trait and organizational productivity. *Serbian Journal of Management*, 11(1), 99-117.
- Sparrow, P., & Cooper, C. (2014). Organizational effectiveness, people and performance: new challenges, new research agendas. *Journal of Organizational Effectiveness: People and Performance*, 1(1), 2-13.
- Steele, G.A., & Plenty, D. (2015). Supervisor-subordinate communication competence and job and communication satisfaction. *International Journal of Business Communication*, 52(3), 294-318.
- Sullivan, J. (1988). Three roles of language in motivation theory. *Academy of Management Review*, 13(1), 104-115.
- Sujin K. Horwitz, Irwin B. Horwitz, (2017). The effects of organizational commitment and structural empowerment on patient safety culture: An analysis of a physician cohort. *Journal of Health Organization and Management*, 31(1), 10-27.
- Sun, P. C., Yang, D. L., Chen, Y. L., & Liu, Y. L. (2006). The Impacts of Motivating Language on Subordinates' Attitudes and Performance-The Moderating Effect of Leader-Member Exchange. *International Conference on Accounting and Information Technology, Proceeding*.
- Supeli, A., & Creed, P. A. (2016). The longitudinal relationship between protean career orientation and job satisfaction, organizational commitment, and intention-to-quit. *Journal of Career Development*, 43(1), 66-80.
- Sykes, T. A., Venkatesh, V., & Johnson, J. L. (2014). Enterprise system implementation and employee job performance: Understanding the role of advice networks. *MIS Quarterly*, 38(1), 51-72.
- Tabachnick, B. G., & Fidell, L. S. (1996). *Using Multivariate Statistics* (3rd ed.). New York: HarperCollins.

- Tabachnick, B. G., & Fidell, L. S. (2001). *Using Multivariate Statistics* (4th ed.). Boston: Allyn and Bacon.
- Tabachnick, B. G. and Fidell, L. S. (2007). *Using Multivariate Statistics* (5th ed.). New York: Allyn and Bacon.
- Taylor, S., Van Muylem, A., Howarth, N., Gevenois, P. A., & Tack, D. (2017). CT dose survey in adults: what sample size for what precision? *European Radiology*, 27(1), 365-373.
- Tong, C., Tak, W. I. W., & Wong, A. (2015). The Impact of knowledge sharing on the relationship between organizational culture and Job satisfaction: The perception of information communication and technology (ICT) practitioners in Hong Kong. *International Journal of Human Resource Studies*, 5(1), 19-47.
- Troy, L. U. (2012). A Study of the Job Satisfaction of Nebraska School Superintendents. (Master thesis). Retrieved from <http://digitalcommons.unl.edu/>
- Tsai, M. T., Chuang, S. S., & Hsieh, W. P. (2009). An integrated process model of communication satisfaction and organizational outcomes. *Social Behaviour and Personality: An International Journal*, 37(6), 825-834.
- Tucker, L. R., & Lewis, C. (1973). A reliability coefficient for maximum likelihood factor analysis. *Psychometrika*, 38, 1-10.
- Uhl-Bien, M. G. Graen, and Scandura, T., (2000). Implications of leader-member exchange (LMX) for strategic human resource management systems: Relationships as social capital for competitive advantage. In: *G.R. Ferris, Editor, Research in personnel and human resource management*, vol. 18, JAI Press, Greenwich, CT, pp. 137-185.
- Ulrich, D., & Smallwood, N. (2007). *Leadership Brand: Developing Customer-Focused Leaders to Drive Performance and Build Lasting Value*. Hardcover.
- Van der Voet, J., Kuipers, B. S., & Groeneveld, S. (2016). Implementing Change in Public Organizations: The relationship between leadership and affective commitment to change in a public sector context. *Public Management Review*, 18(6), 842-865.

- Van Mol, C. (2017). Improving web survey efficiency: the impact of an extra reminder and reminder content on web survey response. *International Journal of Social Research Methodology*, 20(4), 317-327.
- Van, T., E., & Hundley, V. (2001). The importance of pilot studies. *Social Research Update 35*, Department of Sociology, University of Surrey.
- Varona, F. (1996). Relationship between Communication Satisfaction and Organizational Commitment in Three Guatemalan Organizations. *The Journal of Business Communication*, 33(2), 111-140.
- Vecchio, R. P., & Gobdel, B.C. (1984). The vertical dyad linkage model of leadership: Problems and prospects. *Organizational Behaviour and Human Performance*, 34(1), 5-20.
- Vidyarthi, P. R., Anand, S., & Liden, R. C. (2014). Do emotionally perceptive leaders motivate higher employee performance? The moderating role of task interdependence and power distance. *The Leadership Quarterly*, 25(2), 232-244.
- Voelter, W. (2008, November 23). The golden period. DAWN NEWS. Retrieved from <http://www.iccs.edu/update%20web/Prof.%20Atta-ur-Rahman/Prof.%20Voelter.pdf>
- Vogelgesang, G. R., Leroy, H., & Avolio, B. J. (2013). The mediating effects of leader integrity with transparency in communication and work engagement/performance. *The Leadership Quarterly*, 24(3), 405-413.
- Vohra, D. K. (2003). Employee commitment and corporate excellence. IT People. Mumbai: Indian Express Group.
- Vroom, V. H. (1964). Work and motivation. New York: John Wiley.
- Vroom, V. H. (1994). Work and motivation. San Francisco, CA: Jossey-Bass.
- Wahyuni, D. U., Christiananta, B., & Eliyana, A. (2014). Influence of Organizational Commitment, Transactional Leadership, and Servant Leadership to the Work Motivation, Work Satisfaction and Work Performance of Teachers at Private Senior High Schools in Surabaya. *Educational Research International*, 3(2), 82-96.

- Waldron, V. R. (1991). Achieving communication goals in superior-subordinate relationships: The multi-functionality of upward maintenance tactics. *Communication Monographs*, 58(3), 288-305.
- Walumbwa, F. O., Hartnell, C. A., & Misati, E. (2017). Does ethical leadership enhance group learning behaviour? Examining the mediating influence of group ethical conduct, justice climate, and peer justice. *Journal of Business Research*, 72(C), 14-23.
- Wang, C. M. (2006). Applying structural equation modeling to study the influence of leadership styles, job satisfaction, organizational commitment and job performance: An empirical study of real estate agents in Taoyuan area. Unpublished master's thesis.
- Wang, C. W., Fan, K. T., Hsieh, C. T., & Menefee, M. L. (2009). Impact of motivating language on team creativity performance. *Journal of Computer Information Systems*, 50(1), 133-140.
- Ward, J. C., Bacon, A., & Mackie, R. (2003). *Inspiring Leadership: Staying afloat in turbulent times*. Derby: Thomson Learning.
- Warsi, S. W., Mustafa, G., & Ahmed, S. (2016). Investigating the role of manager's attitude for the performance of subordinates: A study for comparison between boss and a leader. *Journal of Business*, 12(1), 360-370.
- Weiss, D. J., Dawis, R. V. England, G. W. & Lofquist, L. H.(1967). *Manual for the Minnesota Satisfaction Questionnaire*.Vol. 22, Minnesota Studies in Vocational Rehabilitation, Minneapolis: University of Minnesota, Industrial Relations Center.
- Weston, D., Parsons, V., Ntani, G., Rushton, L., & Madan, I. (2017). Mixed contact methods to improve response to a postal questionnaire. *Occupational Medicine*, 67(4), 305-307.
- Wheaton, B., Muthen, B., Alwin, D., F., and Summers, G. (1977). Assessing Reliability and Stability in Panel Models. *Sociological Methodology*, 8(1), 84-136.

- Wierzbicka, A. (1985). Different cultures, different languages, different speech acts: Polish vs. English. *Journal of Pragmatics*, 9(2-3), 145-178.
- Widaman, K. F., & Reise, S. P. (1997). Exploring the measurement invariance of psychological instruments: Applications in the substance use domain. In K. J. Bryant, M. Windle & S. G. West (Eds.), *The Science of Prevention: Methodological Advances from Alcohol and Substance Abuse Research* (pp. 281-324). Washington, DC: American Psychological Association.
- Williams, L. J. & Anderson, S.E. (1991). Job Satisfaction and Organization Commitment as Predictors of Organizational Citizenship and In-Role Behaviours, *Journal of Management*, 17(3), 601-617.
- Witek, M. (2016). Varieties of Linguistic Conventions: A book symposium on Ernie Lepore and Matthew Stone's *Imagination and Convention*. Distinguishing Grammar and Inference in Language. *Polish Journal of Philosophy*, 10(1), 7-12.
- Wong, S. M. L. (1994). Imperatives in requests: Direct or impolite-observations from Chinese. *Pragmatics*, 4(4), 491-515.
- Woodward, I. C., & Shaffakat, S. (2017). Innovation, leadership, and communication intelligence. *Strategy and Communication for Innovation*, (pp. 245-264). US: Springer Link.
- Wright, P. M. & Kehoe, R. R. (2009). Organizational-level antecedents and consequences of commitment. In H. Klein, T.E. Becker, & J.P. Meyer (Eds.), *Commitment in Organizations* (pp. 285-307). New York, NY: Routledge Press.
- Yagil, D., & Medler-Liraz, H. (2014). Feel free, be yourself: authentic leadership, emotional expression, and employee authenticity. *Journal of Leadership & Organizational Studies*, 21(1), 59-70.
- Yiing, L. H., & Ahmad, K. Z. (2009). The moderating effects of organizational culture on the relationships between leadership behaviour and organizational commitment and between organizational commitment and job satisfaction

- and performance. *Leadership & Organization Development Journal*, 30(1), 53-86. Retrieved from <http://novintarjome.com/wp-content/uploads/2013/07/25025204505.pdf>
- Young, M., & Post, J. E. (1993). Managing to communicate, communicating to manage: How Leading Companies Communicate with Employees. *Organizational Dynamics*, 22(1), 31-43.
- Yuchtman, N. (2017). Teaching to the tests: An economic analysis of traditional and modern education in late imperial and republican china. *Explorations in Economic History*, 63, 70-90.
- Yu, K., Lin, W., Wang, L., Ma, J., Wei, W., Wang, H., & Shi, J. (2016). The role of affective commitment and future work self salience in the abusive supervision-job performance relationship. *Journal of Occupational and Organizational Psychology*, 89(1), 28-45.
- Yulk, G. (1989). Managerial leadership: A review of theory and research. *Journal of Management*, 15(2), 251-289.
- Yulk, G. (2013). *Leadership in Organizations*. Eight Edition. Upper Saddle River, N.J: Pearson Education.
- Yousef, D. A. (2017). Organizational Commitment, Job Satisfaction and Attitudes toward Organizational Change: A Study in the Local Government. *International Journal of Public Administration*, 40(1), 77-88.
- Yusuf, M. S., & Sim, C. C. (2017). Relationship between parenting satisfaction and parenting styles of working mothers in a University in Malaysia. *Psikoislamedia: Jurnal Psikologi (Psikoislamedia: Journal of Psychology)*, 1(2), 279-289.
- Zeb. S., & Yasmin, R. (2016). An Empirical Investigation into the Mediating Role of Job Satisfaction on the Linkage between Corporate Social Responsibility and Organizational Performance, *Abasyn Journal of Social Sciences*, 9(2), 454-478.
- Zhang, X., & Venkatesh, V. (2013). Explaining employee job performance: The role of online and offline workplace communication networks. *MIS Quarterly*, 37(3), 695-722.

- Zhang, X., Zhang, Y., Sun, Y., Lytras, M., Ordonez de Pablos, P., & He, W. (2017). Exploring the effect of transformational leadership on individual creativity in e-learning: a perspective of social exchange theory. *Studies in Higher Education*, 1-15.
- Zohar, D. (2002). The effects of leadership dimensions, safety climate, and assigned priorities on minor injuries in work groups. *Journal of Organizational Behaviour*, 23(1), 75-92.
- Zorn, T. E. (1993). Motivation to communicate: A critical review with suggested alternatives. *Annals of the International Communication Association*, 16(1), 515-549.
- Zorn, T. E., & Leichty, G. B. (1991). Leadership and identity: A reinterpretation of situational leadership theory. *Southern Communication Journal*, 57(1), 11-24.

Appendix A  
Survey Questionnaire

---

Impact of Motivating Language on Employee`s Job Performance with  
Mediation of Job Satisfaction and Affective Commitment Among University  
Teachers

---

Venerable Sir/Madam,

My name is Muhammad Haroon; I am conducting this research study as a part of my PhD (HRM) degree. The title of this research is “The impact of motivating language on job performance with mediation of job satisfaction and affective commitment in higher educational institutes of Pakistan”.

With reference to your knowledge and professional experience in university you are requested to participate in this study, as it will take only 15 to 20 minutes of yours to fill this questionnaire. This questionnaire consists of two sections. Section one is about the questions pertaining study variables whereas section two consists demographic information. The participation will be kept confidential and this research is free from every sort of discomfort or known risk. When completed please return it in the stamped envelope presented next to with questionnaire.

After receiving back this questionnaire, I would be like to have a semi-structured interview with you. Please also find the same of interview card reflecting your willingness, I shall contact you after reception of questionnaire.

If you are interested to be given the finding of this research study, please mark in option given in interview consent card, than you will receive conclusion of the results.

The information obtained from you will be kept in coded form (this copy will be discarded after data entry) under strict confidential environment and it will be saved in researcher`s personal bio-metric protected computer system, aliases will be applied to secure your privacy and the information regarding personal identification will be removed.

Returning this questionnaire within two weeks would be highly appreciated. I will be really grateful for your precious time and cooperation.

Sincerely,

Muhammad Haroon (Ph.D.-HRM Scholar)  
Department of Management Science  
Mohammad Ali Jinnah University Islamabad Pakistan  
☎ : 0333 5299517 | ✉: mhharoon@gmail.com

Encl: Motivating Language, Job Satisfaction (MSQ) Questionnaire, Affective Commitment, Demographic Information Questionnaire, Returning Envelope

## Scales Used in the Study

### Section ONE

Code: 00\_\_

### A. Motivating Language Scale

(Mayfield, et al. 1995, 1998)

The examples below show different ways that might be used by your Dean/HOD to talk to you. Please choose the answers from rating scale that match the best to your perception. Make sure that you mark only one answer for each question.

Sr. No.	Direction-Giving Language/Perlocutionary Speech	Coding	A Whole Lot				
			A Lot		A Whole Lot		
			VL	L	S	A	WL
Very Little		Little	Some	A Lot	A Whole Lot		
VL		L	S	A	WL		
[1]		[2]	[3]	[4]	[5]		
	<b>My Dean/HOD</b>		<b>VL</b>	<b>L</b>	<b>S</b>	<b>A</b>	<b>WL</b>
1.	Gives me useful explanations of what needs to be done in my work	USFL_EXPL	1	2	3	4	5
2.	Provides me helpful directions about how to do the job	HLP_DIRS	1	2	3	4	5
3.	Gives me easily understandable instructions about my work	EZ_INSTR	1	2	3	4	5
4.	Offers me helpful advice on how to improve my work	WORK_ADV	1	2	3	4	5
5.	Provides me worthy description about what I must do in order to get rewards	GOOD_DEF	1	2	3	4	5
6.	Gives me clear instructions helpful in solving job related problems	CLR_INST	1	2	3	4	5
7.	Offers me specified information about how I am evaluated	EVAL_INFO	1	2	3	4	5
8.	Accommodates me with information about forthcoming changes affecting my work	FUTR_INFO	1	2	3	4	5
9.	Provides me helpful information about post changes affecting my work	PAST_INFO	1	2	3	4	5
10.	Shares news with me regarding achievements and financial status.	SHAR_NEW	1	2	3	4	5
	<b>Empathetic Language/ Illocutionary Speech</b>		<b>VL</b>	<b>L</b>	<b>S</b>	<b>A</b>	<b>WL</b>
	<b>My Dean/HOD</b>						
11.	Praises me for my good work	GVS_PRAISE	1	2	3	4	5
12.	Shows encouragement for making efforts	ENCOURAGE	1	2	3	4	5
13.	Is concerned about my job satisfaction	JOB_SATIS	1	2	3	4	5
14.	Expresses support for my professional development	PROF_DEV	1	2	3	4	5
15.	Asks me about my professional well being	WELL_BEI	1	2	3	4	5
16.	Shows trust in me	SHW_TRST	1	2	3	4	5

Meaning-Making Language/Locutionary Speech			VL	L	S	A	WL
<b>My Dean/HOD</b>							
17.	Tells me stories about key events in the university's past	EVNT_STR	1	2	3	4	5
18.	Gives me useful information which I couldn't get through official channels	USFL_INF	1	2	3	4	5
19.	Tells me stories about people who are admired in the university	ADMR_STR	1	2	3	4	5
20.	Tells me stories about people who have worked hard in the university	WRK_STR	1	2	3	4	5
21.	Gives me advice about how to behave in the social gatherings of university	SOCL_ADV	1	2	3	4	5
22.	Guides me about how to fit in with the other members in university	FITN_ADV	1	2	3	4	5
23.	Tells me stories about people who have been rewarded in this university	RWRD_STR	1	2	3	4	5
24.	Tells me stories about people who have left this university	LEFT_STR	1	2	3	4	5

**B. Job Satisfaction Scale**  
(Minnesota Satisfaction Questionnaire MSQ,1977)

Code: 00\_\_

Keep the statement in mind while deciding how much satisfied you feel about that aspect of your job. Do this for all statements. Please answer each item. Be frank and honest. Give true picture of your feelings about your present job.

		Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied		
		Very Dissat. [1]	Dissat. [2]	N [3]	Sat. [4]	Very Sat. [5]		
Sr. No	Job Satisfaction (MSQ, 1977)	Coding	Very Dissat	Dissat.	N	Sat.	Very Sat.	
1.	Being able to keep busy all the time.	BSY_TM	1	2	3	4	5	
2.	The opportunity to work alone.	OP_WA	1	2	3	4	5	
3.	The opportunity to do different things.	OP_DT	1	2	3	4	5	
4.	The opportunity to do things that do not run counter to one's own conscience.	OP_OC	1	2	3	4	5	
5.	Having respect for the community.	RES_CM	1	2	3	4	5	
6.	The chance to tell other people what to do.	CH_PP	1	2	3	4	5	

9.	The freedom to implement one's judgment.	FRE_JU	1	2	3	4	5
10	The opportunity to try one's own methods.	OP_OM	1	2	3	4	5
11	Being recognized for a job well-done.	RE_WD	1	2	3	4	5
12	The feeling of accomplishment one gets from the job.	FL_ACC	1	2	3	4	5

Note: Coding will be used in data analysis purpose.

7.	The chance to do something that makes use of abilities.	CH_MU	1	2	3	4	5
8.	The chances for advancement on this job.	ADV_JB	1	2	3	4	5

### Affective Commitment Scale

Code: 00\_\_

(Meyer and Allen's, 1997)

The following statements describe your degree of attachment and loyalty towards the university in which you are currently employed in. Please respond by indicating the degree (from 1 to 5) to which each of the statements which applies to you using the following scale:

Sr.No	Affective Commitment	Coding	Response Scale				
			SD [1]	D [2]	N [3]	A [4]	SA [5]
1.	This university has a great deal of personal meanings to me.	PER_MN	1	2	3	4	5
2.	I feel 'emotionally attached' to this university.	EM_ATT	1	2	3	4	5
3.	I really feel as if this university's problems are my own.	PRO_ON	1	2	3	4	5
4.	I feel like 'part of the family' in my university.	PRT_FM	1	2	3	4	5
5.	I do not feel a strong sense of belonging to my university.	SN_BLO	1	2	3	4	5
6.	I would be very happy to spend the rest of my career in this university.	HPP_CR	1	2	3	4	5

Your Good Name: \_\_\_\_\_  
(This will be immediately remove once Code is being generated)

Code: 00\_\_

----- Will be eradicated by the researcher ✕ -----

Section **TWO**

Code: 00\_\_

**Demographic Questionnaire**

☞-\* Information provided by you will be kept anonymous and confidential\*-☞

☞-\*Only group results will be reported and individuals will not be identified\*-☞

☞-\*Under strict research code of conduct personal informational will NOT be share anywhere, anytime except for this study\*-☞

<b>1. Gender</b>	1. <input type="checkbox"/> Male	2. <input type="checkbox"/> Female
<b>2. Age Group</b>	1. <input type="checkbox"/> 26 - 30 years	2. <input type="checkbox"/> 31 - 35 years
	3. <input type="checkbox"/> 36 - 40 years	4. <input type="checkbox"/> 41 - 50 years
	5. <input type="checkbox"/> 51 - 60 years	6. <input type="checkbox"/> Above 60 year
<b>3. Qualification</b>	1. <input type="checkbox"/> Ph.D.	2. <input type="checkbox"/> MS/ MPhil/ Post Graduation
	3. <input type="checkbox"/> Master	
<b>4. Income (monthly)</b>	1. <input type="checkbox"/> Rs.31, 000- Rs.50, 000	2. <input type="checkbox"/> Rs.51, 000- Rs.100, 000
	3. <input type="checkbox"/> Rs.81, 000- Rs.100, 000	4. <input type="checkbox"/> Rs.100,000 - Rs.150,000
	5. <input type="checkbox"/> Rs.150, 000 above	
<b>5. Current Job Title</b>	1. <input type="checkbox"/> Professor	2. <input type="checkbox"/> Associate Professor
	3. <input type="checkbox"/> Assistant Professor	4. <input type="checkbox"/> Lecturer
<b>6. Your University is in</b>	1. <input type="checkbox"/> Federal	2. <input type="checkbox"/> Punjab
	3. <input type="checkbox"/> Sindh	4. <input type="checkbox"/> KPK
	5. <input type="checkbox"/> Baluchistan	
<b>7. University' sector</b>	1. <input type="checkbox"/> Public	2. <input type="checkbox"/> Private
<b>8. Job Tenure With Current University</b>	1. <input type="checkbox"/> 1-5 years	2. <input type="checkbox"/> 5-10 years
	3. <input type="checkbox"/> 10-15 years	4. <input type="checkbox"/> More than 15 years
<b>9. How long are you working with current Head/Dean</b>	Year(s) (            )	Months (            )
<b>10. How long have you worked for this university/Institute</b>	Year(s) (            )	Months (            )

Again as a meek researcher I am really GRATEFUL for giving your precious time for participating in this research study.

## Appendix B

---

### Impact of Motivating Language on Employee`s Job Performance with Mediation of Job Satisfaction and Affective Commitment Among University Teachers

---

Subject: Request to Fill Six Items Short Employee Rating Questionnaire

*Venerable Sir/Madam*

1. My name is Muhammad Haroon, I am conducting this research study as part of my PhD (HRM) degree. The title of this research is “The impact of motivating language on job performance with mediation of organizational commitment and intrinsic satisfaction in higher educational institute of Pakistan”
2. With reference to our first meeting & discussion I am presenting you these six items questionnaires for your kind consideration and it will take 3 minutes of yours to fill each questionnaire. THE PARTICIPATION WILL TAKE PLACE IN CONFIDENTIALITY OF YOUR OFFICE AND NO DISCOMFORT OR NO KNOWN RISK IS INVOLVED IN THIS RESEARCH. After this research you may get the copy of research by contacting the researcher.
3. The information obtained from you will keep in coding form (will be removed after data entry) under strictly confidential environment and it will be saved in researcher personal bio-metric protected computer system, aliases will be applied to secure your privacy and all information that describe personal identification will be removed.
4. I am really grateful for your precious time and cooperation.

*Sincerely,*

Muhammad Haroon (Ph.D-HRM Scholar)  
Department of Management Science  
Mohammad Ali Jinnah University Islamabad Pakistan  
☎ : 0333 5299517 | ✉: mhharoon@gmail.com

Encl: Employee Rating Questionnaires

Faculty Member Name: \_\_\_\_\_

Code: 00\_\_

(This will be immediately remove once Code is being generated)

Will eradicate by the researcher ✂

Code: 00\_\_

## D. Job Performance

### Employee Rating Scale

(Cashman,et al ,1976; Mayfield, et al., 1998)

The scale below gives adjectives related to how well workers perform their jobs. Please rate each of your workers on each of the following six categories. All of your responses will remain confidential, so please answer all questions as accurately as possible.

Satisfactory	Fair	Good	Very Good	Outstanding
S	F	G	VG	OD
[1]	[2]	[3]	[4]	[5]

S.No	Job Performance/Employee Rating	Coding	S	F	G	VG	OD
1.	Dependability	DEP	1	2	3	4	5
2.	Alertness	ALT	1	2	3	4	5
3.	Planning	PLN	1	2	3	4	5
4.	Know-how and Judgment	KN_JD	1	2	3	4	5
5.	Overall Performance	OP	1	2	3	4	5
6.	Expected Future Performance	EFP	1	2	3	4	5

#### NOTE:

- Any information you provide will be anonymous and confidential
- Only group results will be reported and no individuals will be identified
- Under strict research code of conduct personal informational will NOT be share anywhere, anytime except for this study

Again as a meek researcher I am really GRATEFUL for giving your precious time participating in this research study.

## Appendix B

Sample Size for a Given Population Size:

N	S	N	S	N	S
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	175	2000	322
55	48	320	181	2200	327
60	52	340	191	2400	331
65	56	360	196	2600	335
70	59	380	205	2800	338
75	63	400	210	3000	341
80	66	420	217	3500	346
85	70	440	226	4000	351
90	73	460	242	4500	354
95	76	480	248	5000	357
100	80	500	260	6000	361
110	86	550	265	7000	364
120	92	600	274	8000	367
130	97	650	278	9000	368
140	103	700	169	10000	370
150	108	750	186	15000	375
160	113	800	202	20000	377
170	118	850	214	30000	379
180	123	900	234	40000	380
190	127	950	254	50000	381
200	132	1000	269	75000	382
210	136	1100	285	1000000	384

N: Given Population, S: Sample Size of Given Population