

# COMBINED IMPACT OF TRANSFORMATIONAL LEADERSHIP AND WORKPLACE SPIRITUALITY ON LEARNING ORGANISATIONS

Jnaneswar K.\*, Uttara Nair\*\*, Sree Parvathy J. S.\*\*\*

**Abstract** *A learning organisation supports an environment which facilitates employees' quest for knowledge. This is possible with a transformational leadership style. An organisation supported by a transformational leader has workforce willing to join the collective learning process, as it is necessary for individual growth and the growth of the firm. Workplace spirituality is required for employees of organisations, irrespective of work, to ensure commitment and belongingness, and make work engaging with a shared vision. The right kind of leadership is necessary for achieving workplace spirituality. This study focuses on evaluating the relationship between transformational leadership and workplace spirituality in learning organisations, focusing on the banking industry. Extant literature reveals a dearth of studies relating to the combined effect of transformational leadership and workplace spirituality on learning organisations. In this context, the present study collected data from the employees working in the banking industry in India to assess the joint effect of transformational leadership and workplace spirituality on learning organisations. Results revealed that transformational leadership and workplace spirituality individually and jointly influence the learning organisation. Results also revealed the difference in transformational leadership, workplace spirituality, and learning organisation with respect to demographic factors. The findings of the study provide important implications for the industry.*

**Keywords:** Transformational Leadership, Workplace Spirituality, Learning Organisation

## INTRODUCTION

The current business environment can be best described as volatile, uncertain, complex, and ambiguous (VUCA). There is a high demand for agility and customer centricity. For organisations to function effectively, they must have a clarity in vision. Leadership is critical to the success of organisations. Transformational style of leadership is gaining a lot of prominence (Jnaneswar & Ranjit, 2020). According to Burns (1978), the transforming approach creates significant changes in the life of people and organisations. It redesigns perceptions and values, and changes expectations and aspirations of employees. According to Bass (1985), the extent to which a leader is transformational is measured in terms of the leader's influence on their followers. The followers must feel a sense of trust, admiration, loyalty, and respect for the leader, as a result of which they become willing to work harder than is expected of them. A transformative leader is able to stimulate and motivate followers to achieve extraordinary outcomes. There are four elements to transformational leadership. The first is idealised influence – the degree to which the leader can project themselves to followers as a role model. The second is inspirational motivation – the degree to which the leader is able to project

a vision of the future and motivate employees towards achieving the same. The third is intellectual stimulation – the degree to which a leader can stimulate creativity in activities among the followers to further achieve the objectives and vision. The fourth is individual attention – the degree to which a leader is able to mentor and appreciate and respect the contribution of each member of the team.

A learning organisation assumes that learning is an ongoing and creative process. It develops, transforms, and adapts itself in response to the needs and aspirations of employees and the environment. It is important that knowledge is constantly updated, created, shared, and captured. It creates and maintains a competitive advantage. Senge (1996), in his seminal works, *The Fifth Discipline: The Art and Practice of the Learning Organization*, and *The Fifth Discipline Field book: Strategies and Tools for Building a Learning Organization*, describes five disciplines that must be mastered when introducing learning into an organisation. The first is Systems Thinking – the ability to see things as a whole, big picture, rather than just seeing isolated patterns. The second is Personal Mastery – this is the spiritual cornerstone of the learning organisation and it begins with a commitment to lifelong learning. The third is Mental Models – they prevent new insights and practices from being implemented.

\* Associate Professor, CET School of Management, College of Engineering, Trivandrum, Kerala, India. Email: [jnaneswar@gmail.com](mailto:jnaneswar@gmail.com)

\*\* MBA Participant, CET School of Management, College of Engineering, Trivandrum, Kerala, India.

\*\*\* MBA Participant, CET School of Management, College of Engineering, Trivandrum, Kerala, India.

Examining existing belief structures and generalisations is necessary. The fourth is Building Shared Visions – when the employee's vision matches the organisation's to create a synergy. The fifth is Team Learning – modern organisations operate on teamwork. Organisations cannot transform themselves to learning organisations if team members do not come together and learn. It is important to have a goal in mind and come together to achieve it.

According to Giacalone and Jurkiewicz (2013), workplace spirituality is “a framework of organizational values evidenced in the culture that promote employees' experience of transcendence through the work process, facilitating their sense of being connected to others in a way that provides feelings of completeness and joy”. Pawar (2018) defined workplace spirituality as “employee experiences of self-transcendence, meaning, and community in the workplace and it also acknowledges that these experiences could come from various mechanisms including organizational ones”. Workplace spirituality brings a sense of balance to employees, by helping them find purpose in their work and reducing work stress.

In this study, we look at three important concepts: transformational leadership, workplace spirituality, and learning organisation. We look to assess the inter-relationship among these three concepts. There have been studies looking at the relationship between transformational leadership and learning or transformational leadership and workplace spirituality. While examining existing literature, it was found that there are not enough studies examining the relationship between workplace spirituality and transformational leadership, and learning organisations. While workplace spirituality is an emerging concept, linking it to organisational learning and transformational leadership makes the study a highly relevant one in the present day context. This study looks to integrate the concepts of transformational leadership, workplace spirituality, and learning organisations. The study looks at analysing if workplace spirituality has an impact on learning organisations. It looks at analysing if transformational leadership has an impact on workplace spirituality. It also looks at analysing if transformational leadership impacts learning organisations.

The study looks at analysing the impact of demographic factors like age and work experience on transformational leadership, workplace spirituality, and learning organisations. The focus is on the banking sector which is manpower intensive. It is undergoing a transformation in terms of products and services, customer demands, and technology use. The banking industry is also undergoing a structural change with divestment, mergers, and new entrants. As a customer facing the service industry of a sensitive nature, it has always been demanding of its employees. The industry has become dynamic in terms of employee skills. This study provides much needed insight into the employee thought

process. It is useful in analysing leadership and learning requirements of the banking sector. It is therefore highly significant in the present context.

## LITERATURE REVIEW

### Transformational Leadership

Transformational leaders focus on a shared vision and larger organisational objectives. They motivate and align employees towards these objectives. They encourage creativity and innovation (Keung et al., 2011). It focuses on inspiring followers. It is found to be especially impactful in the case of team-related outcomes (Shamir et al., 1993). Transformational leaderships help achieve a competitive advantage. It augers well for the organisation in the long run. Lack of transformational leadership increases the probability the organisations may face economic and human resource challenges (Eskandari & Ghanbari, 2014). Transformational leadership has four major components. The first is idealised influence, which refers to the ability of the leader to serve as a role model for the followers to emulate. The second is inspirational motivation, which refers to the leaders' ability to motivate followers to outperform. The third is intellectual stimulation, which stands for the ability of the leader to bring out the creativity and innovation of the followers. The fourth is individualised consideration, which refers to the ability of the transformational leader to coach and mentor followers individually to satisfy each of their need for achievement (Reza, 2019). Transformational leadership has intermediary outcomes like shared vision and team commitment, which positively affect team communication, cohesion, and conflict management. It has implications for team structure, team training, and development (Dionne, 2004). Transformational leaders are able to inspire followers to go beyond self-interest and achieve the organisation's vision and mission. Studies have shown that transformational leadership has a positive effect on organisations, like higher employee productivity, lower employee turnover, higher job satisfaction, and increased motivation among employees (Hautala, 2007). A study conducted on the impact of transformational leadership on school performance and student achievement showed that it enhanced the performance, and education leaders may benefit from the training and development of transformational leadership styles, just like business organisations (Anderson, 2017).

### Workplace Spirituality

Workplace spirituality is when the employees experience inner peace which motivates them to engage in meaningful work and have a sense of community (Duchon & Plowman, 2005). It has been recognised as one of the key workplace factors for enhancing managerial and organisational

effectiveness (Sharma et al., 2013). A sense of well-being at the workplace, meaningful work, and alignment of employee values and organisational values is emphasised in workplace spirituality (Kinjerski & Skrypnek, 2006). Work becomes meaningful. The individual finds a sense of joy in performing the work and in the work environment. It is not a means to earn a living. It becomes a special place for employees (Javanmard, 2012). Emphasising on workplace spirituality could reduce deviant employee behaviour among salespeople. It could be incorporated to create a sound sales strategy (Chawla, 2014). Focusing on workplace spirituality helps reduce stress, enhance creativity, and improve their problem-solving and decision-making capabilities. Inclusion of spirituality at the workplace reduces conflicts, reduces stress and overload, and reduces absenteeism. It has a positive impact on employee well-being and improves overall quality of life (Karakas, 2010). The sense of community and team spirit gives a feeling of being connected to the team members (Ashmos & Duchon, 2000). Workplace spirituality avoids all forms of ceremonial connotations of religion. It gives importance to the inner search for meaning that may be undertaken regardless of religion. There have been studies to show that it enhances creativity and innovation (Rutte, 1996). It causes higher levels of honesty, trust, and commitment towards the organisation (Krishnakumar & Neck, 2002) and improves performance and productivity (Duchon & Plowman, 2005).

## Learning Organisation

Learning results in the acquiring and development of new knowledge, attitude, skills, and awareness in the receiver's end. Learning is goal oriented, cumulative, self-regulated, and collaborative. It occurs with experiences and interactions in the social, cultural, and political contexts dealt with in the process (Harkema, 2003). In a learning organisation, people continuously develop their knowledge, skills, and ability to improve their output. It aims at new patterns of thinking and collective aspirations (Senge, 1990). It is an organisation which encourages and augments the process capacity within the organisation to enable it acquire, assess, and revise organisational memory, along with providing direction for organisation (Robelo & Gomes, 2011). It fosters aspirations of employees, encourages reflective conversations, and understanding the complexities of business (Lin, 2008). There are operational guidelines for practices in a learning organisation. There are specific and efficient tools for measuring learning outcomes (Garvin et al., 2008). Case studies for South Asia show that central to a learning organisation is the learning leader – one who encourages learning and creates a learning culture (Hailey & James, 2010).

## Relationship between Transformational Leadership and Learning Organisations

Learning organizations are holistic. It includes strategic thinking and shared vision for employees. It nurtures emotional maturity and learning synergy (Pareek, 2007). Employees are given autonomy. Creativity is encouraged by a transformational leader in learning organisations, who becomes a motivator and facilitator (Marquardt, 2011). A study done in the context of Chinese small and medium enterprises suggests that transformational leadership is a strong predictor for learning organisations (Lei Xie, 2021). They manage the organisation to make effective utilisation of resources and for the successful execution of plans to achieve organisational goals. Employees are encouraged to follow self-actualisation plans at the team, group, and organisational levels. A transformational leader is able to change the whole organisation by influencing the perspectives of employees and the management, thus creating an environment favourable for a learning culture. A study conducted via a questionnaire, with 365 respondents who were private school teachers in Indonesia, found that transformational leadership has a significant impact on organisational learning (Waruwa et al., 2020). A qualitative study conducted in Jordan, of 37 unstructured and semi-structured interviews in five learning organisations, indicates a relationship between transformational leadership and learning organisations. Idealised influence is found to have an effect on shared vision and intellectual stimulation has an effect on mental models. Individualised consideration has an effect on personal mastery (Al-Qawabah, 2012). A study conducted among 273 low-income employees in the Chittagong Export Processing Zone in Bangladesh found that there is a positive relation between transformational leadership and learning organisations (Uddin et al., 2016). Based on the above empirical findings, we set the following hypothesis:

*H1: Transformational leadership positively impacts learning organisations.*

## Relationship between Workplace Spirituality and Learning Organisations

Workplace spirituality is characterised as engaging in work perceived as a higher goal, in line with individual values, developing a sense of community, and connectedness (Kinjerski & Skrypnek, 2006). Work transcends transactional boundaries and creates a spiritual connectedness among employees, giving them an experience of doing meaningful work while guiding one's alignment of values with organisational goals (Pradhan & Jena, 2017). A learning



organisation can cope with change (Starkey, 1996). It allows individual creativity and encourages collective learning, which is important for innovation and agility (Millett, 1998). In a learning organisation, learning is planned, systematic, and aligned with the strategic goals (Plessis & Nel, 2015). In a theoretical study, there was found to be a connection between workplace spirituality, learning capabilities of the organisation, and mass customisation (Deshpande, 2012). A study conducted in Malaysia among 240 non-academic staff in private institutions of higher learning, using the structural equation modelling technique and factor analysis, shows that workplace spirituality has a positive impact on knowledge sharing (Rahman et al., 2014). A study conducted in India went on to show that employees' perception of workplace spirituality positively influences knowledge management of organisation (Lakshmi & Das, 2021). Based on the above empirical findings, we set the following hypothesis:

*H2: Workplace spirituality positively impacts learning organisations.*

### **Joint Impact of Transformational Leadership and Workplace Spirituality on Organisational Learning**

Studies show transformational leadership as the precursor to workplace spirituality. It has also been observed as an antecedent condition for workplace spirituality (Pawar, 2009). Research conceptualises transformational leadership as a causal variable for team spirit, which affects the spiritual well-being of employees (Fry et al., 2005). The idea of transcending self-interest is central to workplace spirituality (Johnson, 2007). Transformational leaders can facilitate the development of organisational values, like openness, trust, teamwork, collaboration, humane treatment of co-workers, creativity, quality of the work done, empowerment, and delegation (Branson, 2008). The role of transformational leadership in shifting an organisation from a knowledge-based setup to a learning organisation is remarkable. This improves the innovation and involves a unique transformational leadership style (Soliman et al., 2021). However, while examining literature, we could not find any study to assess the combined impact of transformational leadership and workplace spirituality on organisational learning. Individually, transformational leadership and workplace spirituality exert an impact on learning organisation; it is assumed to have a combined effect. Based on this, we set the hypothesis:

*H3: Transformational leadership and workplace spirituality jointly impact learning organisation.*

### **Difference in the Perception of Transformational Leadership with Respect to Employees Belonging to Different Age Groups and Levels of Experience**

A study conducted in Pakistan, of 245 respondents from the manufacturing and banking sector, found that intrinsic motivation explains that the relationship between transformational leadership and career commitment does not vary for different age groups of employees (Sattar et al., 2019). A study conducted in Iran, with 522 respondents of medical staff (except doctors), found that demographic factors and transformational leadership have no significant relationship (Estahbanati & Mahmoudi, 2016). Not enough studies are found in existing literature to assess the perception of transformational leadership with respect to age groups and experience level of employees. We set the following hypothesis to analyse if there is a significant relationship between age group and experience level and transformational leadership.

*H4: There is a significant difference in transformational leadership with respect to employees belonging to different age groups.*

*H5: There is a significant difference in transformational leadership with respect to employees having different years of experience.*

### **Difference in the Perception of Workplace Spirituality with Respect to Employees Belonging to Different Age Groups and Levels of Experience**

A study conducted in Malaysia with 274 respondents found that workplace spirituality and age had no relation (Ahmad & Omar, 2017). However, a study across North America revealed a relationship between workplace spirituality and age (Roof, 2015). While examining existing literature, not enough studies were found on the relation between workplace spirituality and experience level. Not enough studies were found relating workplace spirituality and age groups. We assume that there will be an impact, based on which we set the following hypothesis:

*H6: There is a significant difference in workplace spirituality with respect to employees belonging to different age groups.*

*H7: There is a significant difference in workplace spirituality with respect to employees having different years of experience.*

## Difference in the Perception of Learning Organisations with Respect to Employees Belonging to Different Age Groups and Levels of Experience

A study conducted in the Bahamas among 290 police officers revealed that there was no statistical significance between age groups and perception of a learning organisation (Hunter-Johnson, 2015). However, a study in Iran among college teachers revealed a significant difference on perception of learning organisation and age groups (Nazari & Pihie, 2012). While examining existing literature, not enough studies were found relating learning organisations and level of experience of employees. There are not enough studies relating learning organisation and age groups. Here, we assume that there will be an impact, based on which we set the following hypothesis:

*H8: There is a significant difference in learning organisation with respect to employees belonging to different age groups.*

*H9: There is a significant difference in learning organisation with respect to employees belonging to different levels of experience.*

## RESEARCH METHODOLOGY

A sample of 230 respondents across India was considered. The sampling technique employed was simple random sampling. The study was done during the COVID-19 pandemic and ICT tools like email and WhatsApp were used to collect responses. The questionnaire consists of a section on demographic details and a series of 41 questions aimed at measuring the demographics, transformational leadership, workplace spirituality, and learning organisations in the Likert-scale format of 1 to 5, with 1 being the lowest and 5 being the highest.

The demographic details of the respondents are presented in Table 1. Out of 230 respondents, the percentage of female respondents was 36.5%, whereas that of male was 63.5%. The sample included respondents from various age groups, from 20-59. The samples were segmented into four groups based on age, i.e. 20-29, 30-39, 40-49, and 50-59. The percentage of respondents in the age group 20-29 was 42.6%, in the age group 30-39 was 37.0%, in the age group 40-49 was 11.7%, and in the age group 50-59 was 8.7%. The sample included respondents with qualifications starting from under-graduation, post-graduation, professional qualification, Ph.D., and other qualifications. The under-graduate respondents made up 24.8% and post-graduate candidates made up 47.4% of the sample. Professional degree holders included 24.3% and respondents with other qualifications made up 3.5%. The years of experience was classified into segments: less than two years, 2-5 years, 5-10

years, and more than 10 years. Respondents with years of experience less than two years made up 15.7%, those with 2-5 years of experience 23.5%, 5-10 years of experience 22.6%, and those with more than 10 years of experience made up 38.3%. Respondents were all bank employees. The responses from employees in the private sector contributed to 63.5%, while the remaining 36.5% was from the public sector.

**Table 1: Demographic Details of Sample**

| Parameter          | Description    | Percentage |
|--------------------|----------------|------------|
| Gender             | Male           | 63.5       |
|                    | Female         | 36.5       |
| Age                | 20-29          | 42.6       |
|                    | 30-39          | 37.0       |
|                    | 40-49          | 11.7       |
|                    | 50-59          | 8.7        |
| Education          | Under-Graduate | 24.8       |
|                    | Post-Graduate  | 47.4       |
|                    | Professional   | 24.3       |
|                    | Others         | 3.5        |
| Experience (Years) | < 2            | 15.7       |
|                    | 2-5            | 23.5       |
|                    | 5-10           | 22.6       |
|                    | > 10           | 38.3       |
| Sector             | Private        | 63.5       |
|                    | Public         | 36.5       |

## RESULTS

To find out the positive relationship between transformational leadership and learning organisation, correlation was conducted. The results are presented in Table 2.

**Table 2: Correlation between Transformational Leadership and Learning Organisation**

|                             | Transformational Leadership | Learning Organisation |
|-----------------------------|-----------------------------|-----------------------|
| Transformational Leadership | 1                           | 0.730 (**)            |
| Learning Organisation       | 0.730 (**)                  | 1                     |

\*\*Correlation is significant at the 0.01 level. Source: Author's analysis

Table 2 reveals a significant positive relationship between transformational leadership and learning organisation ( $r = 0.730$ ,  $\text{sig} < 0.01$ ). Furthermore, simple linear regression, with learning organisation as the dependent variable and transformational leadership as the independent variable, was conducted to find the extent of impact transformational leadership has on learning organisation. The results are presented in Table 3.

**Table 3: Linear Regression Analysis between Transformational Leadership and Learning Organisation**

| Model                       | Unstandardised Coefficients B | Standard Error | Standardised Coefficients Beta | T-Value | Sig   | R2 Value | F Value | Df |
|-----------------------------|-------------------------------|----------------|--------------------------------|---------|-------|----------|---------|----|
| Constant                    | 0.977                         | 0.176          |                                | 5.548   | 0.000 | 0.533    | 260.666 | 1  |
| Transformational Leadership | 0.709                         | 0.044          | 0.73                           | 16.145  | 0.000 |          |         |    |

Dependent variable: learning organisations, Source: Author's analysis.

Table 3 reveals transformational leadership to be statistically significant in predicting learning organisation ( $\beta = 0.730$ , sig < 0.01). Results reveal that 53.3% of learning organisation can be predicted by transformational leadership. This fully supports H1.

To find the positive relationship between workplace spirituality and learning organisation, correlation was conducted. The results are presented in Table 4.

Table 4 reveals a significant positive relationship between workplace spirituality and learning organisation ( $r = 0.637$ , sig < 0.01). Furthermore, simple linear regression, with learning organisation as the dependent variable and

workplace spirituality as the independent variable, was conducted to find the extent of the impact workplace spirituality has on the learning organisation. The results are presented in Table 5.

**Table 4: Correlation between Workplace Spirituality and Learning Organisation**

|                        | Workplace Spirituality | Learning Organisation |
|------------------------|------------------------|-----------------------|
| Workplace spirituality | 1                      | 0.637 (**)            |
| Learning organisation  | 0.637 (**)             | 1                     |

\*\*Correlation is significant at the 0.01 level. Source: Author's analysis.

**Table 5: Linear Regression Analysis between Workplace Spirituality and Learning Organisation**

| Model                  | Unstandardised Coefficients B | Standard Error | Standardised Coefficients Beta | T-Value | Sig   | R2 Value | F Value | df |
|------------------------|-------------------------------|----------------|--------------------------------|---------|-------|----------|---------|----|
| Constant               | 1.302                         | 0.202          |                                | 6.46    | 0.000 | 0.405    | 155.424 | 1  |
| Workplace Spirituality | 0.632                         | 0.051          | 0.637                          | 12.467  | 0.000 |          |         |    |

Dependent variable: learning organisation, Source: Author's analysis.

Table 5 shows workplace spirituality to be statistically significant in predicting learning organisation ( $\beta = 0.637$ , sig < 0.01). Results also reveal that 40.5% of learning organisation can be predicted by workplace spirituality. This supports H2.

The most important objective of the study was to assess the combined impact of transformational leadership and workplace spirituality on learning organisation. To achieve this, multiple regression was conducted, and the results are presented in Table 6.

**Table 6: Multiple Regression Analysis between Transformational Leadership, Workplace Spirituality, and Learning Organisation**

| Model                       | Unstandardised Coefficients B | Standard Error | Standardised Coefficients Beta | T-Value | Sig | R2 Value | F Value | df |
|-----------------------------|-------------------------------|----------------|--------------------------------|---------|-----|----------|---------|----|
| Constant                    | 0.552                         | 0.185          |                                | 2.98    | 0   | 0.584    | 159.381 | 2  |
| Transformational leadership | 0.289                         | 0.055          | 0.291                          | 5.257   | 0   |          |         |    |
| Workplace spirituality      | 0.53                          | 0.054          | 0.546                          | 9.876   | 0   |          |         |    |

Dependent variable: learning organisation, Source: Primary data.

Table 6 reveals that transformational leadership and workplace spirituality jointly predict 58.4% variance in learning organisation. This impact is higher than the individual impacts of transformational leadership and workplace spirituality on learning organisation (transformational leadership = 53.3% and workplace spirituality = 40.5%).

Thus, H3 is fully supported.

To find out the difference in transformational leadership with respect to demographic factors like age group and experience, one-way ANOVA was conducted and the results are presented in Tables 7 and 8.

**Table 7: ANOVA of Different Age Groups and Perception on Transformational Leadership**

|                | Sum of Squares | df  | Mean Squares | F    | Sig.  |
|----------------|----------------|-----|--------------|------|-------|
| Between Groups | 0.374          | 3   | 0.125        | 0.27 | 0.847 |
| Within Groups  | 104.136        | 226 | 0.461        |      |       |
| Total          | 104.51         | 229 |              |      |       |

**Table 8: ANOVA of Years of Experience and Perception of Transformational Leadership**

|                | Sum of Squares | df  | Mean Squares | F     | Sig.  |
|----------------|----------------|-----|--------------|-------|-------|
| Between Groups | 1.906          | 3   | 0.635        | 1.399 | 0.244 |
| Within Groups  | 102.604        | 226 | 0.454        |       |       |
| Total          | 104.51         | 229 |              |       |       |

Table 7 reveals that the sig. value is 0.847, which is greater than 0.05. Therefore, H4 is not supported. Similarly, Table 8 reveals that sig. value is 0.244, which is greater than 0.05. Thus, H5 is not supported.

To find out the difference in workplace spirituality with respect to demographic factors like age group and experience, one-way ANOVA was conducted and the results are presented in Tables 9 and 10.

**Table 9: ANOVA of Workplace Spirituality and Age Groups of Employees**

|                | Sum of Squares | df  | Mean Squares | F     | Sig.  |
|----------------|----------------|-----|--------------|-------|-------|
| Between Groups | 1.707          | 3   | 0.569        | 1.308 | 0.272 |
| Within Groups  | 98.273         | 226 | 0.435        |       |       |
| Total          | 99.98          | 229 |              |       |       |

**Table 10: ANOVA of Years of Experience and Workplace Spirituality**

|                | Sum of Squares | df  | Mean Squares | F      | Sig.  |
|----------------|----------------|-----|--------------|--------|-------|
| Between Groups | 13.034         | 3   | 4.345        | 11.294 | 0.000 |
| Within Groups  | 86.946         | 226 | 0.385        |        |       |
| Total          | 99.98          | 229 |              |        |       |

Table 9 reveals that sig. value is 0.244, which is greater than 0.05. Thus, H6 is not supported. Table 10 reveals that the sig. value is 0.000, which is less than 0.05. Therefore, H7 is supported.

To find out the difference in learning organisation with respect to demographic factors like age group and experience, one-way ANOVA was conducted and the results are presented in Tables 11 and 12.

**Table 11: ANOVA of Age Groups and Perception of Learning Organisation**

|                | Sum of Squares | df  | Mean Squares | F     | Sig.  |
|----------------|----------------|-----|--------------|-------|-------|
| Between Groups | 1.428          | 3   | 0.476        | 1.109 | 0.346 |
| Within Groups  | 97.069         | 226 | 0.43         |       |       |
| Total          | 98.497         | 229 |              |       |       |

**Table 12: ANOVA of Years of Experience and Learning Organisation**

|                | Sum of Squares | df  | Mean Squares | F     | Sig.  |
|----------------|----------------|-----|--------------|-------|-------|
| Between Groups | 5.6            | 3   | 1.867        | 4.541 | 0.004 |
| Within Groups  | 92.897         | 226 | 0.411        |       |       |
| Total          | 98.497         | 229 |              |       |       |

Table 11 reveals that the sig. value is 0.346, which is greater than 0.05. Thus, H8 is not supported. Table 12 reveals that the sig. value is 0.004, which is less than 0.05. Therefore, H9 is supported.

## DISCUSSION

According to our study, a positive relationship is established between transformational leadership and the learning organisational practices, which supports existing literary evidence from Uddin et al. (2016). A leader should be able to serve as a role model and impress upon followers the importance of continuous learning. In the larger scheme, a leader must be able to create a learning organisation where importance is given to creating, imparting, and capturing knowledge. A leader should be able to stimulate and bring out creativity in employees when confronted with problems. It has the power to bring about innovation, which in the long term will prove beneficial for the organisation. Every employee is different, and an individualised approach is necessary to make all a part of the learning organisation. Employees must be able to approach superiors without hesitation. They must be able to discuss issues they face in the course of goal attainment. Leaders must mentor employees based on their competency.

Our study indicates the existence of a positive relationship between workplace spirituality and learning organisational practices, which supports the existing literary evidence from Lakshmi and Das (2021). Workplace spirituality is very important for all organisations, and is extremely important to learning organisations. An employee feeling inner peace and a sense of community is in harmony with the values of the organisation. Working and learning as a team therefore becomes organic. This builds productivity.



Our study reveals that transformational leadership and workplace spirituality have an impact on learning organisations. Transformational leadership has a deep impact on team performance, culture, and individual work performance. Workplace spirituality enables employees to search for meaning and it enables interconnectedness in the workplace. Transformational leadership encourages a higher level of morality and performance standards for employees. If the leader is able to motivate and inspire employees, ensuring a harmony of individual and organisational goals while maintaining a positive work atmosphere, employees will gradually attain workplace spirituality. A leader must be able to create a shared vision, which develops a sense of commitment to the organisation. It serves as motivation. It is a requisite to create a learning organisation where the primary idea is continuous learning encouraged and supported by leadership.

Our study makes the observation that there is no significant difference in perception on transformational leadership with respect to the age of the employee or the level of experience of the employee. This supports the existing limited literary evidence in this area from Sattar et al. (2019) and Estahbanati and Mahmoudi (2016). It shows no significant difference in the perception of workplace spirituality with age, which supports the findings of Ahmad (2017). It reveals a significant difference in perception of workplace spirituality with experience. Our study indicates no significant relationship between the perception on learning organisation and age, which supports the results of Nazari and Pihie (2012). It reveals a significant difference in perception on learning organisation with the experience of employees. However, these are areas which have limited studies. There is also contradictory literary evidence, therefore requiring further investigation.

## **PRACTICAL IMPLICATIONS**

Across the globe, businesses today have to deal not just with established competition; they are facing the threat of new entrants who may play the role of disruptors. To deal with an uncertain and volatile business environment, leadership has to be proactive. A leader has to change from being authoritative to a guiding light for employees, to create a positive influence on the employees, and motivate them. This will reflect in increased performance and productivity. Instead of setting goals to monitor followers, it must be done in the context of motivating and empowering subordinates. When goals are set in this environment, employees are given the autonomy to peruse these goals. The leader plays the role of a mentor and facilitator. Thus, the goals are set in a way that there is personal involvement of the employees and there is harmony of organisational and personal goals, which serves as a source of intrinsic motivation. Employees

experience a sense of belongingness and ownership. They experience a sense of tranquillity and balance. Thus, transformational leadership is essential to have a positive influence on workplace spirituality.

Learning is key to survival in a competitive world. As employees gain ownership of their goals, it is important that everyone across hierarchical levels of an organisation is willing to unlearn and relearn at any point of time as demanded by environmental and business requisites. It is therefore necessary for organisations to establish strong training and development programmes. In the case of banking, the sector is undergoing a transition from the traditional service mode to the digital mode. This has brought challenges like the requirement of IT infrastructure suitable for the banking environment, in terms of user security and privacy, as well as requiring banking staff to equip themselves with new skills, which can be done only by a robust training programme. Involvement in training and development programmes must be mandatory for all employees and this can be rewarded. Promotions must also take into consideration performance rather than just seniority, as is the case with public sector banks. Learning organisations also establish a sense of community through team learning, which contributes to building a shared vision. Employee engagement programmes can be introduced to promote workplace spirituality. Organisations must put in necessary measures to create a positive work–life balance and provide for flexible working conditions wherever possible.

## **LIMITATIONS AND FUTURE RESEARCH**

The sample size was 230. Future studies with larger samples can be conducted. Studies can also be conducted on analysing the role of transformational leadership and workplace spirituality on learning organisations, as there is a dearth of such studies. It can be conducted for different sectors like healthcare, information technology, and so on. Larger, more conclusive studies can be conducted on the impact of demographic variables like age, experience on perception of transformational leadership, work place spirituality, and learning organisations.

## **CONCLUSION**

The aim of the study was to evaluate the role of transformational leadership and workplace spirituality in learning organisations, focusing on the banking sector. It can be concluded that transformational leadership and workplace spirituality play a pivotal role in organisations. Employees experience connectedness with their team and



the organisation. It reduces stress and brings harmony. It recognises the need for continuous learning. Hence, training and development programmes in organisations become vital, with the enhancement of technical skills, equipping employees ethically, and expressing creativity. Organisations can enrich the professional and personal lives of employees, which will enhance business value. In the long term, a workforce, which becomes the organisation's competitive advantage, is created.

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