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### Transformational Leadership, Job Satisfaction and Organizational Commitment: Evidence from Faculty Members

#### Affiliation:

Umar Sadiq

PhD Scholar, Department of Business Administration,  
Greenwich University, Karachi, Pakistan

Email: [umarsadiq6171@gmail.com](mailto:umarsadiq6171@gmail.com)



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## Transformational Leadership, Job satisfaction and the Organizational Commitment: Evidence from the Faculty Members

Umar Sadiq<sup>1\*</sup>

**Abstract:** This research aims to explain role of Job Satisfaction in the relationship between dimensions of transformational leadership and affective commitment among the faculty members in Karachi. Three separate instruments were developed for measuring dimensions of transformational leadership, job satisfaction and affective commitment. These instruments were distributed among the faculty members working for various universities and degree-awarding institutions of Karachi in three waves. The sample size of the study was 424. Structural model was used to test the hypotheses. Results indicate that job satisfaction mediates the relationship between various transformational leadership and affective commitment.

**Keywords:** Transformational Leadership, Job Satisfaction, Organizational Commitment.

### Introduction

Leading organizations is often considered more of an art than a science, as effective leadership can significantly influence an organization's success, while poor leadership may lead to its downfall (Atrizka & Pratama, 2022). Consequently, leadership has been extensively studied by researchers (Li et al., 2020; Leithwood et al., 2020), with transformational leadership being a prominent focus (Bass & Steidlmeier, 1999). On the other hand, organizational commitment has also been a subject of considerable research (Karim, 2017), with Allen and Meyer (1990) identifying three dimensions: affective, normative, and continuance commitment. In this regard, it should be noted that affective commitment is the main element of the organizational commitment. Avolio et al., (2004) examined the relationship between transformational leadership and organizational commitment. Additionally, studies have shown that satisfaction with a leader can enhance job satisfaction among subordinates (Ajamobe, Adeniyi, & Adeniyi, 2022), and job satisfaction is linked to organizational commitment (Eliyana & Ma'arif, 2019). Furthermore, Chiang and Wang (2012) explored the role of trust in leadership in the relationship between transformational leadership and organizational commitment. However, their study did not consider the dimensions of transformational leadership. Furthermore, the mediating role of job satisfaction in this relationship remains underexplored. Therefore, there is a need to investigate how job satisfaction mediates the relationship between the dimensions of transformational leadership and affective

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<sup>1</sup> Department of Business Administration, Greenwich University, Karachi, Pakistan

• Corresponding Author

commitment, particularly among faculty members in degree-awarding institutions and universities in Karachi. Addressing this gap will provide university management with valuable insights into effectively managing faculty members.

## **Literature Review**

### **Theoretical Framework**

Social exchange theory asserts that there are two types of relationships at work; these include the economic exchange relations and the social exchange relations (Ahmad, Nawaz, Ishaq, Khan, & Ashraf, 2023). The theory suggests that the economic exchange relations are usually transactional in nature, whereas, the social exchange relations are built on trust and understanding of followers and the leaders. The theory assumes that social exchange relations are a better mechanism for gaining creative cooperation of employees. In this regard, since this research study primarily seeks to explain the role of job satisfaction between the dimensions of transformational leadership and the dimensions of organizational commitment, therefore, the study is primarily based on social exchange theory. This is because of the fact that concept of transformational leadership is based on concept of social exchange relations. This is because the social exchange relations are based on the reciprocators gestures and by doing good to the employees, transformational leaders often inculcate the sense of obligation among the subordinates that they should reciprocate the gesture. This in turn inculcates the job satisfaction among the employees and results in the enhanced levels of organizational commitment among employees. However, the theory is a generalized theory and does not talk specifically about relationship between a leader and a follower.

### **Leadership**

Leadership can be defined in terms of the process of influencing followers and guiding them towards goals. Hence, influence and goal orientation are the two most important attributes of leadership. Since, influence involves power, therefore, it has been a fundamental topic of humans that ho should rule or should have influence or power over the others. Therefore, leadership has become a point of discussion among researchers. This was likely as leading is an essential function of management (Istanti, Sanusi, & Daengs, 2020). Hence, leadership is essential for attaining goals (Novitasari, Siswanto, Purwanto, & Fahmi, 2020). This is because strong leaders direct the followers towards the goals. This ultimately helps in attainment of goals. Hence, importance of leadership cannot be denied (Knights, & O'Leary, 2006). In this regard, it is argued that there are several reasons to conclude that leaders are crucial in leading the followers towards attainment of goals. As a result, leadership has been the topic of discussion for practitioners and researchers alike ever since the people developed the concept of working together for achieving the common objectives (Vadsariya & Ghayas, 2024). In this regard, it is argued that leadership is important in all types of organizations either these organizations be small organizations or large-scale organizations. Furthermore, it is also argued that leadership is important in nearly all the functions of business (Samimi, Cortes, Anderson, & Herrmann, 2022).

### **Types of Leaders**

Since, it has already been discussed that leadership is important for very success of any organization; therefore, it has always remained the topic of discussion. Hence, researchers have studied leadership (Contreras, Baykal, & Abid, 2020; Whyte,

Naderpajouh, Clegg, Matous, Pollack, & Crawford, 2022; Guzmán, Muschard, Gerolamo, Kohl, & Rozenfeld, 2020). This is because of the fact that researchers have always wanted to find one such leadership style that can help resolve the problems of organizations. However, in their quest to find the leadership style that suits the most to the organizations and have the capability to resolve the issues of the organizations, researchers have found a number of leadership styles. These leadership styles include paternalistic leadership (Feng, Zhu, Wang, & Liang, 2019; Hou, Hong, Zhu, & Zhou, 2019), servant leadership (Mostafa, & El-Motalib, 2019; Darvishmotevali, & Altinay, 2022), authentic leadership (Alvesson, & Einola, 2019; Gardner, Karam, Alvesson, & Einola, 2021; Purwanto, Asbari, Hartuti, Setiana, & Fahmi, 2021), laissez-faire leadership (Ågotnes, Skogstad, Hetland, Olsen, Espevik, Bakker, & Einarsen, 2021; Robert, & Vandenberghe, 2021; Lundmark, Richter, & Tafvelin, 2022), transactional leadership (Nurlina, 2022; Abdelwahed, Soomro, & Shah, 2023). Another important leadership style that has gained attention of researchers and practitioners alike is the transformational leadership style (Alrowwad, Abualoush, & Masa'deh, 2020; Azizaha, Rijalb, Romainurc, Pranajayae, Ngiuf, Mufidg, & Maui, 2020). Transformational leadership style is certainly an interesting leadership style and there has been a renewed interest in topics concerning transformational leadership style among the practitioners and researchers. In this regard, present research study is also one such study that seeks to study transformational leadership style.

## **Transformational Leaders**

It has already been discussed that there are a number of leadership styles (Specchia, Cozzolino, Carini, Di Pilla, Galletti, Ricciardi, & Damiani, 2021). Transformational leadership is one of these leadership styles (Siangchokyoo, et al., 2020). The basic concept of transformational leadership lies in the idea that a leader should be the one who is able and is willing to transform the lives of his / her subordinates. This is a plus point for subordinates. Consequently, people like to work with transformational leaders.

Transformational leadership fosters personal growth, enabling teams to embrace change and adapt to challenges. By encouraging open communication and fostering a shared vision, transformational leaders build trust and empower their followers. This also drives organizational success by creating resilient teams capable of navigating complexities in an ever-evolving landscape. Ultimately, transformational leadership is key to cultivating a motivated workforce that can thrive in a competitive world.

Transformational leadership plays a crucial role in shaping organizations that can adapt and thrive in an ever-changing landscape. By promoting a shared vision, transformational leaders encourage a sense of purpose among team members, aligning individual goals with organizational objectives. This alignment not only boosts morale but also enhances productivity, as employees feel personally invested in their work. Furthermore, transformational leaders prioritize development, actively mentoring and coaching their team members, which fosters a culture of continuous learning and innovation.

In addition, this leadership style cultivates resilience by encouraging risk-taking and creative problem-solving. Moreover, transformational leaders often lead by example, demonstrating integrity and commitment, which inspires others to follow suit and strengthens the overall ethical framework of the organization.

Consequently, organizations led by transformational leaders' experience higher levels of employee retention and satisfaction, as individuals feel valued and recognized for their contributions. In a world where change is the only constant, the importance of transformational leadership cannot be overstated; it is essential for building agile, forward-thinking organizations that can not only withstand disruptions but also leverage them for growth and success.

Here it is important to note that transformational leadership is a multi-dimensional construct (Budur, & Demir, 2022). It is in fact a four-dimensional construct; these dimensions have already been studied by researchers (Mathende, & Karim, 2022; Siswanto, & Yuliana, 2022; Hilton, Madilo, Awaah, & Arkorful, 2023). These dimensions of transformational leadership include inspirational motivation, intellectual stimulation, idealized influence and individualized consideration.

## **Importance of Transformational Leadership in Universities**

Leadership is important in every field of life, so is the case of universities. It is extremely important to manage and lead faculty members in a university (Fatima, Junchao, & Khan, 2020; Quainoo, Chunga, & Lukoko, 2020; Wahab, & Tyasari, 2020). This is primarily because of the fact that faculty members are the ones who play a pivotal role in the very success of a university (Martin, Budhrani, Kumar, & Ritzhaupt, 2019).

Therefore, one cannot deny the importance of leadership in the universities. In this scenario, it is suggested that since faculty members serve as the brain of the universities and no university can ever function without faculty members, therefore, it is extremely important to manage faculty members. On the other hand, the problem associated with managing faculty members is that they are well educated people and can easily be categorized as the most educated people in a society, and can easily find suitable jobs in case if they do not feel to continue with the university they are working for; therefore, it is quite important to manage them in a way that they feel comfortable with.

Another important aspect is that faculty members are basically involved with teaching and learning (Oducado, 2020; Bdair, 2021; Daumiller, Rinas, Hein, Janke, Dickhäuser, & Dresel, 2021), and they usually take pride that they are the ones who seek to transform the lives of others (Novawan, Aisyiyah, Miqawati, Wijayanti, & Indrastana, 2020). Therefore, they like to work with individuals who have the ability to transform the lives of others particularly students. Consequently, they also want leaders who have the ability to inculcate the learning culture and thereby transform their lives as well as the lives of other people working with them. Furthermore, faculty members are also involved in various other activities such as research, mentorship, counseling and guidance and creating linkages with the industry. All these activities cannot be done unless they have a supportive leader. Hence, no other leadership style suits university leadership especially when it comes to managing the faculty members. Therefore, one cannot deny importance of using transformational leadership style while managing the faculty members.

## **Job Satisfaction**

Job satisfaction is degree to which employees are satisfied with their job. This essentially tells us about the feelings that an individual has towards his / her job. In this regard, it is suggested that those who are satisfied with their jobs are far more satisfied with their lives in comparison to those who are not satisfied with their jobs. This is especially the case with the university faculty members (Cerci, & Dumludag, 2019).

## **Importance of Job Satisfaction among Faculty Members**

Human resources are the most important resources for any organization. This is because human resources are the only resources that provide the basis for creating a sustainable competitive edge. It is because human resources are the resources that cannot be copied. This is exactly the case in the university especially if we talk about the faculty members. Universities are the services-oriented organizations (Abu-Rumman, & Qawasmeh, 2022) and all tasks of universities are directed towards the provision of services. However, the most important of all the services provided by a university basically revolves around the teaching and learning. Therefore, teaching services provided by the faculty members are the most important of all the services provided by a university. Hence, faculty members serve as the brains of the universities and no university can ever function without faculty members; therefore, it is extremely important that faculty members are happy and satisfied with their jobs.

## **Unidimensional and Multidimensional Models of Job Satisfaction**

As it has already been discussed that job satisfaction is an important concept and it can certainly affect the work outcomes of an employee. Therefore, it is natural that a large number of researchers (Amin, Mokhtar, Ibrahim, & bin Nordin, 2021; Penconek, Tate, Bernardes, Lee, Micaroni, Balsanelli, & Cummings, 2021; Aloisio, Coughlin, & Squires, 2021; Ali, & Anwar, 2021; Karyatun, Yuliantini, Saratian, Paijan, Soelton, & Riadi, 2023; Sugiono, & Nurhasan, 2025; Gottfried, Ansari, & Woods, 2025) have studied job satisfaction. In this regard, researchers have generally adopted two approaches for measuring the job satisfaction. The first approach is to measure job satisfaction as a unidimensional construct (Bowling, & Zelazny, 2022). This approach indicates that job satisfaction can be measured as a whole and hence it does not take into accounts the satisfaction with the different aspects of job. On the other hand, researchers (Waqas, Bashir, Sattar, Abdullah, Hussain, Anjum, & Arshad, 2014) have also studied job satisfaction as a multi-dimensional construct. Here, it should be noted that those researchers who have studies job satisfaction as the multi-dimensional construct have mainly used compensation, promotional opportunities, nature of work, coworkers' attitude, supervisor's support, educational enhancement opportunities, positive health benefits, and communications within the organization as the dimensions of job satisfaction (Ghayas, & Hussain, 2015). Therefore, it can be asserted that there is a precedent among researchers and practitioners to use and measure job satisfaction as both uni-dimensional and multi-dimensional construct. Hence, job satisfaction can be measured in either way and researchers can measure it as per the demand of their study. In this regard, it should further be noted that those researchers who have used job satisfaction as a multi-dimensional construct have mainly used the multi-dimensional construct for measuring job satisfaction when they are using job satisfaction as independent variable. This is primarily because independent variable served as the trigger point of something else (Bagcier, Yurdakul, Üşen, & Bozdog, 2022; Shafiq, Mukhtiar, Naseer, Khan, Khalid, & Chaudary, 2023). Therefore, it seems logical to use multi-dimensional model, as one should use all possible trigger points to ascertain the impact of job satisfaction on the dependent variables. On the other hand, researchers have mainly used one dimensional construct of job satisfaction while using job satisfaction as the mediator or dependent variable. This is because in these cases researchers are usually concerned about the things that triggers the job satisfaction and the overall reaction of the employees because of that trigger point. In another words, if

a researcher wants to use transformational leadership as an independent variable, job satisfaction as the mediator and organizational commitment as the dependent variable as this is the case in this study, the researcher is primarily concerned about investigating the effect of transformational leadership on the overall psychological condition of the employee (i.e., overall job satisfaction) that has been developed due to the use of transformational leadership and how it will affect the work outcomes such as organizational commitment. Therefore, in situation, it is more logical to use one dimensional construct of job satisfaction rather than using the multi-dimensional construct of job satisfaction.

## **Organizational Commitment**

Organizational commitment is the extent that an employee feels commitments towards the organization. This helps the workers in remaining absorbed towards the work they are doing. Here, it should be noted that there are three types of organizational commitment, these are affective, normative and continuance commitment (Allen & Meyer, 1990).

## **Importance of Organizational Commitment among Faculty Members**

It has already been discussed that universities are the services-oriented organizations (Abu-Rumman, & Qawasmeh, 2022) and faculty members are the most important resource of a university. Likewise, we also know the fact that the importance of job satisfaction cannot be denied in services-oriented organizations. This is because job satisfaction is related to service quality (Ghayas & Siddiqui, 2012). Therefore, it is extremely important to make sure that faculty members are satisfied with their jobs. This will ultimately enhance the level of commitment they have towards the organization as job satisfaction is related with the organizational commitment. In this regard, it should be noted that commitment towards the job is of extreme importance. This is especially the case when we talk about the faculty members. It is primarily because of the fact that the nature of services that faculty members are quite different from other services. In this regard, it should be noted that faculty members provide such services that has no immediate outcome and there is often no one to monitor their services. Furthermore, these services are critical as these services are literally meant to transform the lives of the students (Novawan, et al., 2020). Therefore, there is a need to have such faculty members who really share the vision of the university and are committed towards the vision of the university. Therefore, one can argue that organizational commitment is of utmost importance especially among the faculty members.

## **Transformational Leadership and Job Satisfaction**

Transformational leaders intend to transform the lives of sub-ordinates by making them learn and think in such ways that are not only important for the professional development of employees but are also helpful for the organizations in achieving their goals. This in turn suggests the people having transformational leaders as their boss will be more satisfied with their jobs in comparison to those who do not have bosses with transformational leadership style. Hence, we propose the following hypothesis:

*H1: Transformational Leadership has significant relationship with Job Satisfaction.*

However, prior to developing any hypothesis in this regard, it is worth noting that transformational leadership is a four-dimensional construct. Its dimensions include idealized influence, intellectual stimulation, inspirational motivation and individualized consideration. Therefore, instead of making one hypothesis to test the relationship between transformational leadership and job satisfaction, four separate hypotheses should be made in order to test the relationship between each dimension of transformational leadership and the job satisfaction.

In this regard, it should be noted that idealized influence is the first dimension of the construct of transformational leadership and can be described in terms of the ability of a leader to provide clear vision, values and explaining the subordinates that how they can construct their mission perfectly being working in groups as well as invigorating employees to work effectively (Bass & Stogdill, 1990). Since, it is the dimension of transformational leadership and transformational leadership has already been found to be related with the job satisfaction (Hussain, & Khayat, 2021; Purwanto et al., 2021), therefore, one may conclude that idealized influence is also linked to the job satisfaction. In this regard, Escortell, Baquero, & Delgado, (2020) has suggested that idealized influence is related to the job satisfaction and concluded that high idealized influence results in higher level of job satisfaction. However, the study is conducted among the outsourced workers and hence it has limited generalizability on the data collected from the faculty members of the universities and degree awarding institutions. On the other hand, Cahyono, Novitasari, Sihotang, Aman, Fahlevi, Nadeak, & Purwanto, (2020) also studied the relationship between the idealized influence and the job satisfaction. It is an interesting study with respect to the present research study as this study was conducted among the university lecturers of the private sector universities. In this study, Cahyono et al., (2020) found that there is a positive relationship between idealized influence and the job satisfaction among the lecturers in the private sector universities. However, no such study has been conducted among faculty members of both public and private sector universities and degree awarding institutions that seeks to explain the relationship between idealized influence and job satisfaction especially among faculty members of universities and degree awarding institutions of Sindh. Therefore:

*H1a: Idealized Influence has significant relationship with Job Satisfaction.*

Intellectual stimulation can be defined in terms of a procedure that is used by transformational leaders to motivate workers towards development and imaginative reasoning. It focuses around better approaches for taking care of issues and builds up the interests of workers to issues and find better approaches to roll out a positive improvement (Bass & Riggio, 2006). In this regard, it can be argued that the need for achievement is an important human need and this need can be fulfilled by doing something significant. Now, if we look at the concept of intellectual stimulation, it helps the employees gaining the intellectual abilities that may serve them in fulfilling the need for achievement in the long run. Therefore, it may have positive association with overall job satisfaction. Furthermore, intellectual stimulation is a dimension of transformational leadership and transformation leadership is related with the job satisfaction (Hussain, & Khayat, 2021; Purwanto, et al., 2021) suggests that intellectual stimulation is also related with the job satisfaction. In this regard, Escortell et al., (2020) have found

positive relationship between intellectual stimulation and the job satisfaction.

However, their study as limited to the outsourced workers, therefore, it cannot be generalizable on the faculty members of the universities and degree awarding institutions. On the other hand, Cahyono, et al., (2020) also studied intellectual stimulation and the job satisfaction. The interesting thing in their study is that their study was conducted among the university lecturers of the private sector universities. In their study, Cahyono, et al., (2020) found positive relationship between intellectual stimulation and the job satisfaction among the lecturers in the private sector universities. However, to the best of researcher's knowledge, no such study has been conducted among faculty members of both public and private sector universities and degree awarding institutions that seeks to explain the relationship between the intellectual stimulation and the job satisfaction especially among the faculty members of universities and degree awarding institutions of Sindh. Therefore:

*H1b: Intellectual Stimulation has significant relationship with Job Satisfaction.*

Similarly, inspirational motivation can be defined in terms of the ability of a leader to challenge the supporters to think beyond their limits and zones with the end goal to accomplish an important target. The leader essentially connects the individual objectives and hierarchical objectives with an important reason behind each assignment pursued by solid difficulties in a rousing way, so higher results can be achieved (Bass, 1985). This is something challenging for the employees as it requires that the employees do higher level of tasks. However, at the same time it makes them learn a number of new things. This in turn helps in them enhancing the skills of the employees and is helpful in the overall professional development of the employees. It basically saves the employees from being redundant. Although, it is a bit difficult for the employees at the earlier stages but employees soon realize that their knowledge, skills and abilities are being enhanced with this. Hence, it serves as a grooming tool. This ultimately helps the employees in their career development. Hence, it seems obvious that those who are willing to learn and are eager to do something great must be motivated to work with such leaders. On the other hand, as with the case of other two dimensions that have already been discussed earlier, inspirational motivation is also a dimension of transformational leadership; and it is logically correct to believe that if transformational leadership is related with the job satisfaction (Hussain, & Khayat, 2021; Purwanto, et al., 2021), inspirational motivation should also be related with the job satisfaction. Therefore, researchers (Escortell, et al., 2020) studied the relationship between the two variables and have found the positive relationship between the inspirational motivation and the job satisfaction. However, their study as limited to the outsourced workers, therefore, it cannot be generalizable on the faculty members of the universities and degree awarding institutions. However, Cahyono, et al., (2020) also studied the relationship between transformational leadership and the job satisfaction. In their study, Cahyono, et al., (2020) have used the four-dimensional model of transformational leadership and that model includes inspirational motivation as the dimension of transformational leadership, therefore, the relationship between inspirational motivation and the job satisfaction have also been tested in that study.

Interestingly, the study was conducted among the university lecturers of the private sector universities so although there are numerous differences between the two studies but it is a bit similar study as that of the present research study when it comes to testing the relationship between dimensions of transformational leadership and the job

satisfaction. In their study, Cahyono, et al., (2020) found that there is a positive relationship between inspirational motivation and the job satisfaction among the lecturers in the private sector universities. However, no such study has been conducted among faculty members of both public and private sector universities and degree awarding institutions that seeks to explain the relationship between inspirational motivation and job satisfaction especially among faculty members of universities and degree awarding institutions of Sindh. Therefore:

*H1c: Inspirational Motivation has significant relationship with Job Satisfaction.*

Individualized consideration is the ability of a leader to focus on every individual's particular demand, expectations and dreams. In this regard, a leader actualizes his strategies as well as tunes in to its workers on an individual premise and persuades them to contribute freely and unquestionably with no wavering (Judge & Piccolo, 2004). By looking at the definition of individualized consideration, one can easily identify that people working with those leaders who are high on individualized consideration must be happy with their jobs. Therefore, it is logically correct to assume that individualized consideration and job satisfaction are related to each other.

Furthermore, since individualized consideration is a dimension of transformational leadership, and transformational leadership have significant relationship with the job satisfaction (Hussain, & Khayat, 2021; Purwanto, et al., 2021); therefore, it also points to the fact that individualized consideration and job satisfaction must have significant relationship with each other. Consequently, researchers (Ohunakin, Adeniji, Oludayo, Osibanjo, & Oduyoye, 2019) have studied the relationship between individualized consideration and the job satisfaction and found significant causal relationship between the two variables. In this regard, it should be noted that the study of Ohunakin, et al., (2019) was conducted in the hospitality sector and thus has generalizability outside the hospitality sector. However, similar studies have also been conducted in the private sector universities as well. In this is regard, Cahyono, et al., (2020) also studied the relationship between the individualized consideration and the job satisfaction among the university lecturers of the private sector universities. In their study, Cahyono, et al., (2020) found that there is a relationship between individualized consideration and the job satisfaction among the lecturers in the private sector universities. However, no such study has been conducted among the faculty members of both public and private sector universities and degree awarding institutions that seeks to explain the relationship between the individualized consideration and the job satisfaction especially among the faculty members of universities and degree awarding institutions of Sindh. Therefore:

*H1d: Individualized Consideration has significant relationship with Job Satisfaction.*

## **Transformational Leadership and Organizational Commitment**

Transformational leadership is an important type of leadership (Asbari, Santoso, & Prasetya, 2020) and organizational commitment is an important work outcome (Ghayas, Khan, Singh, Alajlani, & Ghafar, 2023). Therefore, there is a natural tendency among the people to be curious about the underlying relationship between these two important aspects. This is because of the fact that people generally assume that the relationship at work are of two types; these are the economic exchange relations and the social exchange relations (Hayward, Hunt, & Miller, 2022; Thomas, & Gupta, 2021; Wu, Sun, Ye, Kwan, & Yang, 2021); and since transformational leadership seeks to transform the lives of the sub-ordinates, therefore, the concept of transformational

leadership is a bit more tilted towards the social exchange relations rather than the economic exchange relations. In this scenario, it is logical to assume that people working under transformational leaders must be happy than those who work under other sort of managers (Kumar, & Dhiman, 2020). Consequently, there should be a natural tendency among the subordinates to reciprocate the gesture (Kim, & Park, 2019). As a result, people believe that employees working under transformational leaders may exhibit behaviors that are of significant importance for the organizations and organizational commitment is one such behavior. Hence, there is a tendency among the people to believe that people working under transformational leaders may exhibit organizational commitment as a way to reciprocate the gesture. Therefore, researchers have already been curious about the relationship between the two variables and have even tried to study relationship between transformational leadership and the organizational commitment (Leach, 2005; Pradhan, & Pradhan, 2015; Patiar, & Wang, 2016). Here, it should be noted that these researchers have found significant relationship between transformational leadership and organizational commitment. This proves that people not only prefer to work with the transformational leaders but also try to reciprocate the gesture by exhibiting the organizational commitment.

Once, it is established that people prefer to work with the transformational leaders and also try to reciprocate the gesture; we can move further to proceed with the details of the relationship between the two variables. In this regard, it can be argued that since numerous researchers have already studied the relationship between transformational leadership and the organizational commitment (Avolio, et al., 2004; Khasawneh, Omari, & Abu-Tineh, 2012; Udin, 2020), and it is also a known fact that there are four dimensions of transformational leadership (Shang, 2023); therefore, there is a strong case that all the dimensions of transformational leadership are linked organizational commitment. Moreover, since is also a common knowledge that there are three dimensions of organizational commitment (Allen & Meyer, 1990); therefore, one cannot rule out that the dimensions of transformational leadership are related to the dimensions of organizational commitment. Keeping these complexities of the constructs of transformational leadership and organizational commitment in mind, it is decided construct the hypotheses of this research study in such a manner that the hypotheses cover all the possible relationships between the dimensions of transformational leadership and dimensions of organizational commitment. Therefore, since, there are three types of organizational commitment, hence, this section of the study is further subdivided into three different sections which are given below:

## **Dimensions of Transformational Leadership and Affective Commitment**

Transformational leadership is an important leadership style and it basically seeks to transform the lives of the sub-ordinates as well, therefore, it is usually considered that transformational leaders have are more tilted towards the social exchange relations rather than purely having the economic exchange relations (Hayward, et al., 2022; Thomas, & Gupta, 2021; Wu, et al., 2021). Consequently, people working under transformational leaders are happier with their jobs than those who work under other sort of managers (Kumar, & Dhiman, 2020). Therefore, there is a natural tendency among the subordinates of transformational leaders to try to reciprocate the gesture (Kim, & Park, 2019). In this regard, it is argued that they usually try to reciprocate the gesture by exhibiting more commitment towards their leaders and

towards their organizations. Hence, people working under transformational leaders are more likely to exhibit organizational commitment in comparison to those who do not work under transformational leaders (Leach, 2005; Pradhan, & Pradhan, 2015; Patiar, & Wang, 2016).

However, transformational leadership is a four-dimensional construct (Mathende, & Karim, 2022; Siswanto, & Yuliana, 2022; Hilton, et al., 2023). Therefore, prior to developing any hypothesis to test the relationship between the dimensions of transformational leadership, these dimensions must be considered. On the other hand, organizational commitment is a three-dimensional construct (Allen & Meyer, 1990).

Affective commitment is the first dimension of organizational commitment and it can be described in terms of the feeling segment that an employee has towards the organization. It is more like the attachment that one may develop towards the organization after working for a longer period of time (Allen & Meyer, 1990). Workers having affective commitment are usually concerned about the well-being of the firm and they usually want to see their company performing better than others in the industry.

In this regard, it is further argued that since transformational leadership is a type of leadership in which the leaders are more concerned about the social exchange relations which in turn motivates the employees to reciprocate the gesture (Kim, & Park, 2019), therefore, employees under transformational leaders usually exhibit organizational commitment to reciprocate the gesture (Kim, & Park, 2019). Under these circumstances, it is assumed that this reciprocatory gesture also helps in enhancing the levels of various dimensions of organizational commitment. Furthermore, since affective commitment is about the feeling segment that an employee has towards his or her organization and mainly focuses on the attachment that one may develop towards the organization (Allen & Meyer, 1990), therefore, employees working under transformational leaders are more likely to develop affective commitment towards the organization. Therefore, it is proposed that:

*H2: Dimensions of transformational leadership are positively associated with the affective commitment.*

In this regard, since idealized influence is the first dimension of transformational leadership and it is likely that employees under transformational leaders are willing to exhibit organizational commitment, therefore, it is logically correct to assume that idealized influence also enhances the level of affective commitment of employees. Therefore:

*H2a: Idealized Influence has significant relationship with Affective Commitment.*

Similarly, intellectual stimulation is the second dimension of transformational leadership and is defined in terms of the procedure that is used by transformational leaders with the end goal to motivate workers towards development and imaginative reasoning. It basically focuses around better approaches for taking care of issues and builds up the interests of workers to issues and finds better approaches to roll out a positive improvement (Bass & Riggio, 2006). In this regard, it should be noted that since it is also a dimension of transformational leadership and it has already been discussed that transformational leadership is related to the organizational commitment (Leach, 2005; Pradhan, & Pradhan, 2015; Patiar, & Wang, 2016), therefore, it is logically correct to assume that intellectual stimulation also enhances the level of affective commitment

of employees. Therefore:

*H2b: Intellectual Stimulation has significant relationship with Affective Commitment.*

Likewise, inspirational motivation is the third dimension of transformational leadership. This dimension of transformational leadership can be described in terms of the ability of a leader to challenge the supporters to think beyond their limits and zones with the end goal to accomplish an important target. The leader essentially connects the individual objectives and hierarchical objectives with an important reason behind each assignment pursued by solid difficulties in a rousing way, so higher level results can be achieved (Bass, 1985). In this regard, it should be noted that since it is also a dimension of transformational leadership and it has already been discussed that transformational leadership is related to the organizational commitment (Leach, 2005; Pradhan, & Pradhan, 2015; Patiar, & Wang, 2016), therefore, it is logically correct to assume that inspirational motivation also enhances the level of affective commitment of employees. Therefore:

*H2c: Inspirational Motivation has significant relationship with Affective Commitment.*

Lastly, individualized consideration is the last dimension of transformational leadership. This dimension of transformational leadership can be described in terms of ability of a leader to focus on every individual's particular demand, expectations and dreams. In this regard, a leader actualizes his strategies as well as tunes in to its workers on an individual premise and persuades them to contribute freely and unquestionably with no wavering (Judge & Piccolo, 2004). This helps the employees understand the organizational goals and where they fit in the larger organizational goals. Hence, employees are able to perform better which inculcates the sense of accomplishment among the employees. Consequently, employees feel happy and satisfied with their jobs and want to reciprocate the gesture (Kim, & Park, 2019). This reciprocatory gesture is channelized into two directions; the first is the reciprocation towards the supervisor and the second is the reciprocation towards the organization. The supervisor related reciprocation results in the trust in leader (Yuan, Kong, Baum, Liu, Liu, Bu, & Yin, 2022), whereas, the organization related reciprocation results in organizational commitment. This organization related reciprocation often results in affective organizational commitment. It is because the affective commitment deals with feeling segment or organizational commitment that an employee has towards the organization and is more like the attachment that one may develop towards the organization after working for a longer period of time (Allen & Meyer, 1990). Hence, there is a possibility that people working under those managers who are high on individualized consideration are more likely to exhibit affective organizational commitment in comparison to those who work under other sort of leaders. Furthermore, in this regard, it should be noted that since it is also a dimension of transformational leadership and it has already been discussed that transformational leadership is related to the organizational commitment (Leach, 2005; Pradhan, & Pradhan, 2015; Patiar, & Wang, 2016), therefore, it is logically correct to assume that individualized consideration also enhances the level of affective commitment of employees. Therefore:

*H2d: Individualized Consideration has significant relationship with Affective Commitment.*

## **Role of Job Satisfaction in the Relationship between Dimensions of Transformational Leadership and Affective Commitment**

Idealized influence is a dimension of transformational leadership (Kotamena, et al., 2020) and affective commitment is a dimension of organizational commitment (Allen & Meyer, 1990). Hence, we propose the following hypothesis:

*H3: Job Satisfaction mediates the relationship between dimensions of transformational leadership and the affective commitment.*

Under these circumstances, as it has already been suggested that idealized influence has significant relationship with job satisfaction, and job satisfaction also has significant association with the affective commitment, however, no such study has been conducted in the past. Therefore, it is logically correct to assume that:

*H3a: Job Satisfaction mediates relationship between Idealized Influence and Affective Commitment.*

Similarly, if we talk about the intellectual stimulation and the affective commitment, it is a known fact that intellectual stimulation is also a dimension of transformational leadership (Kotamena, et al., 2020) and affective commitment is a dimension of organizational commitment (Allen & Meyer, 1990). Under these circumstances, as it has already been suggested that intellectual stimulation has significant relationship with job satisfaction, and job satisfaction also has significant association with the affective commitment, therefore, it is logically correct to assume that:

*H3b: Job Satisfaction mediates relationship between Intellectual Stimulation and Affective Commitment.*

Likewise, inspirational motivation is also a dimension of transformational leadership (Kotamena, et al., 2020) and affective commitment is a dimension of organizational commitment (Allen & Meyer, 1990). In this regard, as it has already been suggested that inspirational motivation has significant relationship with job satisfaction, and job satisfaction also has significant association with the affective commitment, therefore, it is logically correct to assume that:

*H3c: Job Satisfaction mediates relationship between Inspirational Motivation and Affective Commitment.*

Lastly, individualized consideration is also a dimension of transformational leadership (Kotamena, et al., 2020) and affective commitment is a dimension of organizational commitment (Allen & Meyer, 1990). In this regard, as it has already been suggested that individualized consideration has significant relationship with job satisfaction, and job satisfaction also has significant association with the affective commitment, therefore, it is logically correct to assume that:

*H3d: Job Satisfaction mediates relationship between Individualized Consideration and Affective Commitment.*

## Methodology

For conducting this research, three questionnaires were designed. The first questionnaire consisted of twelve items and was adopted from MLQ. This questionnaire was used for measuring dimensions of transformational leadership. The second instrument was used for measuring job satisfaction and consisted of six items. This was adopted from Weiss et al., (1977). Finally, third questionnaire consisted of eight items and was used for measuring affective commitment. These items were adopted from Allen and Meyer (1990). These instruments were distributed among faculty members in Karachi. In this regard, it should be noted that sample size for the study was 424 and data is collected in three waves. Furthermore, since the study involves assessing linkages between leadership style, job satisfaction and affective commitment, therefore, arguably it takes time to assess the leadership style, and job satisfaction. Furthermore, commitment also develops with the passage of time. Hence, it is essential to collect data only from those respondents who have spent sufficient amount of time with their supervisors. This essentially excludes all the respondents who have been working with the same organization but have not been working with the same supervisor for a specified period of time. Hence, in order for conducting this research study, data is collected only from those faculty members of the universities in Karachi who have been working with the same supervisor for at-least 6 months. Hence, purposive sampling technique is used in this study. Furthermore, structural model using AMOS software has been used to test the hypotheses.

## Results

### Demographics

Various types of demographic questions were asked from respondents. Results of demographic questions are given below:

### Gender

The first demographic question that was asked from the respondents was about the gender. Analysis of this question is given below:

**Table 1:** Gender

<b>Gender</b>	<b>Frequency</b>	<b>Percentage</b>
Male	251	59.19%
Female	173	40.80%

Table 1 provides the information about gender of respondents. The table indicates that from a total of 424 respondents, 251 were males and 173 were females. This indicates that 59.19% respondents were males and 40.80% were females.

## Age

The second demographic question that was asked from the respondents was about the age of the respondents. Analysis of this question is given below:

**Table 2: Age**

Percentage	Frequency		
Age	30 years or less	12	2.83%
	31 to 40 years	178	41.98%
	41 to 50 years	123	29.01%
	Above 50 years	111	26.17%

Table 2 provides the information about age of respondents who participated in present research study. In terms of age, 12 respondents reported that their age was 30 years or less, which is only 2.83% of total respondents. 178 responded were in between the age bracket of 31-40 which is 41.98% of the sample, 123 were in between the age bracket of 41-50 which is 29.01% of the sample and 111 respondents were 50 years or above, which is 26.17% of the sample.

## Educational Background

The third demographic question that was asked from the respondents was about the educational background of the respondents. Analysis of this question is given below:

**Table 3: Educational Background**

Education	Frequency	Percentage
Bachelors	00	0%
Masters	287	67.68%
PhD	137	32.31%

Table 3 provides the information about the educational background of respondents. In terms of educational background, none of the respondents reported that he/she had only Bachelor's degree, 287 reported that they had Master's degree which is 67.68% of the sample, whereas, 137 reported that they had PhD degree which is 32.31% of the respondents.

## Designation

The fourth question that was asked from the respondents was about the designation of the respondents. Analysis of this question is given below:

**Table 4: Designation**

Designation	Frequency	Percentage
Lecturer	302	71.23%
Assistant Professor	63	14.86%
Associate Professor	47	11.08%
Professor	12	2.83%

Table 4 provides the information about the designation of respondents. In terms of designation, 302 respondents reported that they were lecturers, these respondents amount to 71.23% respondents. Furthermore, 63 respondents reported that they were working as the assistant professor, these respondents amount to 14.86% respondents.

Additional, 47 respondents reported that they were working as associate professors, these respondents amount to 11.08% respondents. Finally, 12 respondents reported that they were working as professors, these respondents amount to 2.83% respondents.

### Teaching Experience

Another question that was asked from the respondents was about the teaching experience of the respondents. Analysis of this question is given below:

**Table 5:** Teaching Experience

Teaching Experience	Frequency	Percentage
1-5 years	235	55.42%
6-10 years	103	24.29%
11-15 years	64	15.09%
More than 15 years	22	5.18%

Table 5 provides the information about teaching experience of respondents. In terms of designation, 235 respondents reported that they have 1-5 years' experience, these respondents amount to 55.42% respondents. Furthermore, 103 respondents reported that they have 6-10 years' experience, these respondents amount to 24.29% respondents. Additional, 64 respondents reported that they have 11-15 years' experience, these respondents amount to 15.09% respondents. Finally, 22 respondents reported that they have over 15 years' experience, these respondents amount to 5.18% respondents.

### Sector

Another question that was asked from the respondents was about the sector that were teaching in. Analysis of this question is given below:

**Table 6:** Sector

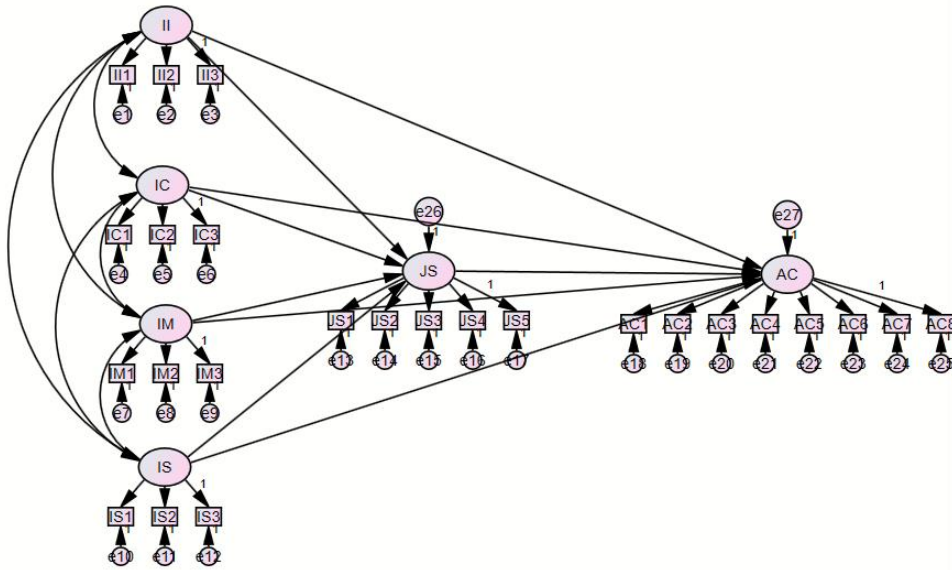
Sector	Frequency	Percentage
Public Sector	132	31.13%
Private Sector	292	68.86%

Table 6 provides the information about the sector in which the respondents work. In this regard, it was found that 132 respondents were working in the public sector universities and these respondents amount to 31.13% respondents. On the flip side, 292 respondents reported that they work for private sector universities, these respondents amount to 68.86% respondents.

### Structural Equation Model

For the indirect effects, structural model was used. In this regard, it should be noted that the model was applied using bootstrap 2000 samples, bias corrected with confidence interval of 95%. Below are the pictorial representation and the results of the model:

**Figure 1: Affective Commitment Model**



**Table 7: Model Fit Indices**

Model	CMIN/df	GFI	AGFI	NFI	CFI	RMSEA
AC	3.367	0.835	0.793	0.891	0.921	0.075

The values in the above table indicate that the model in this study is statistically significant. In this regard, it should be noted that out of six model fit indices, five are completely acceptable as per their given threshold levels. However, various authors give different threshold levels for CMIN/df level. In this regard, it should be noted that Wheaton et al., (1977) argued that CMIN/df levels of 3-5 are acceptable for any structural model especially if the data is collected from a large sample. Since, in this study, data is collected from 424 respondents, which is a fairly large sample size. Hence, CMIN/df level is acceptable for this study.

**Table 8: Results of the Structural Model**

S#	IV	Mediator	DV	Direct Effect	Indirect Effect	Sig
1a	II	JS		0.209		0.023
1b	IS	JS		0.226		0.005
1c	IM	JS		0.226		0.040
1d	IC	JS		0.102		0.217
2a	II		AC	-0.024		0.006

2b	IS		AC	0.010	0.132
2c	IM		AC	0.000	0.969
2d	IC		AC	0.015	0.034
3a	II	JS	AC	0.039	0.015
3b	IS	JS	AC	0.042	0.003
3c	IM	JS	AC	0.042	0.029
3d	IC	JS	AC	0.019	0.168

Findings suggest that three dimensions of transformational leadership namely idealized influence, inspirational motivation, and intellectual stimulation are significantly related with job satisfaction. Furthermore, idealized influence and individualized consideration are associated with affective commitment. Additionally, job satisfaction serves as a mediator in the relationship between these three facets of transformational leadership and affective commitment.

### **Alternative Explanation of Unexpected Findings**

This section is dedicated for alternative explanative of hypotheses that have been rejected during the course of this study. Here, should be noted that initially it was assumed that individualized consideration may have been related to the job satisfaction, however, results indicate the otherwise. This may be because of the fact that faculty members are highly educated individuals and they may be reluctant to take any favors from others or at least reluctant to be perceived as the one who is ready to accept the favor from other. This may have been that cause that individualized consideration is not related to the job satisfaction in this case. Furthermore, inspirational motivation was also supposed to be linked to affective commitment, however, results indicate that it is not the case in this study. This is because teachers see themselves as the inspirational motivators and may consider having inspirational motivators as their leaders to be their right rather than something extraordinary. Similarly, it is also found that job satisfaction does not mediate relationship between individualized consideration and the affective commitment. This may be explained in a manner that faculty members are usually concerned about self-efficacy and may not be much concerned about individual consideration.

### **Discussion**

This study indicates that individualized consideration and intellectual stimulation, key components of transformational leadership, are positively associated with job satisfaction. Employees value leaders who attend to their individual needs and encourage innovative thinking, which in turn enhances their job satisfaction.

Individualized consideration involves leaders focusing on each employee's unique needs, expectations, and aspirations. By providing personal attention and support, leaders foster trust and a sense of value among their team members. This approach aligns with the natural human desire for recognition and support, leading to increased job satisfaction.

Intellectual stimulation refers to leaders challenging employees to think creatively and embrace new ideas. In educational settings, for instance, teachers who engage in

intellectual stimulation are more likely to value their own development and innovative thinking, thereby enhancing their job satisfaction.

These findings are consistent with previous research, such as studies by Kumar and Dhiman (2020), Dahiya and Raghuvanshi (2021), and Asgarnezhad et al. (2021), which have shown that transformational leadership positively influences job satisfaction.

Furthermore, the study highlights that various dimensions of transformational leadership are related to affective commitment. When employees perceive their leaders as supportive and caring, they are more likely to feel emotionally attached to their organization, leading to increased commitment. This aligns with the work of Udin (2020), who found that perceived support from leaders fosters a sense of obligation and commitment among employees.

Additionally, the research suggests that job satisfaction mediates the relationship between transformational leadership and affective commitment. This implies that leadership behaviors that enhance job satisfaction can lead to greater emotional attachment to the organization. Overall, the study underscores the importance of transformational leadership in fostering job satisfaction and affective commitment among employees.

## Recommendations

This research indicates that transformational leadership, particularly through idealized influence, inspirational motivation, and intellectual stimulation, has a significant positive impact on both job satisfaction and affective organizational commitment among employees in educational institutions. These leadership facets foster a supportive environment that enhances employees' emotional attachment to the organization and their overall job satisfaction. Given these findings, it is recommended that educational institutions prioritize the adoption of transformational leadership practices. By doing so, they can cultivate a more committed and satisfied workforce, ultimately leading to improved organizational performance and the achievement of institutional goals.

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