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## **EXAMINING THE RELATIONSHIP BETWEEN TRANSFORMATIONAL LEADERSHIP, JOB SATISFACTION, AND ORGANIZATIONAL COMMITMENT AMONG FACULTY MEMBERS: A CROSS-SECTIONAL STUDY**

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### **ABSTRACT**

*This research aims to explain role of Job Satisfaction in the relationship between dimensions of transformational leadership and organizational commitment among the faculty members in Karachi. In this regard, three separate instruments were developed for measuring dimensions of transformational leadership, job satisfaction and dimensions of organizational commitment. Once, the instruments were designed, these instruments were distributed among the faculty members working for various public and private sector universities and degree-awarding institutions of Karachi in three waves. This is done so to avoid the common method bias. It should be noted that the sample size of the study was 424. After collecting the data, three separate structural models were used to test the hypotheses. Results indicate that job satisfaction mediates the relationship between various transformational leadership and organizational commitment dimensions.*

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**KEYWORDS**

*Transformational Leadership, Job Satisfaction and Organizational Commitment.*

**INTRODUCTION**

Leading organizations is an art if it is not a science. This is because leadership can play a pivotal role in the very success of an organization (Atrizka, & Pratama, 2022). On the flip side, weak leadership can lead the organization towards failure. Therefore, a large number of researchers have studied Leadership (Li, Sun, Taris, Xing, & Peeters, 2020; Leithwood, Harris, & Hopkins, 2020). Among these researchers, quite a few have studied transformational leadership as well (Bass & Steidlmeier, 1999). On the other hand, Organizational Commitment has also been studied extensively by the researchers (Karim, 2017). In this regard, Allen and Meyer (1990) argued that there are three dimensions of organizational commitment; these include affective, normative and continuance commitment. Furthermore, Avolio, Zhu, Koh, and Bhatia (2004) have studied the transformational leadership and the organizational commitment as well.

On the other hand, researchers have previously argued that satisfaction with a leader can result in enhanced levels of job satisfaction among the sub-ordinates (Ajamobe, Adeniyi, & Adeniyi, 2022). Furthermore, job satisfaction is related to organizational commitment (Eliyana, & Ma'arif, 2019). In this regard, Chiang and Wang (2012) studied the role of trust in leader in the relationship between dimensions of transformational leadership and the dimensions of organizational commitment. However, the study of Chiang and Wang (2012) does not take into account the dimensions of transformational leadership. Similarly, the role of job satisfaction between the two constructs is also under-researched. Therefore, there exists a need to study the role of job satisfaction in the relationship between the dimensions of transformational leadership and dimensions of organizational commitment. This is especially the case concerning the faculty members working in the degree-awarding institutions and the universities in Karachi. Hence, by filling this gap, this research study will provide the management of degree-awarding institutions and universities with a better understanding of how should they proceed with managing the faculty members working for them.

**LITERATURE REVIEW****Theoretical Background**

Leader-Member Exchange (LMX) Theory primarily talks about a leadership style that is based on the relationship between the leaders and their subordinates (Gottfredson, Wright, & Heaphy, 2020). The theory argues that the quality of relationship between leaders and members dictates the performance, responsibilities and decisions of the subordinates. This is similar to the social exchange theory but is in context of

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relationship between leaders and followers. Since, this study mainly discusses transformational leadership style in relation to job satisfaction and organizational commitment; therefore, this study is based on the leader member exchange theory.

### **Leadership**

Leadership is the process of influencing the followers and guiding them towards the goals. It has always been a topic of discussion among the researchers and practitioners. This is mainly because of the fact that it is closely related to management. The very proposition that management and leadership are related with each other can be confirmed from the fact that there are four functions of management and leading is an important function of management (Istanti, Sanusi, & Daengs, 2020). Researchers have believed that no big task can be accomplished without applying this function of management (Novitasari, Siswanto, Purwanto, & Fahmi, 2020). Hence, one may argue that leadership is the part and parcel of the management and one cannot think about managing anything without deciding the way to leading that thing. Therefore, leadership is essential for attaining goals. This is because strong leaders direct the followers towards the goals. This ultimately helps in attainment of goals. This ultimately helps the organizations in attaining their goals. Hence, the importance of leadership cannot be denied (Knights, & O'Leary, 2006). This can further be elaborated with the fact that people are usually inspired by their leaders to work hard and leaders are the ones who can retain good employees as a saying goes that people do not leave their jobs, they leave their bosses.

Hence, from these arguments one can say that leadership is crucial in guiding individuals and organizations towards success as it sets a vision, aligns goals, and empowers others to achieve their full potential. Leaders not only make decisions but also cultivate a culture of collaboration and accountability. They navigate challenges, offer guidance during uncertainties, and create a sense of purpose that transcends individual roles. Ultimately, strong leadership is essential for creating cohesive, resilient, and high-performing teams that can adapt and thrive in dynamic environments.

### **Transformational Leaders**

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, Klinger, & Campion, 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. In this regard, it is suggested that since people spend much of their time at work and they try to find happiness and satisfaction at their workplace (Ghayas& Siddiqui, 2012), therefore, it is quite obvious that they want to live in peace with those they work with. In this

regard, it has already been suggested that satisfaction with supervisor is an essential element of satisfaction with work. Consequently, it is not surprising that people want to work with managers who soft hearted and accommodating in nature. In this regard, it should be noted that transformational leaders are not only kind, soft hearted and accommodating in nature but also seeks to transform the lives of their subordinated. This is a plus point from the point of view of the subordinates. Consequently, people like to work with transformational leaders.

Hence, it is concluded that transformational leadership is paramount in driving substantial change and fostering organizational growth. Unlike transactional approaches that focus on mere exchanges, transformational leaders inspire and challenge their teams to exceed expectations and embrace innovation. By articulating a compelling vision, they motivate others to see beyond immediate tasks and envision long-term goals. Transformational leaders empower individuals to think creatively, take calculated risks, and contribute meaningfully to the organization's mission. They cultivate a culture of continuous improvement and adaptability, encouraging teams to learn from setbacks and seize growth opportunities. Through their charisma, vision, and ability to empower others, transformational leaders not only achieve results but also nurture a shared sense of purpose and commitment that drives sustainable success.

### **Dimensions of Transformational Leadership**

Dimensions of transformational leadership have already been studied by a large number of researchers (Mathende, & Karim, 2022; Siswanto, & Yuliana, 2022; Hilton, Madilo, Awaah, & Arkorful, 2023). Inspirational motivation is the first dimensions and can be defined as the ability of a leader to challenge the supporters to think beyond their limits and zones with the end goal of accomplishing 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). On the other hand, intellectual stimulation is another dimension of transformational leadership. It is a procedure that is used by transformational leaders with the end goal 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 finds better approaches to roll out a positive improvement (Bass & Riggio, 2006). Whereas, Idealized influence is also a dimension of transformational leadership. It can be defined as 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). Finally, individualized consideration is the fourth dimension of transformational leadership. It can be defined as the leaders' ability to focus on every individual's particular demands, expectations and dreams. 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).

### **Job Satisfaction**

It is the degree to which an employee is satisfied with his /her 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). The prime reason for this is that people spend most of their time at work; hence, job satisfaction provides them something with which can spend most of their time. Furthermore, it is also argued that job satisfaction is related to stress (Liu, Zhu, Wu, & Mao, 2019). In this regard, it should be noted that if a person is stressed, it adversely affects his / her health (O'Connor, Thayer, & Vedhara, 2021). Furthermore, even a low level of constant stress may result in counter-productive behaviors (Hoyt, Cohen, Dull, Castro, & Yazdani, 2021). However, it should be noted that these two types of stressors family-related stress and work-related stress are often related to each other (Daviu, Bruchas, Moghaddam, Sandi, & Beyeler, 2019; Karakaş, & Tezcan, 2019). Hence, if a person is affected by job-related stress, it will not only adversely affect his work-related outcomes but it will also affect his or her life in general and he or she will no longer be able to enjoy his or her life. Consequently, it is suggested that it is extremely important for a person to be satisfied with his or her job in order to remain happy in the life. Therefore, ups and downs at workplace may have significant consequences on other facets of an individual's life. This is especially because people spend most of their time at work. This is why it is extremely important that people are satisfied with their jobs (Ghayas& Siddiqui, 2012). Hence, job satisfaction is important and managers should make every effort in order to enhance the level of job satisfaction of their employees.

Since, job satisfaction is important for an employee and it may affect the other facets of life, therefore, researchers have started studying job satisfaction. In this regard, there have been various studies that seeks to study the antecedent (Arokiasamy, Rizaldy, & Qiu, 2022; Westbrook, & Peterson, 2022) and consequences (Ng, Choong, Kuar, Tan, & Teoh, 2021; Mawardi, 2022) of job satisfaction. This research is one such study that not only tries to explain the relationship with the antecedent of job satisfaction in the form of transformational leadership but also aims to explain its consequence in the form of organizational commitment.

### **Organizational Commitment**

It is a positive work outcome and companies across the globe are always eager to find committed employees. It is the extent to which an employee feels commitment

towards the organization he or she works for. This helps the workers remain absorbed in the work they are doing. Hence, workers having enhanced level of commitment usually perform better than the workers who are not that committed towards the organization. Hence, workers with an increased level of organizational commitment are an asset for the organization. This dedication not only enhances operational efficiency but also helps build a strong, cohesive team capable of overcoming challenges and driving organizational growth. In essence, organizational commitment fosters a supportive and engaged workforce, which is essential for achieving sustained success and competitive advantage.

### **Dimensions of Organizational Commitment**

Organizational commitment is a three-dimensional construct (Allen & Meyer, 1990). The first dimension of organizational commitment is affective commitment. It primarily talks about the feeling segment that an employee has towards the organization. It is more like the attachment that one may develop toward the organization after working for a longer period (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. This results in enhanced individual performance which ultimately translates into better organizational performance. Hence, this is something valuable for the firms and thereby researchers and practitioners are always concerned about finding the ways that can help them enhance the level of affective commitment among the employees. The second dimension of organizational commitment that is explicitly mentioned by Allen and Meyer (1990) is normative commitment. The term normative commitment can be described in terms of the extent to which an employee feels that it is morally obligatory for the employee to remain committed to the firm (Allen & Meyer, 1990). Hence, this dimension of organizational commitment is more about morality and ethics than the attachment factor. People having increased level of normative commitment are usually more concerned about their moral obligation while being associated with the organization. They feel that it is their responsibility to work for the betterment of the organization till at least they are associated with the organization. They tend to pay back the organization by remaining loyal to the organization. The third dimension of organizational commitment is continuance commitment (Allen & Meyer, 1990). In the continuance commitment, people are neither worried about the emotional attachment nor are they worried about the moral responsibilities but are rather concerned about the economic benefits in case the relationship with the firm ceases to exist.

### **Transformational Leadership and Job Satisfaction**

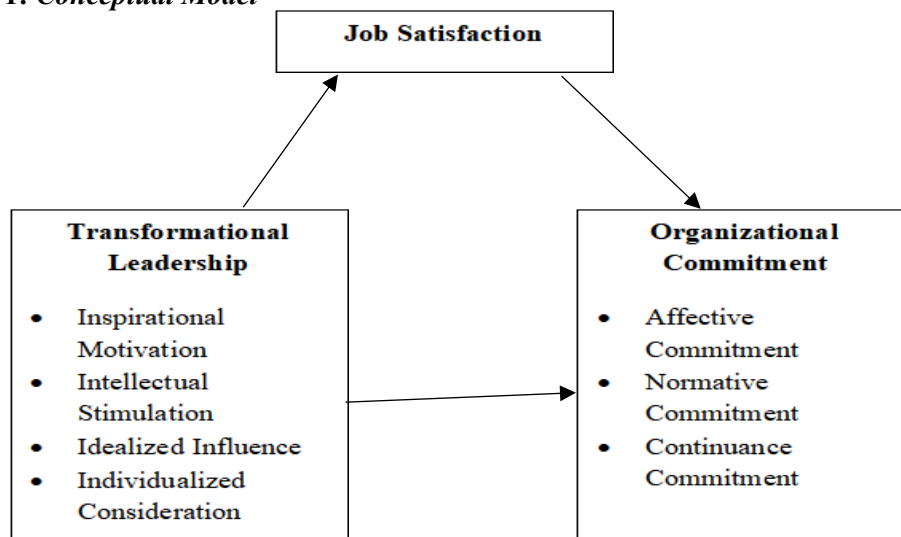
Transformational leadership aims at transforming the lives of subordinates by making them learn and think in ways that will not only be important for the professional development of the subordinates but will also help achieve the organizational goals.

By doing so, transformational leaders are able to create a win-win situation for both the employees and the organization. Adopting the transformational leadership style helps the managers in motivating the employees (Shafi, Lei, Song, & Sarker, 2020; Smith, DeJoy, & Dyal, 2020). This is because of the fact that people usually like to work with the people who not only cares about the work outcomes but are also helpful in their professional development. Hence, people working with the transformational leaders are usually happy with their jobs (Kumar, & Dhiman, 2020; Dahiya, & Raghuvanshi, 2021; Asgarnezhad, Abbasgholizadeh, Oleykie, & Nemati, 2021). Therefore, it is arguably not a difficult thing to understand that transformation leadership is related with the job satisfaction (Hussain, & Khayat, 2021; Purwanto, Purba, Bernarto, & Sijabat, 2021). Therefore, it is concluded that transformational leadership has a causal relationship with the job satisfaction. Furthermore, transformational leadership also helps in improving the work outcomes of the employees such as employee engagement (Balwant, Mohammed, & Singh, 2020) and organizational commitment (Udin, 2020). In this regard, it should be noted that since transformational leadership is related to job satisfaction and the job satisfaction is related to the organizational commitment (Azeem, 2010), therefore, it is logically correct to assume that job satisfaction mediates the relationship between dimensions of transformational leadership and dimensions of organizational commitment. Hence, we propose the following

### Conceptual Model

A conceptual model is important for any research study. It provides the layout of the research model. The conceptual model of this research study is presented below:

**Figure 1: Conceptual Model**



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**RESEARCH OBJECTIVE**

1. This study aims to provide insights into the role of job satisfaction in the relationship between dimensions of transformational leadership and the dimensions of organizational commitment.

**RESEARCH QUESTION**

1. What is the role of Job Satisfaction in the relationship between the dimensions of Transformational Leadership and dimensions of Organizational Commitment among the faculty members of universities in Karachi?

**RESEARCH METHODOLOGY**

In order to conduct this study, three instruments were developed. The first instrument consisted of twelve items and was adopted from the Multi-Factor Leadership Questionnaire (MLQ). This instrument was used for measuring dimensions of transformational leadership. The second instrument consisted of six items and was adopted from Podsakoff et al., (1990). This instrument was used for measuring job satisfaction. Lastly, the third instrument consisted of twenty-four items and was adopted from Allen and Meyer (1990) for measuring the dimensions of organizational commitment. These instruments were distributed among the faculty members working at various degree-awarding institutions and universities in Karachi. In this regard, it should be noted that data is collected in three waves. The sample size of the study is 424. It should be noted that since this study involves assessing the linkages between the leadership style, job satisfaction and the organizational 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, three separate structural models have been used to test the hypotheses. This is done so because there are three dependent variables in the study and as per Kline (2006); and it is impossible to determine the magnitude of mediation through single model if there are multiple mediators or dependent variables. In this regard, it should be noted that these structural models have been applied using AMOS software.

**DATA ANALYSIS****Confirmatory Factor Analysis**

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CFA is used to confirm whether the data fit a specific, theory-driven model. Researchers specify the number and nature of factors in advance and examine how well the data supports this model. This technique is essential for validating measurement instruments, ensuring that they accurately capture the intended constructs, and for confirming the validity of theoretical frameworks in various fields of research. By providing a rigorous test of the proposed factor structure, CFA contributes to the robustness and credibility of empirical findings. The results of the confirmatory factor analysis are given below:

**Table 1: Model Fit Index**

CMIN/df	GFI	AGFI	NFI	CFI	RMSEA
3.014	0.946	0.913	0.913	0.940	0.069

The above table indicates that there are no issues with the model fit indices. Hence, the model is statistically fit.

**Table 2: Results of Confirmatory Factor Analysis**

Variable	SFL	Cronbach Alpha	AVE	CR
<b>Idealized Influence</b>		<b>0.814</b>	<b>0.539</b>	<b>0.778</b>
II1	0.721			
II2	0.746			
II3	0.735			
<b>Individualized Consideration</b>		<b>0.753</b>	<b>0.513</b>	<b>0.759</b>
IC1	0.639			
IC2	0.755			
IC3	0.749			
<b>Inspirational Moral Perspective</b>		<b>0.742</b>	<b>0.501</b>	<b>0.749</b>
IM1	0.659			
IM2	0.812			
IM3	0.640			
<b>Intellectual Stimulation</b>		<b>0.777</b>	<b>0.596</b>	<b>0.816</b>
IS1	0.736			
IS2	0.801			
IS3	0.738			

The above table indicate the Standardized factor loadings, the Cronbach alpha and the AVE. The table indicates that there are no issues about reliability and factor loadings.

Convergent validity is a key component of construct validity that assesses whether a measurement tool correlates well with other measures of the same construct. It ensures

that the tool is accurately capturing the intended concept by demonstrating a strong relationship with other established measures that theoretically should be related. For example, if a new test is designed to measure emotional intelligence, it should show high correlations with other validated emotional intelligence assessments. This type of validity is crucial for confirming that the tool is indeed measuring what it claims to measure, and not something else. Establishing convergent validity enhances the credibility of the measurement tool, providing confidence that it can reliably be used in research and practice to evaluate the intended construct effectively.

**Table 3: Convergent Validity**

Variables	AVE	CR	Status
II	0.539	0.778	Valid
IC	0.513	0.759	Valid
IM	0.501	0.749	Valid
IS	0.596	0.816	Valid

Table 3 presents the values of AVE and CR. Now, if we talk about the convergent validity, it can be established by proving the AVE is greater than 0.5 and CR values are greater than the AVE values of the variables (Fornel & Larcker, 1981). By looking at the AVE and CR values, one can identify that both conditions are met in the above table, indicating that there are no issues with the convergent validity.

On the other hand, discriminant validity is crucial in research as it ensures that a test or measure is accurately assessing distinct constructs and is not confused with other variables. This form of validity confirms that a tool is not only measuring what it is intended to but also that it does not overlap significantly with other measures that assess different concepts. By establishing discriminant validity, researchers can be confident that their findings are specific to the intended constructs and not influenced by unrelated variables. This precision enhances the credibility of the research and ensures that conclusions drawn are based on accurate, distinct measurements, ultimately contributing to more reliable and meaningful outcomes in studies.

**Table 4: Discriminant Validity**

	II	IC	IM	IS
II	<b>0.734*</b>			
IC	0.282	<b>0.716*</b>		
IM	0.324	0.388	<b>0.707*</b>	
IS	0.370	0.315	0.291	<b>0.772*</b>

Table 4 compares the values of the square root of AVE with the correlation of that variable with the other variables in the construct. It can be seen in Table 4 that the values of the square root of AVE of all variables are greater than the value of that

variable with the other variables in the construct. This indicates that there are no issues about the convergent validity of the instrument.

### Structural Equation Models

It provides a framework for assessing both the direct and indirect relationships between variables. By estimating the strength and direction of these relationships, SEM helps in understanding how different variables interact within a theoretical framework. This method is particularly valuable for testing and refining theories, validating measurement instruments, and exploring causal relationships, making it a powerful tool for researchers aiming to uncover and confirm the intricate structures underlying their data.

**Table 5: Model Fit Indices**

Model	CMIN/df	GFI	AGFI	NFI	CFI	RMSEA
AC	3.367	0.835	0.793	0.891	0.921	0.075
NC	1.796	0.920	0.900	0.937	0.971	0.043
CC	1.921	0.914	0.893	0.931	0.965	0.047

**Table 6: Results of the Structural Model**

S#	IV	Mediator	DV	Beta	Sig
1	II	JS		0.209	0.023
2	IC	JS		0.102	0.217
3	IM	JS		0.226	0.040
4	IS	JS		0.226	0.005
5	II		AC	-0.024	0.006
6	IC		AC	0.015	0.034
7	IM		AC	0.000	0.969
8	IS		AC	0.010	0.132
9	II		NC	-0.098	0.076
10	IC		NC	0.159	0.012
11	IM		NC	0.143	0.026
12	IS		NC	0.123	0.014
13	II		CC	-0.065	0.092
14	IC		CC	0.108	0.006
15	IM		CC	0.078	0.062
16	IS		CC	0.102	0.003
17	II	JS	AC	0.039	0.015

18	IC	JS	AC	0.019	0.168
19	IM	JS	AC	0.042	0.029
20	IS	JS	AC	0.042	0.003
21	II	JS	NC	0.017	0.017
22	IC	JS	NC	0.008	0.126
23	IM	JS	NC	0.018	0.027
24	IS	JS	NC	0.018	0.008
25	II	JS	CC	0.009	0.058
26	IC	JS	CC	0.004	0.109
27	IM	JS	CC	0.009	0.062
28	IS	JS	CC	0.009	0.043

Results indicate that idealized influence, inspirational motivation and intellectual stimulation have significant relationship with job satisfaction. Moreover, idealized influence and individualized consideration are related to affective commitment, whereas, individualized consideration, inspirational motivation and intellectual stimulation are related to normative commitment. It is also found that individualized consideration and intellectual stimulation are related to the continuance commitment.

It is further found that job satisfaction mediates the relationship between three facets of transformational leadership (i.e. idealized influence, inspirational motivation and intellectual stimulation) and the affective commitment. Likewise, it also mediates the relationship between the same three facets of transformational leadership and normative commitment. Lastly, results also indicate that job satisfaction mediates the relationship between intellectual stimulation and continuance commitment.

## DISCUSSION

This research study is part of the wider efforts that seek to study the topics concerning leadership styles and their impact on various work outcome. These efforts are important as they will be helpful in determining the ways to make the employees more productive. In this regard, this study suggest that individualized influence and intellectual stimulation are related to job satisfaction. This indicates that employees give value to the leaders that are high on the individualized consideration and the intellectual stimulation and having such leaders also contributes towards the job satisfaction of the employees. Here, it should be noted that individualized consideration is previously defined as the leaders' ability to focus on every individual's particular demands, expectations and dreams. 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). Hence,

individualized consideration is all about receiving personal attention from the supervisor and it is a natural phenomenon that people like the fact that someone is taking keen interest in their welfare etc. Hence, it is completely logical that people who believe that their managers are high on individualized consideration are happy with their jobs. On the other hand, if we talk about intellectual stimulation it is a procedure that is used by transformational leaders with the end goal to motivate workers towards development and imaginative reasoning. In this regard, it can be argued that since teaching is all about motivating the students towards development and imaginative reasoning, therefore, it is natural that teachers are more concerned about their own development and enhancing their own imaginative reasoning as well. Hence, it is completely logical that teachers give importance to the intellectual stimulation. Hence, these results are consistent with the previous studies (Kumar, & Dhiman, 2020; Dahiya, & Raghuvanshi, 2021; Asgarnezhad, Abbasgholizadeh, Oleykie, & Nemati, 2021) that people working with transformational leaders are usually happy with their jobs. Furthermore, various dimensions of transformational leadership are also related with dimensions of organizational commitment. This is also logical and is consistent with Udin (2020) as people usually try to reciprocate when they feel that someone cares for them. Hence, when they perceive that their managers are supportive of them, they genuinely feel that there is a necessity to do something and this results in increased commitment. Furthermore, this research indicates that job satisfaction plays a mediating role between various dimensions of transformational leadership and the dimensions of organizational commitment. This helps in concluding that leadership plays an important role in enhancing job satisfaction and organizational commitment. Furthermore, it is also concluded that job satisfaction plays an important role in channelizing the effects of leadership style towards the positive work outcomes such as organizational commitment.

### **RECOMMENDATIONS**

Since it is recommended that idealized influence, inspirational motivation, and intellectual stimulation are significantly associated with job satisfaction, therefore, it is recommended that management in educational institutions must realize the importance of these facets of transformational leadership and devise strategies to use these concepts for enhancing the level of job satisfaction of employees. Furthermore, since it is also found that facets of transformational leadership are related to the dimensions of organizational commitment, therefore, it is also recommended that management in educational institutions should focus on using a transformational leadership style to make the employees committed towards the organization. Hence, by doing so, they can help achieve the organizational goals.

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