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The Impact of Transformational Leadership on Work Engagement: The Mediating Role of Job Satisfaction

Asghar Ali[1], Dr. Muhammad Rashid[2], Rab Nawaz[3*], Nazim Ali[4], Rizwan Ullah[5]

[1] Department of Education, University of Malakand
[2] Assistant Professor, Department of Management Sciences, the Islamia University of Bahawalpur, Rahim Yar khan Campus, Pakistan
[3,5] Lecturer, Department of Commerce and Management Sciences, University of Malakand,
[*]Corresponding Author's Email: rab.nawaz@uom.edu.pk
[4] Professor, Department of Commerce and Management Sciences, University of Malakand

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Abstract

This paper discusses the effects of transformational leadership on work engagement but with specific reference to whether job satisfaction mediate the effects of transformational leadership among the faculty members of the public sector universities in Khyber Pakhtunkhwa (KP), Pakistan. The inspirational motivation, intellectual stimulation, individualized consideration and idealized influence are the key attributes of transformational leadership that has been more than acknowledged as an effective management style in improving employee attitudes as well as behaviors. These relationships are of particular importance in the academic circles where intellectual and emotional commitment is critical. A sample of 526 faculty members was used to collect the data with the assistance of the standardized and validated instruments, such as Multifactor Leadership Questionnaire (MLQ), Utrecht Work Engagement Scale (UWES), and Minnesota Satisfaction Questionnaire (MSQ). A quantitative type of cross-sectional design was used and the analysis undertaken with descriptive statistics, correlation analysis, regression analysis and mediation analysis in the approach of Baron and Kenny. The results show that work engagement and job satisfaction are significantly and positively influenced by transformational leadership. Also, work engagement is positively related with job satisfaction. The mediation analysis indicates that job satisfaction mostly mediates the connection between transformational leadership and work engagement, which implies that transformational leaders positively impact the work engagement not only directly but also indirectly through the improvement of employee's job satisfaction. The paper has added to the body of literature by giving empirical evidence of the study by the higher education sector in Pakistan, a setting that has not been adequately researched on leadership studies. The findings provide some useful suggestions to policy makers and university administrators on the need to pursue transformational practices of leadership in order to achieve a more involved and satisfied workforce in the institutions, which ultimately leads to better performance of the institutions and the outcomes of learning.

Keywords: Transformational leadership, work engagement, job satisfaction, mediation, higher education, Pakistan.

Introduction

The modern organizational world is highly dynamic and competitive in nature, which makes leadership a very important variable that determines the way employees act and think and the overall efficiency of the organization. Transformational leadership is one of the most influential

leadership paradigms that has gained prominence in the light of its capacity to motivate, inspire, and build employees outside of the narrow-self-interest of employees (Bass, 1985). Transformational leaders develop a strong vision, encourage creativity, and offer personalized attention, and thus make employees more psychologically attached to their jobs (Bass & Avolio, 1995; Judge and Piccolo, 2004). Transformational leadership is even important in knowledge-based areas like in higher education where intellectual activity and innovation are vital. The engagement at work has become a prominent topic in the organizational research with the effect of defining the employee performance and well-being as a critical contributor. Demonstrated as a pleasant, satisfying, job-related condition marked by enthusiasm, commitment, and engrossment, work engagement is the degree of work engagement that employees have towards their job that is either emotional or cognitive (Schaufeli et al., 2002; Schaufeli and Bakker, 2003). Engaged employees are more efficient, dedicated, and strong and they are beneficial to organizational results (Bakker and Demerouti, 2008). Earlier researchers have established that leadership is a critical factor in the determination of employee engagement through the impact of work environments and psychological resources (Breevaart et al., 2014; Christian et al., 2011).

Work engagement has been attributed to transformational leadership in particular. Transformational leaders create a setting that supports enthusiasm and participation by employees by expressing a clear vision and achieving intellectual stimulation (Wang et al., 2011). Additionally, these leaders earn trust and improve relationships, and this further promotes the willingness of the employees to put efforts in their work (Macey and Schneider, 2008). It has been empirically claimed that the employee who feels that his or her leaders are transformational have more chances to be more engaged and motivated (Tims et al., 2011; Zhu et al., 2009). Jobs satisfaction is another significant variable in this relationship as it is the degree to which the employees feel good about their jobs (Spector, 1997). Job satisfaction is a significant measure of employee welfare and it has been linked with several organizational results such as performance, commitment and turnover intentions (Locke, 1976; Judge et al., 2001). Transformational leadership is also known to increase job satisfaction to a great extent through encouraging fairness, recognition, and personal development opportunities (Choi et al., 2016; Braun et al., 2013). Employees feel that they are valued and supported and, therefore, tend to have positive attitudes towards their work. Moreover, work engagement is also closely related to job satisfaction. Engagement is achieved through the demonstrations of enthusiasm and commitment, which are the elements of satisfaction among employees (Harter et al., 2002). This is an indication that job satisfaction can serve as a mediating variable by which the transformational leadership can affect work engagement. That is, transformational leaders can improve engagement through indirect means by having employees feel more satisfied with their jobs. Past studies have given emphasis on the need to study such mediating relationships in order to have a better insight into the processes that lie behind the correlation between leadership and employee outcomes (Baron and Kenny, 1986; Preacher and Hayes, 2008). Although numerous studies have examined transformational leadership, work engagement, and job satisfaction, there are few empirical studies that explored the same in the setting of higher education institutions in Pakistan and especially in Khyber Pakhtunkhaw (KP). This is because universities in this region are encountering distinctive challenges that are characterized by shortage of resources, rising workload, and academic excellence. It is crucial to note that the importance of leadership styles on faculty engagement and satisfaction can help to enhance the performance and quality of institutions.

The proposed research is expected to fill this gap and to investigate the effect of transformational leadership on work engagement with job satisfaction acting as a mediating variable on faculty members of KP public sector universities in Pakistan. The study can be useful in terms of theory and practice, supplying the information that can help policymakers and academic leaders interested in promoting a better and more engaged workforce by offering empirical evidence in

this under-researched setting.

Literature Review

Transformational Leadership

Transformational leadership can be considered to be among the most popular leadership paradigms in organizational behavior, and it has been identified to introduce many positive changes in the attitudes of employees and organizational performance. Originally developed by Burns (1978) and further developed by Bass (1985), transformational leadership can be defined as a leadership style that encourages the followers to perform above expectations by changing their beliefs, values, and objectives. Bass and Avolio (1995) state that transformational leadership is constituted of four major dimensions which include idealized influence, inspirational motivation, intellectual stimulation and individualized consideration. All these dimensions help leaders to act as role models and to inspire a shared vision, be creative to motivate and support individual employee needs. The existing empirical studies unanimously indicate that transformational leadership also has a positive correlation with the performance, commitment, and satisfaction of the employees (Judge and Piccolo, 2004; Wang et al., 2011). The transformational leaders also create trust and psychological safety, which are the cornerstones to employee development and engagement (Dirks and Ferrin, 2002). Transformational leadership is especially useful in academic institutions, where it promotes creativity, teamwork, and intellectual development in faculty members. Studies have shown that transformational behaviors among university leaders can play an important role in defining faculty motivation and institutional performance (Nguni et al., 2006; Khalid and Rehman, 2020).

Work Engagement

The concept of work engagement has become one of the primary constructs in the field of positive organizational psychology, which illustrates the active engagement and interest of the employees in the work they carry out. According to Schaufeli et al. (2002), work engagement can be defined as positive, satisfying, job related emotion which is vivid (energy and strength), engaged (sense of importance and interest), and absorbed (whole concentration in job). In contrast to burnout, the latter is a negative state of the mind, whereas engagement deals with positive experiences and well-being among employees.

Job Demands-Resources (JD-R) model is a theoretical framework of studying the phenomenon of work engagement, which also holds that job resources including leadership support, autonomy, and feedback are very essential in enhancing work engagement (Bakker and Demerouti, 2008). Transformational leadership is regarded as an important job resource as it leads to the improvement of the psychological capital and motivation of the employees (Tims et al., 2011). Interested workers are likely to express increased productivity, organizational citizenship behavior and job performance (Christian et al., 2011; Rich et al., 2010). Faculty involvement in higher education is an important aspect of excellence in teaching, research outcomes, and student satisfaction. The active faculty members will tend to embrace new teaching strategies, engage in research, and help in the development of institutions (Salanova et al., 2010). Thus, it is of high significance to learn the issues that promote work engagement, especially the leadership styles.

Job Satisfaction

The job satisfaction stands out as one of the most widely researched constructs in organizational studies, and it is usually defined as the level of positivity or negativity that the employees feel towards work (Spector, 1997). According to Locke (1976), job satisfaction is a desirable emotional feeling that is caused by the evaluation of the job, or job related experiences. It includes different factors which include pay, promotion potential, supervision, working conditions and human relationships Studies have always indicated that job satisfaction has been associated with many organizational behaviours, such as the performance, commitment and turnover intentions of an

employee (Judge et al., 2001; Harter et al., 2002). Job satisfaction is also of great concern in the academic scenario, it determines how teachers stay in the same institution, how well they teach and how many publications they come up with (Oshagbemi, 2000). When the members of the faculty are satisfied with their jobs, chances are high that they will be committed to their institutions and add up to organizational objectives. Transformational leadership is important in job satisfaction improvement through the provision of supporting and empowering working conditions. Recognition and encouragement of participation and contribution towards professional growth are associated with the leaders who increase the levels of employee satisfaction (Braun et al., 2013; Choi et al., 2016). This good relationship has been verified in many industries such as education, health care, and business companies.

Work Engagement and Transformational Leadership.

The correlation of transformational leadership and work engagement has been greatly supported in empirical studies. Transformational leaders can impact on the engagement of employees by creating significant working experiences and increasing intrinsic motivation. Such leaders motivate the workers to work harder and engage with their work more intensively by motivating them through inspirational motivation and intellectual stimulation (Breevaart et al., 2014). This relationship is also elaborated in the JD-R model which suggests that leadership is a job resource that leads to better engagement through alleviation of job demands and augmentation of motivational processes (Bakker and Demerouti, 2008). Research has established that workers, who are managed by transformational leaders, experience more vigor, dedication, and absorption (Tims et al., 2011; Zhu et al., 2009). In addition to that, transformational leadership has been found to enhance the psychological empowerment of the employees which subsequently translates into increased engagement (Spreitzer, 1995; May et al., 2004). Transformational leadership can have an important impact in the context of higher education when it is used to foster a culture of collaboration, innovation, and academic excellence. Faculty members who feel more involved with their work and institutional objectives are enabled by the leader presenting a clear vision and support through intellectual means.

Transformational Leadership and job satisfaction.

It was also found that transformational leadership is strongly positively correlated with job satisfaction. Leaders who are considerate of their employees needs and have opportunities to grow them, are in a position to develop a work environment that leads to satisfaction (Judge & Piccolo, 2004). The personalized approach, being one of the primary aspects of transformational leadership, is especially relevant to improving satisfaction through the satisfaction of individual and professional needs of employees. This relationship has always been supported by empirical studies. As an example, Braun et al. (2013) discovered that transformational leadership is a predictor of job satisfaction as it enhances leadermember relationship. Equally, Choi et al. (2016) found out that transformational leadership increases satisfaction through facilitation of fairness, trust, and empowerment. Transformational leadership may be particularly useful in enhancing job satisfaction in academic institutions that tend to appreciate autonomy and intellectual development by the faculty members.

Job Satisfaction and Work Engagement.

Work engagement and job satisfaction are two constructs that are interrelated and impact on one another. Whereas job satisfaction is the mood of workers concerning the job, work engagement is the commitment and passion of the workers. Employees who are satisfied have more chances to show a greater degree of engagement because positive emotions contribute to motivation and energy (Harter et al., 2002). Studies indicate that job satisfaction may be used as an antecedent of work engagement as it can promote a good psychological condition which promotes employee

to invest effort in work (Salanova et al., 2010). Also, engaged employees are less stressed and have greater well-being which again leads to engagement (Bakker and Demerouti, 2008).

Job Satisfaction as a Mediator.

Recent studies have increased their interest in the mediating effect of job satisfaction in the interaction between transformational leadership and work engagement. There is mediation where an independent variable exerts its effect on a dependent variable via intervening variable (Baron and Kenny, 1986). Transformational leadership can, in this case, contribute to work engagement indirectly through job satisfaction. This mediating mechanism has been supported in a number of studies. As an illustration, studies have shown that transformational leadership enhances the levels of satisfaction of employees and this translates to increased levels of engagement (Zhu et al., 2009; Tims et al., 2011). Preacher and Hayes (2008) note that research on mediation should be done in order to know the processes that law behind organizational relationships. This mediation to the higher education context, especially the satisfaction of the members of the faculty with the position may critically affect their interest in the activities of teaching and research. Nonetheless, there is little literature on this relationship in the Pakistani context and particularly in KP state universities. Consequently, this paper seeks to address this gap by empirically analyzing the mediational aspect of job satisfaction between the transformational leadership and the work engagement. Based on the literature mentioned above, we come up with the following hypotheses.

Hypotheses Development

H1: Transformational leadership does not have a negative impact on work engagement. H2: Transformational leadership has a positive influence on job satisfaction.

H3: The relationship between job satisfaction and work engagement is positive.

H4: Transformational leadership and work engagement have a mediating factor in the form of job satisfaction.

Methodology

Research

Design

This research takes a quantitative research design in investigating the effectiveness of transformational leadership in influencing work engagement with job satisfaction as the intervening variable. The research design used was cross-sectional because it involved collecting data of the respondents in a specific point in time. This is a design that is common in research in organizational behavior because it is an effective one in the study of relationships between variables (Creswell, 2014). The quantitative methodology is open to statistical analysis and hypothesis testing, which guarantees objectivity and generalizability of the results.

Population and Sample

The population sample of this research was faculty members, in universities of the public sector in Khyber Pakhtunkhwa (KP), Pakistan. These institutions are very important in the higher education system of the country as they are different in terms of academic programs and organization. The faculty members were chosen as respondents since they are directly impacted by leadership practices and play a major role in determining academic performance and institutional achievement. The convenience sampling method was used to select a sample of 526 faculty members since it was accessible and time-saving. Even though probability sampling methods are a better choice in terms of generalizability, convenience sampling is also deemed to be suitable in exploratory and organization studies where access to respondents can be restricted (Sekaran and Bougie, 2016). Scheduling was done to make the sample diverse with regards to gender, age, qualification and work experience to make the sample more representative.

Data Collection Procedure

The collection data were carried out using the structured questionnaire by distributing it both in print and electronically. Before the full-scale data collection, a pilot study was done using 30 respondents to establish the clarity, reliability, and validity of the instrument. Feedback-based necessary changes were implemented. The purpose of the study was explained to the participants, and their confidentiality and anonymity were guaranteed. It was voluntary and the respondents were requested to give truthful and unbiased answers. It has distributed 600 questionnaires of which the usable responses obtained were 526 giving a response rate of about 87.6, which is said to be sufficient to carry out a statistical analysis (Hair et al., 2010).

Measurement Instruments

The study variables were measured utilizing standardized and validated measures:

Transformational Leadership: Evaluated through Multifactor Leadership Questionnaire (MLQ) invented by Bass and Avolio (1995). The items in the scale are used to measure idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration.

Job Satisfaction: Job satisfaction was measured with Minnesota Satisfaction Questionnaire (MSQ) created by Weiss et al. (1967), that measures both intrinsic and extrinsic job satisfaction.

Work Engagement: Assessed with the help of the Utrecht Work Engagement Scale (UWES) designed by Schaufeli and Bakker (2003) and comprising of the following items: vigor, dedication, and absorption.

The rating of each item was on a five-point Likert scale between 1 (strongly disagree) and 5 (strongly agree). The tools were highly employed in the past researches and have shown great reliability and validity in a variety of settings (Schaufeli et al., 2002; Judge and Piccolo, 2004).

Reliability and Validity

Cronbach alpha coefficients were computed to make sure that the scales have been reliable. Internal consistency was observed with all constructs with good values of reliability of greater than the suggested 0.70 (Nunnally, 1978). Content validity was done by incorporating measurement scales that were well established in the previous research. The construct validity was also determined based on the correlation analysis which showed that the variables were significantly related in the intended directions.

Data Analysis Techniques

Statistical Package of Social Sciences (SPSS) was used in data analysis. The statistical methods used were as follows:

Descriptive Statistics: To describe demographic aspects of the respondents.

Correlation Analysis: To investigate the association between transformational leadership, job satisfaction, and work engagement.

Regression Analysis: To examine the direct impacts of the independent and dependent variables.

Mediation Analysis: The mediating role of job satisfaction was tested with the help of the Baron and Kenny (1986) approach. This was using multiple regression to establish whether the introduction of the mediator decreases the influence of the independent variable on the dependent variable.

Also, the strength of relationships and their direction were interpreted by use of significance levels (p-values) and beta coefficients. These statistical methods offer an in-depth insight into the assumed relationships and makes the results solid.

Ethical Considerations

The research process was done under ethical standards. The study had an informed consent where the purpose of its study and the rights of the respondents were made known to them. Informed

consent was taken and the anonymity of the responses was ensured. No personal data were gathered, and information was utilized only on the scholarly basis. This made it to be in line with ethical research practices and further increased the credibility of the study.

Results

Table 1: Demographic Profile

Variable	Category	Frequency	Percentage
Gender	Male	312	59.3%
	Female	214	40.7%
Age	25–35	198	37.6%
	36–45	214	40.7%
	46+	114	21.7%
Qualification	MS/MPhil	301	57.2%
	PhD	225	42.8%
Experience	<5 years	176	33.5%
	5–10 years	209	39.7%
	>10 years	141	26.8%

The demographic profile shows a fairly representative yet balanced sample of the faculty members in the public sector universities in KP. The majority of the respondents are male (59.3%), as it is common in most institutions of higher education in Pakistan because of the gender ratio. The proportion of the most popular age group is 36-45 years (40.7%), which means that the majority of the respondents are in the middle of their career and the impact of leadership cannot be underestimated at that point. Regarding the qualifications, a significant percentage of participants have MS/MPhil degrees (57.2%), and many of them hold PhDs (42.8%), which is also an indicator of a well-qualified academic sample. Concerning experience, the majority of the respondents are in the category of 5-10 years (39.7%), which implies that they have sufficient experience in institutional leadership practices, thus are fit to assess the relationships between leadership and satisfaction and between leadership and engagement.

Table 2: Correlation Analysis

Variables	TL	JS	WE
TL	1		
JS	0.61**	1	
WE	0.58**	0.65**	1

$p < 0.01$

The correlation analysis indicates that there are a high number of positive relationships between transformational leadership, job satisfaction, and work engagement. Transformational leadership has a strong positive relationship with job satisfaction ($r = 0.61$, $p < 0.01$), which means that a leader who perceives transformational leadership qualities is likely to increase the level of satisfaction of employees. In the same way, transformational leadership is also positively related to work engagement ($r = 0.58$, $p < 0.01$), which means that transformational leadership promotes more involvement and enthusiasm among the faculty members. The highest level of the relationship is evident between job satisfaction and work engagement ($r = 0.65$, $p < 0.01$), which indicates that a

satisfied employee has higher chances of engagement in work. These results support the stated hypotheses in the preliminary way and give reasons to continue regression and mediation analysis.

Table 3: Regression Analysis

Hypothesis	Beta	R^2	Sig
TL → WE	0.58	0.34	0.000
TL → JS	0.61	0.37	0.000
JS → WE	0.49	0.42	0.000

The outcomes of the regression analysis prove the existence of the significant predictive relations between the study variables. The transformational leadership positively influences the work engagement ($b = 0.58$, $p < 0.001$), confirming the hypothesis that a strong leadership approach improves the engagement and motivation of employees. Furthermore, transformational leadership is among the most significant predictors of job satisfaction ($b = 0.61$, $p < 0.001$), which shows that transformational leaders are those who offer vision, support, and encouragement to the faculty, which leads to a greater degree of job satisfaction. Job satisfaction also has a strong positive influence on work engagement ($b = 0.49$, $p < 0.001$) which proves that the more people are satisfied, the more energetic and committed to their work they can be. The values of R 2 imply that the predictors significantly explain the variance in the dependent variables meaning that there is strong validity of the model.

Table 4: Mediation Analysis

Path	Beta	Sig
TL → WE (direct)	0.58	0.000
TL → JS → WE	0.32	0.000
TL → WE (after mediator)	0.39	0.000

The mediation analysis has shown that job satisfaction mediates the relationship between transformational leadership and work engagement partially. First, there is a direct impact of transformational leadership on work engagement ($b = 0.58$, $p < 0.001$). With job satisfaction added as a mediator, the indirect effect ($b = 0.32$, $p < 0.001$) turns out to be significant, whereas the direct effect declines to $b = 0.39$, but it is still statistically significant. This decline in the beta coefficient suggests that the transformational leadership has a partial mediation in that the transformational leadership does not only have a direct effect on work engagement but also through job satisfaction. The implication of these results is that, although leadership behavior increases engagement firsthand, it also plays through the increase in the level of employee satisfaction, making employees more emotionally and cognitively attached to their job.

Discussion

The results of this research present excellent empirical evidence to the formulated hypothesis of the relationship between transformational leadership, job satisfaction, and work engagement in the scenario of politics of public sector universities in Khyber Pakhtunkhaw (KP), in Pakistan. In line with previous studies, transformational leadership was observed to play a considerable positive influence upon working engagement, which shows that those leaders who inspire, motivate, and intellectually engage their followers contribute to the increased degree of employee engagement and commitment (Bakker and Demerouti, 2008; Breevaart et al., 2014). This finding conforms to the fact that transformational leaders improve the working atmosphere that boosts

the psychological resources of employees, resulting in greater vigor, commitment and absorption (Schaufeli and Bakker, 2003; Tims et al., 2011). The article also establishes that transformational leadership is a significant predictor of job satisfaction which is consistent with previous studies that leadership behaviors are important factors in predicting staff attitude towards their jobs (Judge and Piccolo, 2004; Braun et al., 2013). Transformational leaders, based on individualized consideration and inspirational motivation, meet the need of recognition and development and meaningful work of the employees, thus, improving the level of satisfaction (Choi et al., 2016). Such leadership practices are especially crucial in the context of the academic community in which professors treasure independence and the sense of intellectual accomplishment.

Moreover, the findings reveal that there exists a positive correlation between job satisfaction and work engagement which is strong meaning that employees who are satisfied are more likely to be emotionally and cognitively engaged in their work. This result is in line with other researches that emphasize on job satisfaction as one of the antecedents of engagement (Harter et al., 2002; Salanova et al., 2010). Feeling that the workplace is good, employees will be more inclined to participate in the work process and show good results.

Notably, the mediation analysis indicates that job satisfaction mediates the correlation between transformational leadership and work engagement partly. The theoretical framework introduced by Baron and Kenny (1986) and even strengthened by Preacher and Hayes (2008) states that the view of analyzing the underlying processes in organizational relationships is important. The partial mediation implies that transformational leadership has both straightforward and indirect effects of work engagement in the form of job satisfaction. This observation has also been observed in other prior studies, in which job satisfaction is a psychological channel between leadership and engagement outcomes (Zhu et al., 2009; Tims et al., 2011).

Altogether, the findings support the appropriateness of the Job Demands-Resources (JD-R) model according to which leadership is an important job resource that helps to increase the motivation of employees and their well-being (Bakker and Demerouti, 2008). These results have implications on the context of higher education in Pakistan as they will demonstrate the relevance of transformational leadership practices to ensure more involved and content academic workforce.

Conclusion, Implication, and Future Research.

The researcher sought to determine the effects of transformational leadership on work engagement and used job satisfaction as a mediator between the faculty of the universities in the Kheber Pakhtunkhwa (KP) region of Pakistan in the public sector. The results of the study are strong indicators of the fact that transformational leadership is a significant contributor to job satisfaction and engagement in the work. Professional staff who feel that their leaders are transformational will feel more motivated, emotionally attached, and engaged in their work. In addition, the research confirms that job satisfaction is a partial mediating factor, which means that transformational leadership does not only have a direct impact on engagement, but also indirectly increases it by increasing the level of satisfaction among the employees. These findings support the significance of leadership style in influencing good organizational performance in the academic institutions.

In terms of theory, this paper has added to the existing body of knowledge because it combines transformational leadership, job satisfaction, and work engagement on a single platform within the higher education environment of Pakistan. It endorses the assumptions of Job Demands-Resources (JD-R) model (Bakker and Demerouti, 2008), in which leadership is identified as a key job resource in employee motivation and well-being. Moreover, the study contributes to previous studies that highlight the significance of underlying psychological processes in the nature of leadership-outcomes relationships by empirically confirming the mediating effect of job satisfaction (Baron and Kenny, 1986; Preacher and Hayes, 2008).

Given the practical implications, what the findings can say is that university administrators and policymakers need to focus more on nurturing transformational leadership competencies in academic leaders. Inspirational motivation, individualized consideration, and intellectual stimulation are some of the leadership behaviors that can be embraced by leaders through training programs, workshops, and the leadership development initiatives. Moreover, the institutions are encouraged to work towards increasing job satisfaction through better working conditions, appreciation of faculty contributions, as well as giving them a chance to grow professionally. These attempts may result in a more active, efficient, and dedicated academic labor which will eventually enhance the institutional output and the quality of education.

Regardless of its contributions, this study has some limitations that will offer future research prospects. The cross-sectional design restricts establishing the cause-effect relationships between the variables. The longitudinal designs should be a consideration in the future to study changes. Moreover, convenience sampling can have some influence on generalization of the results, hence, a future study should utilize methods of probability sampling to increase representativeness. Another area researchers might consider is other mediating or moderating variables, including organizational commitment, psychological empowerment, or organizational culture to have a better understanding of the relationship between leadership and employee outcomes. The generalizability and applicability of the findings would be even greater, should the research be expanded to include other areas of Pakistan or even to the private universities.

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