



RESEARCH PAPER

Transformational Leadership and Faculty Achievement: The Mediating Role of Job Satisfaction and Organizational Commitment

¹Ali Nisar, ²Irfan Iqbal and ³Dr. Sahrish Saba

1. MS HRM, Department of Management Sciences, Shifa Tameer e Millat University Islamabad, Pakistan
2. Senior Lecturer, Department of Management Sciences, Shifa Tameer e Millat University Islamabad, Pakistan
3. Assistant Professor, Department of Management Sciences, Shifa Tameer e Millat University Islamabad, Pakistan

Corresponding Author: a.nisarkiani@gmail.com

ABSTRACT

This study examines how transformational leadership enhances faculty achievement in public sector universities by exploring the mediating roles of job satisfaction and organizational commitment. Grounded in Full Range Leadership Theory, Herzberg's Two-Factor Theory, and Meyer and Allen's commitment framework, the study proposes a dual-mediation model to explain the psychological mechanisms linking leadership with academic outcomes. Data were collected from 314 faculty members working in public universities in Islamabad and analyzed using Partial Least Squares Structural Equation Modelling (PLS-SEM). The findings reveal that transformational leadership has a significant direct effect on faculty achievement and also produces meaningful indirect effects through attitudinal factors. Job satisfaction emerges as the strongest mediating pathway, showing a greater indirect effect than organizational commitment. Although organizational commitment also significantly mediates the relationship, its influence is comparatively weaker. Overall, the results suggest that leadership effectiveness in higher education largely operates by strengthening faculty motivation and positive work attitudes, thereby improving academic performance.

KEYWORDS Transformational Leadership, Faculty Achievement, Job Satisfaction, Organizational Commitment, Higher Education

Introduction

In universities, processes are knowledge-intensive, where the faculty members are independent professionals and not employees. In these settings, leadership has often been presumed to positively influence academic performance; nonetheless, empirical studies have mostly investigated direct correlations between leadership styles and performance outcomes and provided few insights in terms of psychological processes of how leadership can be converted into faculty performance (Bass, 1985; Bolden et al., 2019). Transformational leadership, specifically, has been linked with desirable employee performance in any industry, but its efficacy in post-secondary education may rely less on its direct control and more on its ability to influence faculty attitudes and levels of motivation (Nguyen et al., 2020; Khan et al., 2023). Based on the Full Range Leadership Theory (Bass, 1985), the Two-Factor Theory of Herzberg (1965), and the organizational commitment model developed by Meyer and Allen (1991), this paper will contend that leadership is indirectly related to the achievement of the faculty through specific attitudinal processes of job satisfaction and organizational commitment. The simultaneous tests of these mediating processes can further promote a more sophisticated account of leadership effectiveness in public universities and help understand which of the motivational reactions, within a shorter period of time or institutional commitment, is more clearly associated with academic success.

Universities are knowledge-based organizations where professors work as relatively independent professionals; leadership cannot be perceived as a hierarchical governance but must be defined as a device that influences motivation, attitudes, and the environment that promotes scholarly activity. Despite the broad advocacy of transformational leadership (TL) as a mediator of academic performance, the existing bodies of literature have focused on direct TL-performance relationships and neglected the mechanisms and reasons behind leadership-faculty performance (Bao et al., 2024). Empirical synthesis and more recent studies of the sector suggest that TL consistently anticipates good employee behavior (including job satisfaction and performance), but that the mechanism of linking leadership behaviors with tangible academic results may work by psychological and attitudinal means but not just by direct managerial action (Notarnicola et al., 2024).

There are two attitudinal mechanisms that are very plausible and theoretically different. In the first place, job satisfaction (JS) represents a comparatively proximate, evaluative reaction to working conditions (intrinsic and extrinsic) and is usually demonstrated to mediate the impact of TL on employee performance within a variety of industries, education being one of them (Mukhtar et al., 2025). Second, organizational commitment (OC) is a more psychological attachment and identification with the institution, which is longer-term and more discretionary as long as commitment remains in the long run, and therefore plausibly relates leadership with more lasting aspects of faculty achievement (research, sustained teaching innovations) (Kaya, 2024). This difference is important: satisfaction can trigger short-term boosts in effort and productivity, whereas commitment can support long-term academic donations. The combination of both mediators can hence explain why TL is most effective by modifying short-term motivational conditions or developing stronger institutional relationships.

Although the current body of country- and sector-specific research demonstrating the positive contribution of TL to higher education is on the rise, only a limited number has been able to compare the results of JS and OC as competing mediators within a similar model and, of course, only a small subset of studies have achieved such an outcome with formal SEM methods in the context of public-university settings where bureaucratic factors and resource limitation can change the psychological processes (Felix, 2025). To fill this gap, the current study evaluates a dual-mediation model, TL → JS → Faculty Achievement and TL OC → Faculty Achievement, based on faculty survey responses in public universities. The study compares the effects of the indirect effects directly and finds out which attitudinal pathway (proximal satisfaction vs. enduring commitment) broadcasts transformational leadership better into faculty-level academic achievement. The results will narrow down the theoretical explanations of leadership within knowledge organizations and will provide pragmatic conclusions of how university leaders should focus on interventions that will effectively lead to the realization of faculty attainments.

Faculty members of the andragogical teaching profession in the university sector are typically aware of the influence of intrinsic motivational signals instead of material incentives to achieve performance goals in institutions characterized by bureaucratic structures and resource limitations (Rehman et al., 2025). In such situations, the immediate effects of leadership behaviors that create psychological satisfaction can be more effective than long-term institutional attachment ones. This contextual factor also supports the choice to consider job satisfaction and organizational commitment together. Accordingly, the present study aims to examine whether transformational leadership enhances faculty achievement directly and indirectly through two distinct attitudinal mechanisms: job satisfaction and organizational commitment.

Literature Review

Transformational Leadership and Faculty Achievement

Transformational leadership (TL), as theorized in the Full Range Leadership Theory, signifies leadership actions that increase the motivation of the followers as well as align them with shared vision and arouse intellectual development (Bass, 1985). In environments that involve a lot of knowledge, like universities, leadership does not focus on supervision but influence of cognitive and motivational climates. The faculty members work with a lot of autonomy, hence, their scholarly output is not only determined by formal control systems but also by the degree to which the leadership stimulates interest, professional identity, and desire to pursue excellence in their academic work (Bolden et al., 2019).

Empirical studies conducted recently show that TL is positively correlated with performance outcomes in any industry, and higher education is no exception (Nguyen et al., 2020; Khan et al., 2023). Transformational leaders enhance intellectual stimulation, consideration of individuals, and inspirational motivation, which are behaviors that resonate well with scholarly work, which is intrinsically motivated and innovation focused (Bukhari et al., 2024). Transformational leaders can also improve the efforts of faculty members in teaching, research, and professional development by stating a compelling academic vision and understanding the role played by faculty members.

Nevertheless, even though positive direct effects are widely reported, academic institution performance tends to be a cumulative psychological process, not a direct impact of managers. However, in accordance with the available literature, a positive relationship between transformational leadership and faculty achievement is likely to be direct.

H1: Transformational leadership positively influences faculty achievement.

Transformational Leadership and Job Satisfaction

Job satisfaction (JS) is an evaluative and affective reaction of an individual to the work conditions, including both intrinsic (recognition, autonomy, meaningful work) and extrinsic (salary, supervision, policies) aspects (Herzberg, 1965). The Two-Factor Theory, created by Herzberg, identifies two categories of factors that may cause dissatisfaction (hygiene factors) and those that may contribute to increased intrinsic engagement (motivators). Intrinsic motivations are especially relevant in academic settings where factors like intellectual autonomy and recognition play a significant role (Wasan et al., 1978).

Transformational leadership theory is in a good position to promote job satisfaction. Inspirational motivation and individualized consideration help the leaders to recognize the input of the faculty and create a sense of professional worth (Shehzad et al., 2024). Intellectual stimulation also strengthens the perceived autonomy and growth opportunities, which are the fundamental aspects of intrinsic satisfaction. The recent literature in the context of higher education proves that TL is a statistically significant predictor of faculty job satisfaction, especially in the setting that appreciates recognition and participative leadership (Nguyen et al., 2020; Jabbar et al., 2024).

The behaviors of leadership that contribute to increased intrinsic motivation can be even more important in the context of a public university system, where bureaucratic restrictions can restrict the ability to provide structural rewards. Under this, transformational leadership will presumably increase the job satisfaction of the faculty.

H2: Transformational leadership positively influences job satisfaction.

Job Satisfaction and Faculty Achievement

The association between job satisfaction and performance is an old debate; nevertheless, modern studies propose that job satisfaction promotes performance mainly through the enlargement of engagement, discretionary effort, and persistence (Mahmood et al., 2023; Mukhtar et al., 2025). In institutions of higher learning, faculty members with high levels of satisfaction would exert more effort in teaching preparation, research cooperation, student guidance, and career advancement.

Notably, satisfaction is a proximal motivational state. It affects day-to-day involvement in work and immediate behavior reactions (Bukhari et al., 2024). Faculty is likely to go beyond the explicit demands of their position when they feel fair, appreciated and autonomous. Other studies in higher education institutions have confirmed that content faculty exhibit increased teaching efficiency, higher research participation, and improved institution contribution (Sarwar et al., 2025).

Since the success of faculty in achievement can be measured in terms of teaching success, research success and career development, it is reasonable to expect that satisfaction will have a positive influence on achievement outcomes. Hence.

H3: Job satisfaction positively influences faculty achievement.

Transformational Leadership and Organizational Commitment

Organizational commitment (OC) is a more psychological commitment to the institution, which involves affective, continuance and normative levels (Meyer & Allen, 1991). Commitment is an identification and loyalty as opposed to job satisfaction, which is a short-term assessment of work.

Transformational leaders help to develop commitment through the development of purpose and emotional interest in institutional objectives. They also strengthen the affective commitment of the faculty members to the university by vision articulation and ethical role modeling (Syed & Waseem, 2023; Farooq et al., 2021). Individualized support enhances normative commitment as it makes a person feel that he or she has a moral obligation to repay institutional investment.

Empirical research on the topic of higher education suggests that TL is a strong predictor of organizational commitment, especially of affective commitment (Almutairi, 2020; Khan et al., 2023). Leadership that places more emphasis on inclusion and academic identity can be used to maintain institutional attachment in an environment that is characterized by structural constraints. Thus:

H4: Transformational leadership positively influences organizational commitment.

Organizational Commitment and Faculty Achievement

Persistence and continued interest are the effects of organizational commitment to performance. Devoted members of the faculty will find it easier to stay committed to the success of institutions despite challenges, thus leading to academic gains in the long term (Khan et al., 2021; Ali et al., 2025). Whereas job satisfaction can be quick motivating, commitment gives long-term motivation.

Evidence in the literature shows that affective commitment has positive relationships with research productivity, service involvement, and institutional citizenship behaviors (Almutairi, 2020; Yaseen et al., 2025). Strong identification of faculty with the

institution increases the chances of them adopting the organizational objectives in their own professional goals, leading to greater achievement. Accordingly:

H5: Organizational commitment positively influences faculty achievement.

Dual Mediation of Job Satisfaction and Organizational Commitment

Even though the transformational leadership style is supposed to directly affect faculty achievement, previous studies also indicate that the major impacts are mediated by attitudinal processes of the leadership style. Job satisfaction is often found in empirical literature to mediate the relationship between transformational leadership and performance outcomes in an organizational context, including higher education (Nguyen et al., 2020; Mahmood et al., 2023). Equally, the organizational commitment has been identified to convey leadership impacts into long-term behavioral results, and especially in contexts where emotional attachment and institutional identification are effective (Almutairi, 2020; Rasool et al., 2024).

Job satisfaction and organizational commitment are, however, different constructs. Satisfaction is a more immediate and circumstantial evaluative response to job conditions (Herzberg, 1965), and organizational commitment is a more psychological orientation and long-term oriented to the institutional values (Meyer & Allen, 1991). Although both have been scrutinized as independent variables, little research has tested and compared them as relatively strong explanatory variables in a single leadership model, especially in the context of higher education of the general population (Nguyen et al., 2021).

The combination of two tests can be used to explain whether transformational leadership tends to work more specifically through proximal motivational enhancement (through satisfaction) or through a more profound institutional attachment (through commitment). This dual-mediation model thus makes a contribution to the leadership theory by introducing a difference between short-term motivation and the long-term relational mechanisms. Therefore:

H6: Job satisfaction mediates the relationship between transformational leadership and faculty achievement.

H7: Organizational commitment mediates the relationship between transformational leadership and faculty achievement.

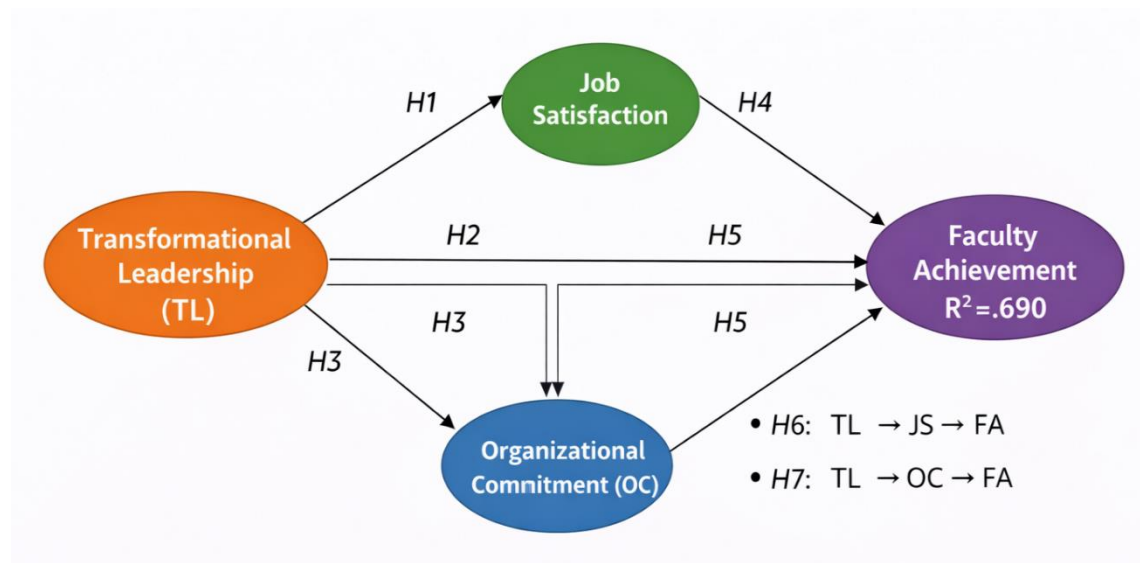


Figure 1: Conceptual diagram

Material and Methods

This research employed a quantitative cross-sectional survey research design in order to investigate the connections between transformational leadership, job satisfaction, organizational commitment, and faculty achievement. The sample size used to collect data comprised full-time members of the faculty in the public sector universities in Islamabad. These institutions work in a bureaucratically embedded higher education system, which gives a relevant background in analyzing the attitudinal and performance dynamics that are driven by leadership. The respondents were informed about the voluntary nature of participation and guaranteed anonymity and confidentiality to minimize the social desirability effect and increase the precision of the responses.

The questionnaire was sent to the faculty of various academic ranks, such as lecturers, assistant professors, associate professors, and professors. Following the screening of incomplete and inconsistent responses, 314 valid questionnaires were used to do the analysis. The sample size was larger than the recommended minimum values of Partial Least Squares Structural Equation Modelling (PLS-SEM) and adequate to meet the statistical power tests to examine the mediation effects.

Measures were made of all constructs based on established multi-item scales, which were adopted in previous validated studies. Transformational leadership was assessed with items based on the Multifactor Leadership Questionnaire framework (Bass, 1985), which assessed the idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. The scale of job satisfaction was based on a motivational framework on which Herzberg (1965) classified intrinsic and extrinsic dimensions of satisfaction. Organizational commitment was assessed based on a three-item scale version of the three-component model developed by Meyer and Allen (1991), where the focus was on affective and normative commitment. Faculty achievement was operationalized as a multidimensional concept that includes teacher, research and professional development contributions. All the items were based on a five-point Likert scale.

The data were analyzed through PLS-SEM, which is applicable to predictive and mediation-based models with many latent variables. The analysis was done in two steps. In the first step, the measurement model was tested by measuring the indicator loadings, composite reliability, average variance extracted and discriminant validity by the HTMT criterion. Second, the structural model was evaluated by looking at path coefficients and coefficients of determination (R^2) and bootstrapped confidence intervals of indirect effects. The test of mediation was conducted with the aid of bias-corrected bootstrapping techniques to establish the significance and extent of the three indirect paths between transformational leadership and faculty achievement via job satisfaction and organizational commitment.

Results and Discussion

Table 1
Demographic Profile of Respondents (N = 314)

Variable	Category	N	%
Gender	Male	186	59.2%
	Female	128	40.8%
Age	20–30 years	35	11.1%
	31–40 years	110	35.0%
	41–50 years	114	36.3%
	50+ years	55	17.5%
Qualification	Graduation	26	8.3%
	Master	129	41.1%
	MS/MPhil	108	34.4%

	PhD	36	11.5%
	Professional Degree	15	4.8%
City	Islamabad	314	100.0%
Designation	Lecturer	74	23.6%
	Assistant Professor	118	37.6%
	Associate Professor	96	30.6%
	Professor	26	8.3%

The final analysis included a total of 314 valid responses. Table 1 demonstrates the demographic data of the respondents. The sample was predominantly male faculty (59.2) and was dominated by the mid-career and senior academics, with 71.3% of the respondents aged above 30 years. The respondents consisted of 68.2% Assistant Professors and Associate Professors who had sufficient professional experience in the sample.

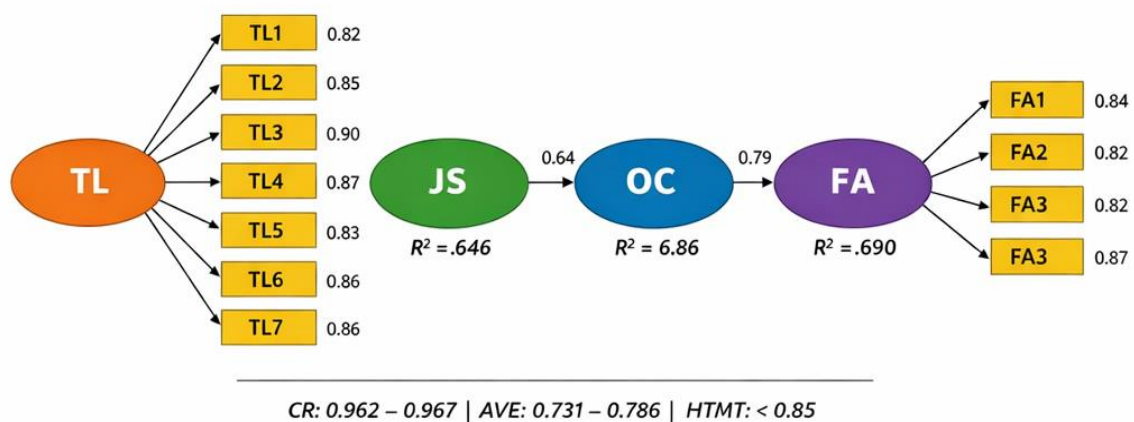


Figure 2: Measurement Model Assessment

The results of the measurement model that contains the outer loading, composite reliability (CR), average variance extracted (AVE), and indicators of discriminant validity are depicted in Figure 2.

All indicator outer loadings are above the suggested literature of 0.70, which shows that indicators are highly reliable. Most of the factor loadings are within the range of 0.82-0.90, which validates the fact that each of the observed variables is sufficient to represent its latent construct. There were no problematic cross-loadings, which was in favor of construct distinctiveness.

The composite reliability values of 0.962 to 0.967, which are above the recommended minimum of 0.70, show internal consistency reliability. The values of alpha of Cronbach are also high (0.956, 0.961), which means that each construct has high internal reliability.

The AVE values of 0.731 to 0.786 are above the required value of 0.50 to confirm convergent validity. It is an indication that each construct accounts for over 50 percent of the variability of indicators.

The HTMT ratio was used in evaluating discriminant validity. The values of all HTMT are less than 0.85, which shows that the constructs are empirically different.

In general, Figure 2 validates that the measurement model meets the criteria of reliability and validity, which makes it possible to justify structural model testing.

Table 2
Direct Path Coefficients

Path	β	t-value	p-value	Decision
TL → FA	0.434	3.752	0.000	Accepted (H1)
TL → JS	0.694	8.078	0.000	Accepted (H2)
TL → OC	0.245	3.206	0.001	Accepted (H3)
JS → FA	0.380	3.317	0.001	Accepted (H4)
OC → FA	0.117	2.158	0.031	Accepted (H5)

The findings show that transformational leadership significantly positively influences faculty achievement ($\beta = 0.434, p = .001$). Transformational leadership is also a major predictor of job satisfaction ($\beta = 0.694, p = .001$) and organizational commitment ($\beta = 0.245, p = .001$). Faculty achievement is significantly influenced by job satisfaction ($\beta = 0.380, p = .001$) and also by organizational commitment, which has a positive but relatively insignificant impact on faculty achievement ($\beta = 0.117, p = .031$). Thus, H1-H5 hypotheses are accepted.

Table 3
Indirect Effects (Mediation Analysis)

Indirect Path	β	t-value	p-value	Decision
TL → JS → FA	0.263	3.512	0.000	Accepted (H6)
TL → OC → FA	0.029	2.127	0.033	Accepted (H7)

The relationship between transformational leadership and faculty achievement, measured by job satisfaction, is positive and statistically significant ($\beta = 0.263, p = 0.001$). A significant but much smaller effect is also found through organizational commitment ($\beta = 0.029, p = 0.033$). The results support the existence of dual mediation. H6 and H7 are consequently accepted.

Notably, the level of the mediation by job satisfaction is significantly greater than that of organizational commitment and therefore, job satisfaction is the leading psychological route of the relationship between transformational leadership and faculty achievement.



Figure 3: Structural Model Assessment

The results of the structural model are displayed in Figure 3 in the form of standardized path coefficients and R^2 . Job satisfaction ($\beta = 0.694, p < .001$) is one of the critical forecasts of transformational leadership. Transformational leadership also has a positive predictive of the organizational commitment ($\beta = 0.245, p < .001$), but the magnitude is relatively smaller.

Faculty achievement is greatly predicted by job satisfaction ($\beta = 0.380, p = .001$) and organizational commitment ($\beta = 0.117, p = .031$).

The direct relationship between transformational leadership and faculty achievement is also substantial ($\beta = 0.434$, $p < .001$), which means partial mediation.

Faculty achievement has the value of R^2 of 0.690, which indicates that it has a huge ability to explain. The R^2 of job satisfaction will be 0.646, which will imply that transformational leadership accounts for a substantial value of variance in faculty satisfaction.

The indirect effect via job satisfaction ($\beta = 0.263$, $p = .001$) is significantly greater than via organizational commitment ($\beta = 0.029$, $p = .033$), which means that job satisfaction is the main psychological process in which leadership is related to performance. The structural model thus approves all hypotheses (H17).

Table 4
Summary of Hypotheses Testing

Hypothesis	Relationship	Result
H1	TL → FA	Accepted
H2	TL → JS	Accepted
H3	TL → OC	Accepted
H4	JS → FA	Accepted
H5	OC → FA	Accepted
H6	JS mediates TL → FA	Accepted
H7	OC mediates TL → FA	Accepted

These findings are quite empirical evidence of the suggested dual mediation model, as the transformational leadership is proven to positively impact the faculty achievement both directly and indirectly through both job satisfaction and organizational commitment, with the job satisfaction as the more significant mediator.

Discussion

The findings provide strong empirical data that supports the transformational leadership as increasing faculty performance in a direct and indirect way, with the help of psychological mediators and job satisfaction as the primary mediating variable. The substantial positive correlation between transformational leadership and faculty achievement points in the direction of the main assumption of Full Range Leadership Theory (Bass, 1985), purporting that inspirational, intellectually stimulating, and individually considerate leadership behaviors lead to a higher level of follower performance, which is not based on transactional interactions. In settings of higher education, where teachers have a lot of agency and motivation, leadership effects are largely mediated by meaning-making and motivational congruence instead of power (Bolden et al., 2019; Nguyen et al., 2020; Baltaretu et al., 2025).

More to the point, the findings of the mediation shed more light on the psychology of the transmission process in which leadership is translated into academic outcomes. The relationship between job satisfaction and faculty achievement as an indirect effect of transformational leadership is also significant ($\beta = 0.263$), which is also in line with the current body of research in the field of leadership and performance where satisfaction is regarded as a proximal attitudinal predictor of engagement and discretionary effort (Khan et al., 2023; Mahmood et al., 2023; Kioupi et al., 2025). This can be explained in terms of Herzberg's Two-Factor Theory (1965), which proposes that leadership behaviors that boost recognition, intellectual development, and professional autonomy boost the intrinsic satisfaction that consequently spurs more academic participation in teaching, research and service to the institution. Satisfaction in knowledge-intensive institutions seems to be an instant strategic motivational powerhouse, whereby leadership support is transformed directly into performance results.

Although organizational commitment is a significant mediator in the leadership-achievements relationship, its impact ($\beta = 0.029$) is relatively small. This observation is in line with the conceptualization of commitment by Meyer and Allen (1991), where commitment is a more enduring psychological attachment to hold on in the long term and not trigger activation of behavior. The same has been demonstrated in previous research within educational organizations, where commitment has been found to positively affect persistence and organizational citizenship behaviors but not necessarily have a strong short-term performance influence (Almutairi, 2020; Rehman et al., 2025; Sarwar et al., 2025). The relative ineffectiveness of the commitment pathway in this experiment indicates that under conditions of public-sector university settings, which in most cases are typified by the influence of bureaucracy and the lack of resources, proximal motivational states might have a greater behavioral impact than institutional attachment by itself. Such comparative mediation analysis is a furthering of the prior leadership studies, where much of the research often looks at the two factors, satisfaction and commitment, without directly comparing their explanatory capacities.

The consistency of a strong direct relationship between transformational leadership and faculty achievement shows that it is partially mediated, and as such, the leadership behaviors mediate academic achievement through attitudinal pathways, but also in other mechanisms not evident in the current model. This result is aligned with the recent meta-analytic evidence that suggests that transformational leadership has both a direct and indirect performance impact on sectors (Guvhu et al., 2025; Basheer et al., 2025). Such direct influence can be achieved in academic institutions by the use of articulated strategic visions, facilitating research, and setting performance expectations, regardless of the attitudinal states.

Gathering of the findings, together with the argument, supports the thesis that leadership performance in the sphere of higher education needs to be conceptualized as a psychologically mediated process, but not a strictly structural or administrative one. This study contributes to theory relating to mechanisms of leadership in knowledge-based organizations by showing that job satisfaction has a much stronger mediating role than organizational commitment, and the need to draw a distinction between short-term motivational behavior and long-term relational ties.

Conclusion

This paper explored the mediating effects of job satisfaction and organizational commitment by which transformational leadership contributes to the achievement of faculty. The results indicate that transformational leadership can greatly predict achievement by the faculty both directly and indirectly. Notably, job satisfaction has been found to be the predominant psychological mechanism of connecting leadership behaviors to academic performance, but the mediating role of organizational commitment is relatively less significant, yet supportive.

Concurrently testing and comparing these attitudinal mechanisms, the research contributes a more subtle meaning to leadership effectiveness in higher education. These findings indicate that the role of leadership in public universities is mainly based on the improvement of intrinsic motivational states and not institutional attachment. The results add to the body of knowledge about transformational leadership by explaining the relative power of proximal and distal attitudinal mediators, as well as offering an in-service strategy to university leaders interested in enhancing the performance of the faculty in resource-constrained settings.

Universities should promote transformational leadership practices by providing leadership development programs that train academic leaders to inspire, support, and motivate faculty members. Institutional policies should also focus on enhancing faculty job

satisfaction through fair workload distribution, recognition of academic achievements, and the creation of supportive work environments. Additionally, universities should strengthen organizational commitment by encouraging participative decision-making, transparent governance, and continuous professional development opportunities for faculty to improve overall academic performance.

References

- Ali, R. A., Aurangzeb, M., Uddin, S. S., & Farooq, A. (2025). The Role of Artificial Intelligence in the Foreign Policy of Usa and China. *Journal for Current Sign*, 3(1), 175-186.
- Almutairi, Y. M. N. (2020). Leadership self-efficacy and organisational commitment of faculty members: Higher education. *Administrative Sciences*, 10(3), 66.
- Baltaretu, C., Munteanu, P., & Craiu, D. M. (2025). Lifelong learning and professional development in the digital age: challenges and opportunities for higher education. *Edulearn25 Proceedings*, 4182-4187.
- Bao, Y., Zhang, Z., & Yang, C. (2024). A Meta-Analytic Review of Transformational Leadership Research in Public Administration. *The American Review of Public Administration*, 55(2), 154-174.
- Basheer, N., Ahmed, V., Bahroun, Z., & Anane, C. (2025). Sustainability assessment in higher education institutions: exploring indicators, stakeholder perceptions, and implementation challenges. *Discover Sustainability*, 6(1), 1-25.
- Bass, B. M. (1985). *Leadership and performance beyond expectations*. New York: Free Press.
- Bolden, R., Petrov, G., & Gosling, J. (2019). Distributed leadership in higher education: Rhetoric and reality. *Educational Management Administration & Leadership*, 47(5), 667-684.
- Bukhari, S. R. H., Khan, A. U., Noreen, S., Khan, M. T. U., Khan, M. N., & Haq, M. I. U. (2024). Unraveling the complexity: Geopolitical analysis of the nexus between US policies and asymmetrical warfare in Afghanistan. *Kurdish Studies*, 12(2), 6580-6602.
- Bukhari, S. R. H., Malik, S. M., & Mahmood, M. A. (2024). Chinese BRICS: Contamination of US-led Neoliberalism. *Pakistan Social Sciences Review*, 8(2), 320-331.
- Farooq, S., Khan, M. L., Bhatti, M. I., Afzal, R., & Khan, N. (2021). Peer Tutoring Rather than Traditional Lecture Method: A Phenomenological Study. *Turkish Online Journal of Qualitative Inquiry*, 12(10).
- Felix, J. M. J. (2025). *Possibilities of plurality: exploring the disciplinary, institutional and system level features of research culture in Indian higher education* (Doctoral dissertation, University of Oxford).
- Guvhu, R., Matope, N., Zishiri, T., & Mugodzwa, T. T. (2025). Transforming education and human capital development in Zimbabwe: a leadership-driven approach leveraging emerging technologies in higher education. *Ayika-Journal of Environment and Politics in Africa*, 7(1), 4-16.
- Hamid, S., Hayee, H., Memon, M. M., Ahmed, S. N., & Rana, F. (2025). *Social Sciences Spectrum*.
- Hamid, S. (2025). Integrating artificial intelligence and multimodality in language education: A systematic review of emerging trends and practices. *Journal of Social & Organizational Matters*, 4(2), 400-416.
- Hamid, S. (2025). Navigators of Change: Leadership Practices that Shape Tomorrow's Classrooms. *Pakistan Languages and Humanities Review*, 9(2), 192-204.
- Herzberg, F. (1965). The motivation to work among Finnish supervisors. *Personnel Psychology*, 18(4), 393-402.

- Jabbar, R., Akmal, F., & Hassan, K. H. U. (2024). Exploring the impact of organisational culture on leadership style in HEIs. *Qlantic Journal of Social Sciences*, 5(3), 109–124.
- Kaya, A. (2024). The association between transformational leadership and teachers' creativity: Professional resilience and job satisfaction as mediators. *Frontiers in Psychology*, 15, 1514621. <https://doi.org/10.3389/fpsyg.2024.1514621>
- Khan, I. U., Gan, G. G. G., Khan, M. T. I., & Saif, N. (2023). Role of organisational justice in linking leadership styles and academics' performance in higher education. *Administrative Sciences*, 13(4), 101. <https://doi.org/10.3390/admsci13040101>
- Khan, K. N., Sarmad, M., Ahmad, S. I., & Ahmad, I. (2021). EXPLORING MEDIATING AND MODERATING MECHANISM FOR PROJECT UNCERTAINTY UNDER AGILE METHODOLOGY USE IN IT SECTOR. *Ilkogretim Online*, 20(1).
- Kioupi, V., Michel-Villarreal, R., Giannopoulos, G., Nzuve, F., & Abe, N. (2025). Policies and practices for sustainability transformation in higher education institutions. *Frontiers in Environmental Science*, 13, 1634148.
- Mahmood, Z., Kanwal, N., & Pervez, A. (2023). Leadership and employee performance: Examining the mediating role of job satisfaction. *Management Science Letters*, 13(2), 415–426.
- Meyer, J. P., & Allen, N. J. (1991). A three-component conceptualization of organizational commitment. *Human Resource Management Review*, 1(1), 61–89.
- Mukhtar, A., Mahmood, S., Naeem, M., & Khan, K. I. (2025). I feel green with my leader: when and how green transformational leadership influences employees' green behavior. *International Journal of Ethics and Systems*.
- Nguyen, T. Q., Huynh, N. T., & Hsu, W. K. K. (2021). Estimate the impact of payments for environmental services on local livelihoods and environment: an application of propensity scores. *Sage Open*, 11(3), 21582440211040774.
- Nguyen, T., et al. (2020). Transformational leadership and academic performance in higher education institutions. *Journal of Educational Administration*, 58(5), 567–583.
- Notarnicola, I., Duka, B., Lommi, M., Grosha, E., De Maria, M., Iacorossi, L., Mastroianni, C., Ivziku, D., Rocco, G., & Stievano, A. (2024). Transformational Leadership and Its Impact on Job Satisfaction and Personal Mastery for Nursing Leaders in Healthcare Organizations. *Nursing reports (Pavia, Italy)*, 14(4), 3561–3574.
- Rasool, T., Usmani, A., & Dilshad, M. (2024). Research Culture at Public Universities in Pakistan: Academics' Perspective. *Journal of Social & Organisational Matters*, 3(4), 358–373.
- Rehman, R., Khan, F., Ali, T. S., & Ali, R. (2025). Steps initiated for sustainability of faculty mentorship program at Aga Khan University Medical College: A mixed method study. *Pakistan Journal of Medical Sciences*, 41(3), 798.
- Sarwar, F., Panatik, S. A., Shahrin, R., Nordin, N. A., & Mohd Shukor, M. S. (2025). Striking the perfect chord: investigating the work and family antecedents of work-family balance satisfaction among academic faculty. *Cogent Education*, 12(1), 2521151.

- Shehzad, M., Khan, M. L., & Khan, S. A. (2024). Perceived Social Stigma, Family Support and Mental Health Issues in Individuals Living with HIV/AIDS. *Journal of Health and Rehabilitation Research*, 4(2), 116-121.
- Syed, H., & Waseem, S. N. (2023). The Effects of Job Stress on Employees' Job Performance and Employees' Wellbeing in Private and Public Sectors of Pakistan: as A Role of Mediation at Workplace Environment. *International Journal of Academic Research for Humanities*, 3(2), 138-153.
- Wasan, D. T., Shah, S. M., Chan, M., Sampath, K., & Shah, R. (1978). Observations on emulsion stability and interfacial properties in improved oil recovery by chemical flooding. *Prepr., Div. Pet. Chem., Am. Chem. Soc.;*(United States), 23(CONF-780305-P1).
- Yaseen, U., Idrees, R. N., Shakil, M. H., Haider, S. Z., & Khalil, J. (2025). Influence of academic leadership on organisational commitment of faculty members in private sector universities: mediating role of work engagement. *Quality Assurance in Education*, 33(1), 17-30.