


Enhancing Work Attitudes through Transformational Leadership in Higher Education Institutions

Abdelbasset Dou 
University of Mostaganem, Algeria

Although sustaining universities in the developing countries depends mainly on finance, managerial sustainability and academic leadership are still required. This study examines the relationship between transformational leadership (TL) and work attitudes of faculty members within Algerian higher education institutions. Drawing on a large-scale survey of data from 865 faculty members across nine Western Algerian universities, the research investigates the mediating roles of research self-efficacy and perceived job stress in this relationship using partial least squares structural equation modelling (PLS-SEM). The findings reveal that TL positively correlates with both organizational commitment and job satisfaction. Interestingly, the study uncovers a significant indirect correlation of research self-efficacy and organizational commitment, yet a non-significant one from the job stress mediator. The results merit further investigation across diverse institutional contexts.

Key words: transformational leadership, work attitudes, job satisfaction, research self-efficacy, organizational commitment, higher education institutions

Introduction

The globalized and neoliberal landscape has intensified competition within higher education, pushing institutions to prioritize faculty recruitment and retention (Machado-Taylor et al., 2016; Weiherl & Frost, 2016). To thrive in this dynamic environment, institutions are increasingly seeking proactive faculty mem-

bers committed to high performance and job satisfaction (Lawrence et al., 2012). Academic leadership, in this context, is crucial for effectively managing and motivating academic staff (Bateh & Heyliger, 2014). Transformational leadership (TL), in particular, has garnered significant attention as a potential driver of positive work attitudes and behaviors among employees (Bateh & Heyliger, 2014). Although such a leadership style has

Correspondence concerning this article should be addressed to Abdelbasset Dou, University of Mostaganem, Algeria. E-mail: abdelbasset.dou.etu@univ-mosta.dz

Received September 24, 2024



been extensively studied in various workplaces for its potential to enhance employee engagement and performance, it still needs exploration within higher education institutions (HEIs).

As a prominent north African developing country, Algeria has embarked on a significant journey to modernize its higher education system since the late 1990s, aiming to level up to global competitiveness and productivity. This transformation has involved a blend of Francophone liberal reforms and Arabization policies. However, the system still heavily relies on a quantitative, performance-based evaluation model, particularly after the implementation of the LMD system (Meziane & Mahi, 2010). This has placed an immense burden on Algerian university administrators and academic leaders, demanding to leverage faculties towards achieving measurable success and rankings. Despite these efforts, the impact of academic leadership styles on faculty staff attitudes, behaviors, and performance within Algerian universities remains largely unexplored.

In an attempt to bridge this knowledge gap by conducting a large-scale survey across nine western Algerian universities, this research aims to explore the relationship between leadership practices and faculty engagement and performance within the unique context of Algerian higher education. Specifically, the study seeks to understand:

How do transformational leadership behaviors practiced by Algerian academic leaders relate to faculty work attitudes at Algerian HEIs?

Do research self-efficacy and perceived job stress act as mediating factors in the relationship between transformational leadership and faculty work attitudes in Algeria?

This research is crucial due to several pressing reasons:

Firstly, while managerial leadership styles are popular, their potential negative conse-

quences, including diminished working conditions, reduced academic autonomy, and opportunistic behaviors (Li et al., 2013; Wang & Jones, 2021), have been extensively criticized. In contrast, TL, characterized by mutual respect, shared trust, and autonomy (Huang et al., 2021), aligns with universities' traditional collegial leadership model. However, empirical evidence regarding its effectiveness in motivating highly independent academic professionals is still limited, despite the urgent need to explore its potential.

Secondly, HEIs are facing increasing challenges in attracting and retaining committed and satisfied faculty members. Given the growing managerial pressures and the established link between employee commitment and higher productivity in other sectors, understanding faculty work attitudes and behaviors is essential. This is particularly important considering that managerial governance often clashes with academic values, potentially reducing faculty commitment (Weiherl & Frost, 2016). Additionally, recent studies have highlighted declining faculty job satisfaction (Machado-Taylor et al., 2016; Olaskoaga-Larrauri et al., 2015), demanding effective leadership strategies to address this issue.

Finally, research interest in exploring the positive effects of academic leadership behaviors is growing. Research self-efficacy and perceived job stress are crucial factors influencing faculty work and outcomes (Shin & Jung, 2014; Smeenk et al., 2009). While research suggests an alarming rise in job stress and a decline in research self-efficacy among university staff (e.g., Mudrak et al., 2018), attributed to managerial control, demanding performance expectations, and work-life conflicts, the impact of TL on these factors and their relationship with faculty commitment and satisfaction remains underexplored.

Review of Literature

Transformational Leadership and Working Attitudes

TL, as defined by Bass and Riggio (2006), encompasses a set of leadership behaviors that empower followers to achieve exceptional performance. This is achieved through a three-pronged approach: enhancing followers' comprehension of and engagement with organizational goals, inspiring them to prioritize collective well-being over individual interests, and fostering motivation by appealing to higher-order needs such as commitment, self-actualization, and recognition. Besides, working attitudes, as defined by Judge and Kammeyer-Mueller (2012), encompass an individual's feelings, beliefs, and level of attachment towards their job. Two prominent attitudes, organizational commitment and job satisfaction, have been identified as key predictors of significant outcomes across diverse work settings (p. 343).

The impact of negative working attitudes on individual academics, such as reduced commitment and satisfaction, has been established in emerging research (e.g., Olaskoaga-Larrauri et al., 2015). However, the factors contributing to positive working attitudes among academics remain under-explored. Given the ongoing managerial transformations in higher education, academic leadership has emerged as a potential factor influencing academics' positive working attitudes. Building upon the exploratory work of Huang et al. (2021), this study delves further into the influence of academic leadership on academics' working attitudes, with a particular focus on TL.

Extending this line of inquiry to educational contexts, a growing body of research examines the impact of TL on teachers' working attitudes. These studies consistently demonstrate a positive correlation between TL and

teachers' organizational commitment and job satisfaction. However, the relative influence of each dimension of TL on teachers' working attitudes remains inconsistent across studies. For instance, Sayadi (2016) reported a significant correlation between idealized influence and positive working attitudes, but not for individualized consideration and intellectual stimulation. Khasawneh et al. (2012), in contrast, identified inspirational motivation as the strongest predictor of commitment.

Recent studies have further explored the relationship between TL and various work attitudes, underscoring the mechanisms through which TL influences employee perceptions and behaviors. Cassar et al. (2017) investigated the mediating roles of social identity and the psychological contract in the TL-attitude relationship. Their findings suggest that social identity, more than the psychological contract, serves as a stronger mediator in explaining how TL shapes organizational commitment and job satisfaction. Furthermore, Farahnak et al. (2020) emphasize that TL behaviors are particularly crucial during the implementation of organizational change, with leader attitudes positively influencing employee attitudes towards change, thus enhancing implementation success.

Remarkably, Ehrnrooth et al. (2020) highlight how TL, when combined with a high-performance work system (HPWS), significantly impacts employee attitudes such as self-efficacy and work engagement, with HPWS acting as both a complement and a substitute for leadership effects. These studies collectively underline the multifaceted ways in which TL affects organizational dynamics, suggesting that both leadership behaviors and the organizational context (such as HPWS and employee identity) play pivotal roles in shaping employee outcomes.

These studies, conducted in diverse contexts and employing varying methodologies,

highlight the complexity of the relationship between TL and working attitudes. Notably, the potential influence of context differences remains underexplored. Research works on TL in the Algerian context targeted agencies and companies (e.g., Sid et al., 2022; Chabaane, 2021) and not HEIs. While the association between leadership behaviors and teachers' working attitudes has been extensively studied in schools, research specifically focusing on HEIs is limited.

Organizational Commitment and Job Satisfaction

Organizational commitment is a complex concept that describes the extent to which an individual aligns with and is actively involved in their organization. It includes three main psychological components: identification, engagement, and loyalty. While organizational commitment relates to the entire organization, job satisfaction focuses on an individual's emotional connection to their specific job role (Yousef, 2017). Examining both organizational commitment and job satisfaction provides valuable insights into employee behaviors and performance.

Chordiya et al. (2017) emphasize the positive impact of job satisfaction on affective organizational commitment, noting that employees' emotional attachment to their organizations is significantly influenced by their satisfaction with job characteristics, such as pay, career opportunities, and work environment. Aziz et al. (2021) further corroborate these findings, revealing that job satisfaction is a strong predictor of organizational commitment, especially within academic institutions. In another vein, Loan (2020) investigates the relationship between organizational commitment and job performance, considering job satisfaction a mediator. While suggesting that organizational commitment positively influences job

satisfaction, it is the latter that more directly enhances job performance. These studies collectively underscore the importance of fostering job satisfaction to enhance organizational commitment, with significant implications for both academic and corporate settings.

Specifically, within university settings, faculty members' organizational commitment has been identified as a crucial driver of research productivity and institutional performance (Weiherl & Frost, 2016). A robust body of evidence highlights the positive association between faculty members' organizational commitment and positive working attitudes (e.g., Lawrence et al., 2012; Weiherl & Frost, 2016). Furthermore, job satisfaction plays a vital role in enhancing faculty members' job performance, motivation, organizational commitment, and well-being, ultimately contributing to their academic reputation (e.g., Shin & Jung, 2014). One prominent study that targeted organizational commitment at Algerian HEIs was conducted by Awwad and Agti (2012), highlighting affective and normative commitment in addition to financial factors.

Research Self-Efficacy and Job Stress

Research self-efficacy is conceptualized as the belief held by academics in their ability to effectively conduct research activities (Pasupathy & Siwatu, 2013). Job stress, on the other hand, is defined as feeling undesirable or uncomfortable swinging between opportunities, constraints, or demands associated with potentially important working outcomes (Batool et al., 2020). It is important to emphasize the role of research self-efficacy since research activities are increasingly becoming paramount for success and competitiveness within research universities, leading to a strong correlation between research self-efficacy and faculty members' academic performance (Pasupathy & Siwatu, 2013).

In addition, the specific influence of research self-efficacy on the working attitudes of university faculty members remains empirically under-investigated. Notably, the primary sources of self-efficacy align with the core tenets of TL (Prochazka et al., 2017; Menon, 2021), particularly behaviors such as role modeling, verbal persuasion, and psychological arousal. Self-efficacy significantly impacts an individual's sense of mastery and control over their work, influencing their choices, efforts, and persistence when facing challenges (Demr, 2020). It also determines an individual's level of anxiety or confidence towards various tasks. Empirical evidence from other contexts suggests that self-efficacy can positively impact job satisfaction and organizational commitment.

Examining the role of perceived job stress is crucial due to reports of its increase among university faculty members amidst ongoing managerial reforms. Job stress significantly impacts faculty members' turnover intentions, job performance, positive working attitudes, and even physical and mental health (e.g., Mudrak et al., 2018; Shin & Jung, 2014). Despite growing attention towards job stress among university faculty, systematic research exploring its antecedents and consequences remains limited.

TL fosters a shared understanding of organizational goals among followers. It empowers them to reframe stressful situations as opportunities for growth and provides individualized support to navigate such challenges (e.g., Sosik & Godshalk, 2000). While research specifically investigating the impact of TL on job stress among university faculty is absent, studies in other domains consistently report a negative correlation between TL and follower job stress (e.g., Sosik & Godshalk, 2000). Moreover, research suggests that effective leadership can enhance employee self-efficacy and mitigate job stress, resulting

in increased job satisfaction and commitment among employees with high self-efficacy and low work pressure (e.g., Joo & Lim, 2013).

Methods

Sample

This research employed a stratified sampling methodology to investigate the evolving landscape of academic employment within Algerian HEIs. Focusing specifically on research universities in the northwestern region of Algeria, the study utilized an online questionnaire to gather data from faculty members between September 2023 and May 2024. A total of 865 participants from nine universities voluntarily participated, representing a diverse range of academic ranks: 103 professors, 326 associate professors, and 436 assistant professors. The participant pool comprised 334 individuals from science and engineering disciplines and 531 individuals from humanities and social science disciplines. This sample size, distribution across academic fields, and geographical locations contribute to the study's ability to generate findings that are broadly representative of faculty experiences within western Algerian HEIs.

Instruments

The research employed a comprehensive questionnaire encompassing five established scales designed to assess key organizational and individual factors. These scales, recognized for their robust psychometric properties and extensive use in empirical research (Avolio et al., 1995), measured TL, research self-efficacy, perceived job stress, organizational commitment, and job satisfaction. To ensure a rigorous methodological approach, the study incorporated several key elements:

The questionnaire captured essential demographic information, including age, gender, professional title, academic discipline, and institutional affiliation.

Recognizing the linguistic diversity of the target population, the questionnaire was meticulously developed in both English and Arabic. A back-translation and pre-test procedure was implemented to guarantee the instruments' linguistic equivalence, high quality, and accuracy across languages.

A pilot study involving 25 faculty members was conducted to evaluate and refine the in-

struments, ensuring their suitability and context relevance within the Algerian research context. Results indicated acceptable levels of internal reliability and construct validity, further strengthening the robustness of the measurement tools.

Measurements

The study employed a robust methodological framework utilizing established and validated scales to measure key constructs (see Figure 1):

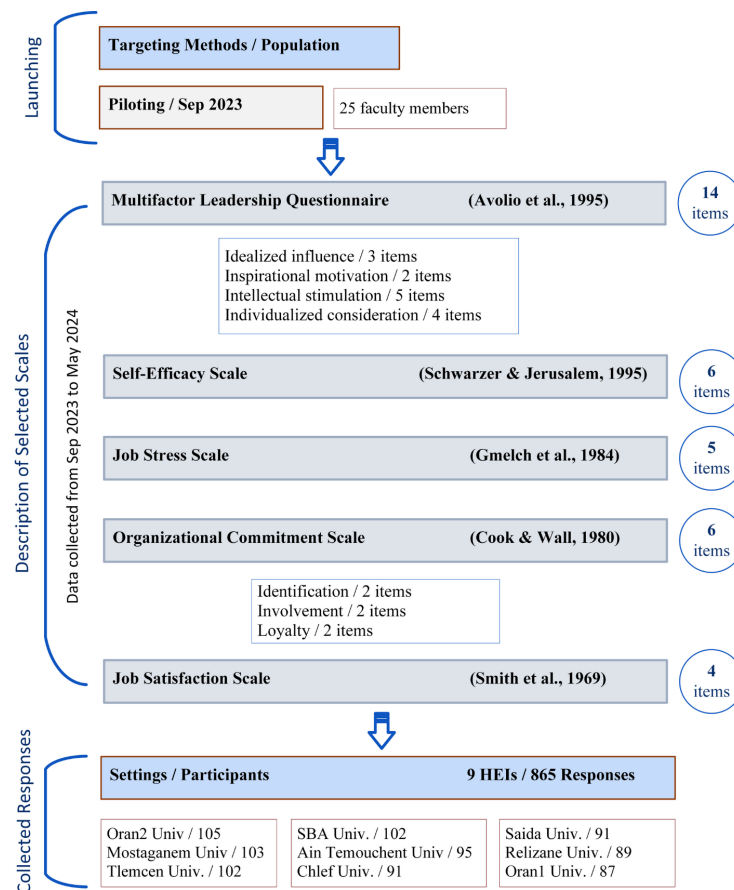


Figure 1 Data collection procedure.

Transformational Leadership: This construct was assessed using a four-dimensional scale adapted from the Multifactor Leadership Questionnaire (Avolio et al., 1995). The 14-item scale encompassed four distinct dimensions: «idealized influence» (3 items), «inspirational motivation» (2 items), «intellectual stimulation» (5 items), and «individualized consideration» (4 items). Participants responded to each item using a 5-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree).

Research Self-Efficacy: The General Self-Efficacy Scale (Schwarzer & Jerusalem, 1995), a unidimensional, 6-item scale, was employed to measure participants' beliefs in their capabilities to effectively conduct research. Responses were provided on a 4-point Likert scale, with 1 representing "not at all true" and 4 indicating "exactly true."

Perceived Job Stress: A unidimensional, 5-item scale developed by Gmelch et al. (1984) measured participants' perceptions of job-related stress. A 5-point Likert scale was utilized, with response options ranging from 1 (strongly disagree) to 5 (strongly agree).

Organizational Commitment: This construct was assessed using a 6-item scale adapted from Cook and Wall (1980). The scale comprised three distinct dimensions: «identification» (2 items), «involvement» (2 items), and «loyalty» (2 items). Participants provided their responses on a 7-point Likert scale ranging from 1 (the lowest commitment level) to 7 (the highest).

Job Satisfaction: A unidimensional, 4-item scale developed by Smith et al. (1969) was employed to measure overall job satisfaction. Responses were provided on a 5-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree).

The structural equation modelling and mediation analyses were conducted using the partial least squares (PLS) estimator. To mitigate the potential influence of extraneous variables and ensure a rigorous examination of the relationship between TL and working attitudes, participant demographic information was statistically controlled. This approach aimed to isolate the specific relational aspects of TL, minimizing the potential for confounding factors to influence the results. Although organizational commitment and job satisfaction are conceptually linked to the construct of working attitudes, they are treated as separate outcome variables in this study. Table 1 presents the reliability and construct validity statistics for all measured variables. Notably, the results demonstrate strong psychometric properties for each variable, indicating high reliability and a good model fit. This robust measurement foundation enhances the study's internal validity and strengthens the credibility of the findings.

Cronbach's alpha coefficients assess the internal consistency reliability of each scale, indicating how closely related the items within a scale are. The table demonstrates generally acceptable reliability, with all Cronbach's

Table 1 *Reliability and validity results*

Variable	Cronbach's α	χ^2	df	RMSEA	CFI	TLI	SRMR
Transformational leadership	.93	452.51	41	.08	.95	.96	.03
Research self-efficacy	.75	26.08	2	.07	.96	.95	.02
Job stress	.76	42.41	4	.07	.95	.96	.02
Organizational commitment	.78	41.27	5	.06	.96	.98	.03
Job satisfaction	.78	15.37	2	.07	.96	.97	.02

alpha values exceeding the conventional threshold of 0.70, suggesting satisfactory internal consistency for all five scales. Notably, the TL scale exhibits the highest reliability ($\alpha = 0.93$), indicating strong internal consistency among its items.

The validity of the measurement model is evaluated through several confirmatory factor analysis (CFA) indices. The root mean square error of approximation (RMSEA) values for all constructs are below the recommended threshold of 0.08, indicating a good model fit. Similarly, the comparative fit index (CFI) and Tucker-Lewis index (TLI) values are above the desired cutoff of 0.95, further supporting the model's adequacy. Additionally, the standardized root mean square residual (SRMR) values are consistently below 0.08, suggesting a good fit between the model and the observed data. Thus, the reliability and validity of the measurement instruments used in the study are evident.

Results

Correlation analysis, confirmatory factor analysis, and structural equation modelling were em-

ployed to generate more accurate estimates. Guided by both theoretical underpinnings and empirical observations, the study employed a second-order factor structure for TL and organizational commitment within the structural equation modeling analysis. TL theory posits a multidimensional construct comprising four interrelated components: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. This interconnectedness was empirically supported by high correlations exceeding 0.6 among these dimensions, justifying a second-order factor structure. Similarly, organizational commitment, theoretically conceptualized as encompassing identification, involvement, and loyalty, also demonstrated strong inter-factor correlations greater than 0.6, providing empirical support for a higher-order organizational commitment factor. This approach allows for a more nuanced and accurate representation of these multifaceted constructs within the analysis framework.

Table 2 presents the descriptive statistics and correlations among the key study variables. Notably, participants reported relatively high levels of TL ($M = 3.29$, $SD = 0.62$), job stress

Table 2 *Descriptive statistics and correlation matrix*

Variable	Transformational Leadership	Research Self-efficacy	Job Stress	Organizational Commitment	Job Satisfaction
Scale Point	5	4	5	7	5
Transformational Leadership	1	-	-	-	-
Research Self-efficacy	.15***	1	-	-	-
Job Stress	-.06***	-.19***	1	-	-
Organizational Commitment	.37***	.25***	-.11***	1	-
Job Satisfaction	.37***	.27***	-.24***	.53***	1
Mean	3.29	2.49	3.17	4.60	3.02
SD	.62	.47	.57	.61	.63

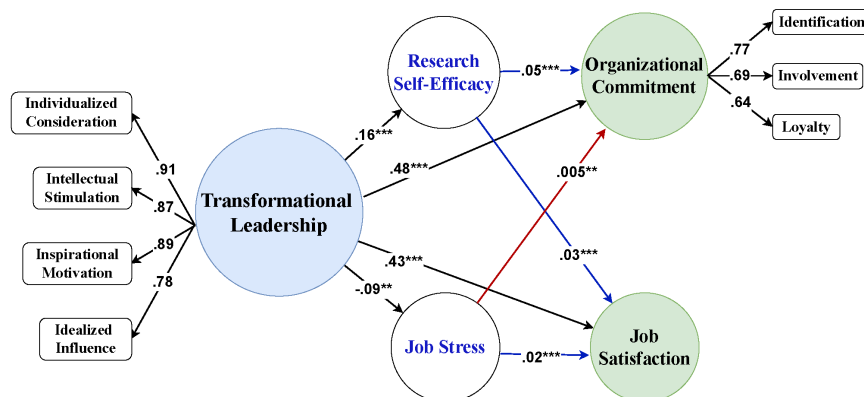
Note. * $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

($M = 3.17$, $SD = 0.57$), and job satisfaction ($M = 3.02$, $SD = 0.63$), with mean scores all exceeding the midpoint on their respective scales. Similarly, research self-efficacy ($M = 2.49$, $SD = 0.47$) and organizational commitment ($M = 4.60$, $SD = 0.61$) exhibited relatively high average scores on their respective 4-point and 7-point scales. Importantly, the correlation matrix revealed statistically significant relationships among all focal variables, warranting further investigation through structural equation modeling. To isolate the specific relational aspects of the study variables, demographic control variables were incorporated into the subsequent structural analysis.

The structural model targets the path estimates among all variables through testing relationships. Figure 2 shows the structural model results, which was proved to exhibit a good model fit. The most two prominent findings are the strong positive direct relationships between TL and organizational commitment ($\beta = 0.48^{***}$), and between TL and job satisfaction ($\beta = 0.43^{***}$). This suggests that

leaders who embody transformational qualities foster a greater sense of dedication and belonging among their followers and, thus, contribute to higher job satisfaction. A moderate positive link ($\beta = 0.16^{***}$) between TL and research self-efficacy is found, implying that such leaders empower their followers to believe in their research capabilities. Moreover, the negative relationship ($\beta = -0.09^{**}$) indicates that TL can mitigate perceived job stress among faculty members.

A nuanced examination of the relationship between specific dimensions of TL and working attitudes revealed distinct patterns of influence. The path coefficients for TL dimensions suggest that the measurement of this construct is sound. All four factors are strongly associated with the overall TL construct, with high loadings ($\beta > 0.70$, individualized consideration = 0.91, intellectual stimulation = 0.87, inspirational motivation = 0.89, idealized influence = 0.78). Leaders exhibiting these behaviors are more likely to foster research self-efficacy, directly enhance organi-



Note. $\chi^2 = 787.24$, $df = 494$; RMSEA = .051; CFI = .95; TLI = .95; SRMR = .044.
 $** p < .01$, $*** p < .001$.

Figure 2 Results from structural model.

Table 3 *Indirect effects of transformational leadership on organizational commitment and job satisfaction*

Predictor	Mediators	Outcomes	Indirect Effect 95% CIs		Indirect vs. total effect (%)
			Coefficient	SE	
Transformational Leadership	Research	Organizational Commitment	.05***	.01	7.02%
	Self-efficacy	Job Satisfaction	.03***	.008	6.19%
	Job Stress	Organizational Commitment	.005**	.006	0.77%
		Job Satisfaction	.02***	.005	4.28%

Note. ** $p < .01$, *** $p < 0.001$.

zational commitment, reduce job stress, and boost job satisfaction among their faculty members. The high loadings reinforce the validity of the construct.

The results of mediation analysis are presented in Table 3, exploring the indirect effects of TL on both organizational commitment and job satisfaction. The analysis reveals the intervention of two key mediators in this relationship: research self-efficacy and job stress. TL exhibits a statistically significant positive indirect effect on organizational commitment through research self-efficacy (coef. = 0.05***, 7.02% of the total effect). This suggests that transformational leaders enhance organizational commitment by bolstering faculty members' beliefs in their research abilities, which, in turn, strengthens their dedication to the institution. A similar pattern emerges for job satisfaction. TL, by fostering research self-efficacy, indirectly contributes to greater job satisfaction (coef. = 0.03***, 6.19% of the total effect).

Further, the analysis reveals that TL, by reducing job stress, indirectly increases job satisfaction (coef. = 0.02***, 4.28% of the total effect). In other words, transformational leaders create a more positive and less stressful work environment, which ultimately contributes to greater job satisfaction among faculty. While TL reduced job stress, this reduction did not significantly translate to changes in orga-

nizational commitment through this pathway. In brief, the results highlight the crucial role of research self-efficacy and job stress in explaining how TL relates to organizational commitment and job satisfaction. Transformational leaders not only have a direct relationship with these outcomes but also shape their followers' self-perceptions and experiences within the workplace.

Discussion and Conclusion

The Relationship between Transformational Leadership and Working Attitudes

This research makes a significant contribution to the understanding of TL within the context of Western Algerian HEIs. Firstly, the findings provide robust empirical evidence supporting the TL theory. The study demonstrates that transformational academic leaders are instrumental in cultivating a strong emotional bond between faculty members and their institutions. This, in turn, promotes positive affective orientations towards their professional roles, manifesting as enhanced organizational commitment and job satisfaction. Compared to the findings of Farahnak et al. (2020) yet within the higher education sector, the study thus reinforces the well-established link between TL and favorable working attitudes.

Secondly, the research moves beyond a general examination of TL to delineate the nuanced relations of its individual dimensions to faculty members' working attitudes. The findings reveal a differentiated relationship, with idealized influence and inspirational motivation emerging as key drivers of organizational commitment, while intellectual stimulation and individualized support show a negligible relation to this specific outcome. Notably, the absence of a significant relationship between intellectual stimulation and organizational commitment aligns with Lawrence et al.'s (2012) distinction between organizational and professional commitment. This finding suggests that while intellectually stimulating leadership may encourage faculty to embrace innovative approaches within their academic pursuits, fostering a sense of professional commitment, it may not necessarily translate to heightened allegiance towards the employing institution. This observation resonates with Weiherl and Frost's (2016) assertion that academics with substantial scientific capital often prioritize their professional identity over institutional affiliation. Furthermore, the study echoes findings from Sayadi (2016) regarding the ambiguous nature of individualized support and its weak correlation with organizational commitment. Following Yukl's (1999) conceptualization, which differentiates between the developmental and supportive aspects of individualized support, the study's operationalization focused on the latter. Consequently, the findings support the limited relationship of solely supportive behaviors with organizational commitment, emphasizing the need for leadership approaches that incorporate both developmental and supportive elements to enhance this outcome.

Thirdly, the study provides compelling evidence for the positive relationship between TL and faculty members' job satisfaction. Specifically, idealized influence, inspirational motiva-

tion, and individualized support are identified as significant predictors of enhanced job satisfaction. Conversely, intellectual stimulation, while potentially beneficial in the long term, demonstrates a negative association with job satisfaction. This finding corroborates Podsakoff et al.'s (1990) work, suggesting that the increased demands and potential role conflicts associated with intellectual stimulation might inadvertently introduce ambiguity and stress, thereby diminishing immediate job satisfaction. The research further emphasizes the crucial role of inspirational motivation in enhancing job satisfaction, likely by enabling faculty members to attain academic success and recognition, ultimately boosting their sense of fulfillment (Huang et al., 2018). This finding underscores the importance of leadership behaviors that inspire and empower faculty members to achieve both personal and professional growth within their academic roles.

The Roles of Research Self-Efficacy and Job Stress

This study provides a nuanced understanding of the mechanisms through which TL, enacted by academic leaders, is strongly related to faculty members' working attitudes. First, the research highlights research self-efficacy as a crucial mediating factor. Faculty members exposed to TL tend to develop a heightened sense of research self-efficacy, subsequently leading to increased organizational commitment and job satisfaction. This finding aligns with established research in business, management, and organizational studies (e.g., Ba-tool et al., 2020; Liu et al., 2023), emphasizing the profound impact of TL on individuals' perceptions of mastery and control within their professional domains. Specifically, leadership behaviors characteristic of this style – role modeling, persuasive communication, and

psychological arousal – empower followers to approach challenges with greater confidence, persistence, and resilience.

Interestingly, the study identifies individualized support as the primary driver of enhanced research self-efficacy among faculty members, while idealized influence, inspirational motivation, and intellectual stimulation demonstrate negligible relations with such item. This finding suggests that while all dimensions of TL contribute to positive working attitudes, individualized support may be particularly potent in fostering faculty members' beliefs in their research capabilities. Furthermore, the full mediation effect of research self-efficacy observed between individualized support and organizational commitment underscores the importance of this pathway. Academic leaders who prioritize individualized support – providing tailored guidance, encouragement, and resources – can effectively enhance organizational commitment among faculty, particularly those with a strong sense of research self-efficacy.

Secondly, the study elucidates the role of job stress as another significant mediating mechanism. TL behaviors, particularly individualized support, are found to effectively mitigate perceived job stress among faculty members, consequently leading to increased job satisfaction. However, it is noteworthy that despite this stress reduction, no significant relation with organizational commitment is observed through this pathway. Thus, the high ranking and prestige associated with the participating universities might explain this finding. It is plausible that faculty members affiliated with esteemed institutions may experience an inherent sense of organizational commitment that buffers against the detrimental effects of job stress. This intriguing hypothesis warrants further exploration through comparative studies involving faculty members from diverse tiers within the Algerian HEI landscape.

While this study focused on Algerian HEIs, the insights gained regarding the impact of TL on faculty attitudes can be valuable for other types of higher education institutions, both within and beyond Algeria. The core principles of TL – inspiring a shared vision, fostering intellectual stimulation, providing individualized support, and demonstrating ethical role modelling – are broadly applicable across diverse institutional contexts. However, the specific ways in which these principles are enacted and the relative emphasis placed on different dimensions of TL may need to be adapted to suit the unique characteristics of different institutions. For instance, teaching-oriented institutions may prioritize individualized support and inspirational motivation to foster faculty engagement in pedagogical innovation, while research-intensive institutions might emphasize intellectual stimulation and idealized influence to drive research excellence. Further research is warranted to explore how the findings of this study can be generalized to different institutional types and contexts, contributing to a more nuanced understanding of TL in higher education.

Limitations and Implications

This study makes a valuable contribution to the field by investigating the vital relationship between academic leadership and faculty working attitudes within a context of evolving managerial demands in higher education. However, acknowledging the study's limitations is essential to refine future research endeavors and ensure a nuanced understanding of these complex dynamics.

First, the cross-sectional design, while offering valuable insights into correlational patterns, precludes definitive conclusions regarding causality. Longitudinal studies are essential to unravel the temporal relationships between academic leaders' behaviors and subsequent shifts in faculty

attitudes. Such investigations would provide a more robust foundation for establishing causal links and understanding the long-term impacts of TL practices within academic settings.

Second, while this research sheds light on the mediating roles of research self-efficacy and perceived job stress, the complex interplay of factors related to faculty attitudes necessitates exploring additional potential mediators. Future studies might consider incorporating variables such as faculty trust in leadership, perceptions of organizational justice, and work-life balance to gain a more comprehensive understanding of these mediating pathways.

Third, the study's operationalization of individualized consideration, while aligned with previous research, may benefit from incorporating a more development-focused lens. Future studies could employ measures that capture both the supportive and developmental aspects of this dimension, to provide a more nuanced understanding of its relation to faculty attitudes.

Despite these limitations, the study offers valuable implications for academic leaders and policymakers seeking to foster positive working environments within higher education institutions. The findings underscore the transformative potential of TL in promoting organizational commitment and job satisfaction among faculty. Specifically, this research highlights the need for targeted faculty development programs designed to enhance research self-efficacy and mitigate perceived job stress. By investing in such initiatives, universities can empower their faculty, cultivate a more positive and supportive academic environment, and ultimately enhance the overall quality of higher education.

Author's ORCID

Abdelbasset Dou

<https://orcid.org/0000-0003-2633-6904>

References

- Avolio, B. J., Bass, B. M., & Jung, D. I. (1995). *MLQ Multifactor Leadership Questionnaire: Technical report*. Redwood City, CA: Mindgarden.
- Awwad, M., & Agti, D. (2012). The organizational commitment of faculty members of Jordanian and Algerian universities: A comparative analysis. *Dirasat, Administrative Sciences*, 39(2), 307–320.
- Aziz, H. M., Othman, B. J., Gardi, B., Ahmed, S. A., Sabir, B. Y., Ismael, N. B., Hamza, P. A., Sorguli, S., Ali, B. J., & Anwar, G. (2021). Employee commitment: The relationship between employee commitment and job satisfaction. *Journal of Humanities and Education Development*, 3(3), 54–66. <https://doi.org/10.22161/jhed.3.3.6>
- Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York: Freeman.
- Bass, B. M., & Riggio, R. E. (2006). *Transformational leadership* (2nd ed.). Mahwah, NJ: Erlbaum. <https://doi.org/10.4324/9781410617095>
- Bateh, J., & Heyliger, W. (2014). Academic administrator leadership styles and the impact of faculty job satisfaction. *Journal of Leadership Education*, 13(3), 34–49. <https://doi.org/10.12806/V13/I3/R3>
- Batool, S., Atta, M., & Riaz, N. (2020). Impact of self-efficacy on job stress in teachers: The role of marital status. *Journal of Research in Social Sciences*, 8(2), 46–55.
- Cassar, V., Bezzina, F., & Buttigieg, S. C. (2017). The relationship between transformational leadership and work attitudes: Comparing mediating influences of social identity and the psychological contract. *Leadership & Organization Development Journal*, 38(5), 646–661. <https://doi.org/10.1108/LODJ-11-2015-0248>
- Chaabane, M. (2021). The role of transformational leadership in intra-organizational knowledge transfer process: Empirical study in telecommunication companies in Algeria. *International Journal of Business and Technology Management*, 3(2), 53–68.
- Chordiya, R., Sabharwal, M., & Goodman, D. (2017). Affective organizational commitment and job satisfaction: A cross-national comparative study. *Public Administration*, 95(1), 178–195. <https://doi.org/10.1111/padm.12306>

- Cook, J., & Wall, T. (1980). New work attitude measures of trust, organizational commitment and personal need non-fulfilment. *Journal of Occupational Psychology*, 53(1), 39–52. <https://doi.org/10.1111/j.2044-8325.1980.tb00005.x>
- Demir, S. (2020). The role of self-efficacy in job satisfaction, organizational commitment, motivation and job involvement. *Eurasian Journal of Educational Research*, 20(85), 205–224. <https://doi.org/10.14689/ejer.2020.85.10>
- Ehrnrooth, M., Barner-Rasmussen, W., Koveshnikov, A., & Törnroos, M. (2021). A new look at the relationships between transformational leadership and employee attitudes – Does a high-performance work system substitute and/or enhance these relationships? *Human Resource Management*, 60(3), 377–398. <https://doi.org/10.1002/hrm.22024>
- Farahnak, L. R., Ehrhart, M. G., Torres, E. M., & Aarons, G. A. (2020). The influence of transformational leadership and leader attitudes on subordinate attitudes and implementation success. *Journal of Leadership & Organizational Studies*, 27(1), 98–111. <https://doi.org/10.1177/1548051818824529>
- Gmelch, W. H., Lovrich, N. P., & Wilke, P. K. (1984). Sources of stress in academe: A national perspective. *Research in Higher Education*, 20(4), 477–490. <https://doi.org/10.1007/BF00974924>
- Huang, Y., Liu, H., & Huang, L. (2021). How transformational and contingent reward leaderships influence university faculty's organizational commitment: The mediating effect of psychological empowerment. *Studies in Higher Education*, 46(11), 2473–2490. <https://doi.org/10.1080/03075079.2020.1723534>
- Huang, Y., Pang, S. K., & Yu, S. (2018). Academic identities and university faculty responses to new managerialist reforms: Experiences from China. *Studies in Higher Education*, 43(1), 154–172. <https://doi.org/10.1080/03075079.2016.1157860>
- Joo, B.-K., & Lim, T. (2013). Transformational leadership and career satisfaction: The mediating role of psychological empowerment. *Journal of Leadership & Organizational Studies*, 20(3), 316–326. <https://doi.org/10.1177/1548051813484359>
- Judge, T. A., & Kammeyer-Mueller, J. D. (2012). Job attitudes. *Annual Review of Psychology*, 63(1), 341–367. <https://doi.org/10.1146/annurev-psych-120710-100511>
- Kalleberg, A. L. (1977). Work values and job rewards: A theory of job satisfaction. *American Sociological Review*, 42(1), 124–143. <https://doi.org/10.2307/2117735>
- Khasawneh, S., Omari, A., & Abu-Tineh, A. M. (2012). The relationship between transformational leadership and organizational commitment: The case for vocational teachers in Jordan. *Educational Management Administration & Leadership*, 40(4), 494–508. <https://doi.org/10.1177/1741143212438217>
- Lawrence, J., Ott, M., & Bell, A. (2012). Faculty organizational commitment and citizenship. *Research in Higher Education*, 53(3), 325–352. <https://doi.org/10.1007/s11162-011-9230-7>
- Li, Y., Li, J., & Sun, Y. (2013). Young faculty job perceptions in the midst of Chinese higher education reform: The case of Zhejiang University. *Asia Pacific Journal of Education*, 33(3), 273–294. <https://doi.org/10.1080/02188791.2013.787388>
- Liu, Y., Yi, S., & Siwatu, K. O. (2023). Mediating roles of college teaching self-efficacy in job stress and job satisfaction among Chinese university teachers. *Frontiers in Education*, 7, 1073454. <https://doi.org/10.3389/feduc.2022.1073454>
- Loan, L. T. M. (2019). The influence of organizational commitment on employees' job performance: The mediating role of job satisfaction. *Management Science Letters*, 10, 3307–3312. <http://doi.org/10.5267/j.msl.2020.6.007>
- Machado-Taylor, M., Soares, V. M., Brites, R., Brites Ferreira, J., Farhangmehr, M., Gouveia, O. M. R., & Peterson, M. (2016). Academic job satisfaction and motivation: Findings from a nationwide study in Portuguese higher education. *Studies in Higher Education*, 41(3), 541–559. <https://doi.org/10.1080/03075079.2014.942265>
- Menon, M. E., & Lefteri, A. (2021). The link between transformational leadership and teacher self-efficacy. *Education*, 142(1), 42–52.
- Meziane, M., & Mahi, B. (2010). The LMD higher education system in the Maghreb countries: The example of Algeria. *Towards an Arab higher education space: International challenges and societal responsibilities* (pp. 267–280).
- Mudrak, J., Zabrodská, K., Kveton, P., Jelinek, M., Blatný, M., Solcova, I., & Machovcova, K. (2018). Occupational well-being among university faculty: A job demands-resources model. *Research in*

- Higher Education*, 59(3), 325–348. <https://doi.org/10.1007/s11162-017-9467-x>
- Olaskoaga-Larrauri, J., González-Laskibar, X., Díaz-De-Basurto-Uraga, P., & Ignacio-Gómez, P. (2015). Why has there been a decrease in the job satisfaction of faculty at Spanish universities? *Tertiary Education and Management*, 21(4), 293–305. <https://doi.org/10.1080/13583883.2015.1068839>
- Pasupathy, R., & Siwatu, K. O. (2013). An investigation of research self-efficacy beliefs and research productivity among faculty members at an emerging research university in the USA. *Higher Education Research & Development*, 33(4), 728–741. <https://doi.org/10.1080/07294360.2013.863843>
- Prochazka, J., Gilova, H., & Vaculik, M. (2017). The relationship between transformational leadership and engagement: Self-efficacy as a mediator. *Journal of Leadership Studies*, 11(2), 22–33. <https://doi.org/10.1002/jls.21518>
- Podsakoff, P. M., MacKenzie, S. B., Moorman, R. H., & Fetter, R. (1990). Transformational leader behaviors and their effects on followers' trust in leader, satisfaction, and organizational citizenship behaviors. *The Leadership Quarterly*, 1(2), 107–142. [https://doi.org/10.1016/1048-9843\(90\)90009-7](https://doi.org/10.1016/1048-9843(90)90009-7)
- Porter, L. W., Steers, R. M., Mowday, R. T., & Boulian, P. V. (1974). Organizational commitment, job satisfaction, and turnover among psychiatric technicians. *Journal of Applied Psychology*, 59(5), 603–609. <https://doi.org/10.1037/h0037335>
- Sayadi, Y. (2016). The effect of dimensions of transformational, transactional, and non-leadership on the job satisfaction and organizational commitment of teachers in Iran. *Management in Education*, 30(2), 57–65. <https://doi.org/10.1177/0892020615625363>
- Schwarzer, R., & Jerusalem, M. (1995). Generalized Self-Efficacy Scale. Measures in health psychology: A user's portfolio. *Causal and Control Beliefs*, 1(1), 35–37. <https://doi.org/10.1037/t00393-000>
- Shin, J. C., & Jung, J. (2014). Academics job satisfaction and job stress across countries in the changing academic environments. *Higher Education*, 67(5), 603–620. <https://doi.org/10.1007/s10734-013-9668-y>
- Sid, H., Mostefaoui, S., & Allali, Z. (2022). The impact of transformational leadership on improving job performance: A case study in the National Employment Agency in Algeria. *Journal of North African Economies*, 18(30), 125–142.
- Smeenk, S., Teelken, C., Eisinga, R., & Doorewaard, H. (2009). Managerialism, organizational commitment, and quality of job performances among European university employees. *Research in Higher Education*, 50(6), 589–607. <https://doi.org/10.1007/s11162-009-9132-0>
- Smith, P. C., Kendall, L. M., & Hulin, C. L. (1969). *The measurement of satisfaction in work and retirement: A strategy for the study of attitudes*. Oxford, England: Rand McNally.
- Sosik, J. J., & Godshalk, V. M. (2000). Leadership styles, mentoring functions received, and job-related stress: A conceptual model and preliminary study. *Journal of Organizational Behavior*, 21(4), 365–390. [https://doi.org/10.1002/\(SICI\)1099-1379\(200006\)21:4%3C365::AID-JOB14%3E3.0.CO;2-H](https://doi.org/10.1002/(SICI)1099-1379(200006)21:4%3C365::AID-JOB14%3E3.0.CO;2-H)
- Wang, S. Y., & Jones, G. A. (2021). Competing institutional logics of academic personnel system reforms in leading Chinese Universities. *Journal of Higher Education Policy and Management*, 43(1), 49–66. <https://doi.org/10.1080/1360080X.2020.1747958>
- Weierl, J., & Frost, J. (2016). Professional and organizational commitment in universities: From judgmental to developmental performance management. In J. Frost, F. Hattke, & M. Reihlen (Eds.), *Multi-level governance in universities* (pp. 173–192). Dordrecht: Springer. https://doi.org/10.1007/978-3-319-32678-8_8
- Yousef, D. A. (2017). Organizational commitment, job satisfaction and attitudes toward organizational change: A study in the local government. *International Journal of Public Administration*, 40(1), 77–88. <https://doi.org/10.1080/01900692.2015.1072217>
- Yukl, G. (1999). An evaluation of conceptual weaknesses in transformational and charismatic leadership theories. *The Leadership Quarterly*, 10(2), 285–305. [https://doi.org/10.1016/S1048-9843\(99\)00013-2](https://doi.org/10.1016/S1048-9843(99)00013-2)