THE EFFECTS OF LEADERSHIP ON FACULTY AND STAFFS JOB SATISFACTION AND AFFECTIVE COMMITMENT IN HEALTH-RELATED PROFESSIONAL PROGRAMS

by

Vitasha Ali

Liberty University

A Dissertation Presented in Partial Fulfillment Of the Requirements for the Degree Doctor of Philosophy

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APPROVED BY:

Rebecca Lunde, Ed.D., Committee Chair

Michelle J. Barthlow, Ed. D., Committee Member
ABSTRACT

Leadership is an essential component of higher education institutions as it influences the organization’s ability to fulfill its mission and achieve its goals. Leadership is vital as it affects employees in various areas that may influence their ability to perform their professional duties. Leadership is aligned with the success of an organization and impacts the motivation of employees on their achievement to successfully accomplish the institution’s goal.

Transformational leaders encourage individuals to support each other and the organization as a whole and creates an environment of trust, loyalty and respect for the leader by the followers. This leadership style may be applied by leaders in higher education to improve the work experience of their followers. The purpose of this study was to better understand the relationship between transformational leadership and the following variables: employees’ job satisfaction, productivity, and affective commitment in such setting. The researcher used a quantitative non-experimental approach. A sample size of 100 participants was recruited to take part in the study.

Data collection was done through three instruments: Leadership Practice Inventory (LPI), Three Component Model (TCM), and Index of Job Satisfaction (IJS). Data analysis was conducted through IBM SPSS (Version 27) and hypothesis tested was analyzed using Pearson Product-Moment correlations. Increasing values of inspiring a shared vision corresponded with a greater feeling of job satisfaction. Additionally, increased values in inspiring a shared vision correspond to greater levels of affective commitment. Also, increasing scores in the enabling others to act measure corresponded to increased feelings of job satisfaction. Lastly, increased scores in the enabling others to act resulted in increased affective commitment.

Keywords: leadership, transformational leadership, job satisfaction, productivity, affective commitment
Dedication

This is dedicated to my God, family and colleagues. I am so grateful for my faith in God for he has made this dream possible. To my supportive, encouraging, loving, and caring husband, Andy Ali, thank you for believing in me when I stopped believing. Thank you for your constant support, love, encouragement, smiles, laughter, cries, and joy even when I could not think anymore during this journey. To my children, Ava, Hannah, and Adam, this is for you, keep dreaming, have goals, have a vision, anything is possible. To my mom and dad, thank you for all of your sacrifices you made in life to give your family a wonderful life, from you I have learned independence, courage, strength, stability, and to never give up. The values you instilled in me has molded me into the woman I am today. To my brother, Amar and my sister-in-law, Jennifer you give the word “strength” a whole new meaning. The challenges you have faced and continue to face is remarkable, your perseverance and dedication to your family is undeniable. You are the definition of strength! To my sister, Natasha and my brother-in-law, Navin, thank you for your mentorship, humbleness, strength, courage, and kindness when I was literally at my all-time low. Lastly, to my colleagues, thank you for your constant encouragement, unbelievable kindness, and abundant of trust. The love and respect I have for you all is undeniable.
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List of Abbreviations

Leadership Practice Inventory (LPI)

Three Component Model (TCM)

Index of Job Satisfaction (IJS)
CHAPTER ONE: INTRODUCTION

Overview

The purpose of this quantitative, non-experimental study was to investigate the relationship between two components of Kouzes and Posner’s Model Transformational Leadership: Inspiring a shared vision and enabling others and employees job satisfaction and affective commitment in higher education health-related professional programs. Chapter One provides a background for the topics of transformational leadership and affective commitment. Included in the background is an overview of the theoretical framework for this study. The problem statement examines the scope of the literature of this topic. The purpose of this study is followed by the significance of the current study in higher education health-related professional programs. Finally, the research questions are introduced, and definitions pertinent to this study are provided.

Background

Leadership is essential as it affects employees in various areas that may influence their ability to perform their professional duties. Leadership is aligned with the success of an organization and impacts the motivation of employees on their achievement to successfully accomplish the institution’s goal (Semedo & Coelho, 2016). Transformational leadership style emphasizes support for the subordinate (Aloderiene & Majauskaite, 2016). Transformational leadership is the process in which leaders and followers help each other to advance to a higher level of morale and motivation (Transformational Leadership | Pachamama Alliance, 2021). The transformational leadership theory focuses on encouraging individuals to support each other and the organization as a whole and creates an environment of trust, loyalty and respect for the leader. The level of trust, loyalty, and respect for the leader is dependent on many factors,
including commitment (Yang, 2016). Commitment in the workplace is related to the individual’s work experience (Adnan et al., 2018, Effortory, 2020). Work experience is a combination of group influences, leadership, organizational dependability, met expectations, and feelings of personal importance to the organization. The transformational leadership theory and style may be applied by leaders in higher education to improve the work experience of those that follows. The use of transformational leadership may also lead to an increase in affective commitment within the organization.

Affective commitment will be the focus of this study as it relates closely to job satisfaction. Job satisfaction is a vital factor at any higher education institution and may also be related to the retention of faculty and staff of healthcare professional programs. Assessing the effects of transformational leadership on faculty and staff’s job satisfaction is essential to the daily function of higher educational institutions as it may directly influence faculty and staff’s affective commitment. The employee’s desire to stay with an organization is influenced by his or her emotional attachment allowing him or her to be committed to the organization, which, in turn, makes them more committed to pursue the organization’s goal (Yahaya & Ebrahim, 2016).

Over the years, the concept of leadership has increased in complexity and debate is conducted to determine what is a more appropriate fit for educational leadership (Connolly et al., 2019). Transformational leadership has evolved through the works of James MacGregor Burns, Bernard M. Bass, and Bruce J. Avolio (Kouni, 2018). Leadership must be aligned with a purpose that can be shared with others and the leader is judged by his or her ability to make social change (Dempster et al., 2017). Burns’ suggested the role of a leader and those that follows must be unified and that leadership is a mutual relationship with both leader and follower (Reid & Dold, 2018).
Bass expanded the Burn’s theory of transformational leadership and identified two types of leadership styles: transactional and transformational leadership (e-learning harness – Leadership Styles II, 2021). Transactional leaders make exchanges with their followers and is more rewards focused. For example, if a project is given to a staff member and he or she completes it, then the leader may reward the staff member with a raise. A transformational leader is capable of looking for any potential motives in a follower and make sure the needs are satisfied through engagement of the follower (IWL Foundation, 2018). Transformational leadership seeks to help people engage with one another, motivating them and increasing their morale in order to achieve the common purpose.

The attention to leadership models involving empowerment, shared leadership, and organizational learning were more focused and was geared towards evolving education in the 1990s (Hallinger, 2003). Bass (1998) suggested that transformational leaders behaved in a certain way in order to raise their follower level of commitment. He suggested that there are four elements of transformational leadership: individualized consideration, intellectual stimulations, inspirational motivations, and idealized influence. With these elements, the followers feel trust, admiration, loyalty, and respect for the leader (Hickman, 2010). Bass also concluded that there are three dimensions of transactional leadership: contingent reward, management-by-expectation, and laissez-faire (Hickman, 2010).

In 1991, Bass along with his colleague, Bruce Avolio suggested that incorporating the four elements of transformational leadership and the three dimensions of transactional leadership and coined the term “The Full Range Leadership” (Kanat-Maymon et al., 2018). Burns’ transformational leadership theory and the works of Bass and Avolio are influential and provide a good foundation for addressing the concept of educational leadership and its effects on
employees. The Full Range Leadership Theory focuses on the behavior of leaders towards the workforce in different work situations (Itzkovich, 2020). Transformational leaders continuously motivate, encourages, and inspires change in unity with their team (Kouzes & Posner, 2017).

Similarly, Kouzes and Posner developed a common process for leadership that entails motivating the followers of transformational leaders to aspire for more. This model is known as the Kouzes and Posner’s Model of Transformational Leadership (Kouzes and Posner, 1987; 1993). Kouzes and Posner’s Transformational Leadership framework consists of five elements that are the foundation for effective leadership practice (Abu-Tineh et al., 2008). These elements are challenging the process, inspiring a shared vision, enabling others to act, modeling the way, and encouraging the heart. The objective of challenging the process allows leaders to create new ideas and/or recognize new ideas of the followers. New challenges require change and things to be different than they currently are (Kouzes & Posner, 2017). Leaders should strive to utilize innovative methods to find solutions for challenges that arise. Not all challenges are solved with the same solution; leaders have to adapt to change. It is also important that when leading through change, that leader maintain trust and accountability with the team.

The goal of inspiring a shared vision is to bring individuals within an organization together to foster commitment (Abu-Tineh et al., 2008). A leader must be able to motivate his or her-employees to do their jobs to the best of their ability. Successful leaders are able to nurture that motivation along with using clear performance expectations and setting goals (Phibbs, 2013). A leader has to inspire commitment, not command it from their team (Kouzes & Posner, 2017). In order to do so, a leader must be able include others in a common vision that is appealing to shared aspirations (Kouzes & Posner, 2017). An exemplary leader must be able to adapt to change in order to overcome “adversity, embrace opportunities to grow, innovate, and
Improve” by looking at the big picture, being creative and taking risks (Kouzes & Posner, 2017, p. 14).

Enabling others to act allows for collaboration and empowerment among those that follows, providing them with the opportunity to be part of the decision-making process (Abu-Tineh et al., 2008). This allows the employee to feel valued and included. “Collaboration is a critical competency for achieving and sustaining high performance” (Kouzes & Posner, 2017, p. 197). Collaboration requires a team approach, which requires a solid foundation of trust and strong relationships that ensures deep competence and cool confidence. “Enabling others to act entails group collaboration and individual accountability” Kouzes & Posner, 2017, p. 21). In order for a leader to be effective, they have to be able to trust the members of their team.

“Modeling the way” provides transformational leaders to set examples to follow while building commitment and creating progress (Abu-Tineh et al., 2008). Leaders need to set an example by showing that they have a clear understanding of their own guiding principles and values in order to gain the confidence and trust in their team (Kouzes & Posner, 2017). It is important that a leader listens to the team’s wants and needs, give and receive constructive criticism, respect others difference in opinions, and effectively communicate with their team. Their attitudes and behaviors can have an impact the environment and job satisfaction of their team.

Lastly, “encouraging the heart” allows transformational leaders to encourage and motivate their followers through recognition and rewards, inspiring them to perform better (Abu-Tineh et al., 2008). Recognizing an employee for his or her excellence can make that individual feel valued (Kouzes & Posner, 2017). Recognition and appreciation provide a sense of purpose that makes one feel valued. This can lead to boosting the morale of the organization and increase
productivity. It provides the opportunity for one to see how his or her influences really contributes to the success of the organization, creating a culture of appreciation within the organization. Getting recognition can build a positive culture and can be a way to motivate employees. Having the feeling of being appreciated or feeling valued can increase productivity in employees. As Kouzes and Posner (2017) stated, “Belief in peoples’ abilities is essential to making extraordinary things happen” (p. 250). The two elements of Kouzes and Posner’s Model of Transformational Leadership that will be the focus of this study are inspiring a shared vision and enabling others to act.

Burn’s (1978) stated that transforming leaders look for motives in those that follow who seeks to satisfy their needs, and fully engage themselves. Similarly, Avolio and Bass (1991) and Kouzes and Posner (1993) stated, that transformational leaders encourage those that follows them to excel and to do more than they originally intended to do. Such leaders set more challenging expectations and typically achieve higher performances. Transformational leaders also tend to have more “committed and satisfied followers” (Hickman, 2010, p. 77). In higher education, leadership is an essential component in employees job satisfaction, productivity, and their affective commitment. In such educational settings, effective leader’s behaviors set the direction for a positive workplace climate, are trust worthy, and communicates well with staff (Bryman, 2007). When these behaviors are practiced, employees are satisfied and feels valued (Alonderiene & Majauskaite, 2016). When employees feel valued, they tend to want to continue working in the organization because their relationship with their supervisors are good and they feel important (Meyer & Allen, 1991). Higher education academic staff job satisfaction and affective commitment can be affected by the leadership style and behavior.
Problem Statement

Transformational leaders create change by engaging, influencing, and allowing themselves to be influenced by others to accomplish the common goal (Feast, 2018). Such leaders have a deeper level of connection with their followers, which provides a higher level of commitment and performance among leader and follower (Yahaya & Ebrahim, 2016). Affective commitment influences retention at an organization, as individuals that display strong affective commitment prefer to remain employed by the organization (Semedo & Coelho, 2016). Affective commitment has been correlated to the level of an employee’s job satisfaction and job performance (Yahaya & Ebrahim, 2016). A study conducted by Powell and Meyer in 2004 found a significant correlation with affective commitment and what the employee sees as satisfying conditions (Yahaya & Ebrahim). Job satisfaction has been studied extensively and can be defined as the employee’s emotions or affective attitudes towards the work environment (Albert et., 2018; Alonderiene & Majauskaite, 2016; Ponton & Suntrayuth, 2019). An employee’s job satisfaction can be impacted and influenced from their direct manager (Aydogmus et al., 2018).

Literature was reviewed in an effort to further understand the benefits of employees’ higher job satisfaction and the relationship among leadership, job satisfaction, and trust. Past studies focused on transformational leadership and its relationship with trust, commitment, job satisfaction, and organizational commitment. Whereas, this study will focus on two components of Kouzes and Posner’s Transformational Leadership Model: Inspiring a shared vision and enabling the acts of others and its effects on employees’ job satisfaction and affective commitment. A review of literature identified that transformational leadership, job satisfaction, and affective commitment has been studied in nursing education and medical residency education. The problem is that the literature has not fully addressed the effects of
transformational leadership and its effect on employees’ job satisfaction and affective commitment in the following health educational professional programs: occupational therapy, physical therapy, and physician assistance programs.

**Purpose Statement**

The purpose of this quantitative non-experimental study was to empirically evaluate whether there is a relationship between transformational leadership, employees’ jobs satisfaction, and affective commitment. The sample population for this study are employees, both faculty and staff of health-related professional programs in higher education. A descriptive correlation design was utilized to examine the relationship between two or more variables (Creswell & Creswell, 2018). Data was collected via a cross-sectional survey as this method allows for a faster collection completion and allows for data to be collected at one point in time (Creswell & Creswell, 2018). After data collection, the researcher investigated whether a relationship exists between inspiring a shared vision and the dependent variable job satisfaction, inspiring a shared vision and affective commitment, enabling others to act and job satisfaction, and enabling others to act and affective commitment. The criterion variables in this study are job satisfaction and affective commitment, and the predictor variables are inspiring a shared vision and enabling other to act. The definitions for the variables are: *Job Satisfaction* – the feelings that an employee has toward his or her job (Mawhinney, 2011). Job satisfaction is an emotional response that is influence by internal and external sources (Herzberg, 1959); *Affective Commitment* is the individual’s affection for their job, whether he or she enjoys the job and is satisfied (Meyer & Allen, 1991); *Enabling Others to Act* - when a leader is confident in their employees and understands the employee’s strengths and potential for more responsibility and allows the employee to take control and the initiative (Kouzes & Posner, 2002); *Inspiring a Shared Vision* -
when leaders are passionate and believe that they can make a difference, the envision the future, creating and idea and image of what the organization can become, they then persuade others in their dreams (Kouzes & Posner, 2002).

**Significance of the Study**

Job satisfaction in higher education has been extensively studied and shows that factors such as autonomy, advancement, and recognition may influence the perception of the job (Albert et al., 2018). Significant levels of job satisfaction motivate employees to be more productive and make a greater effort within the organization (Worthy et al., 2020). Transformational leaders inspire and motivate employees allowing them to feel a sense of importance and self-value, hence, contributing to their affective commitment. This emotional and psychological sense of empowerment increases employees’ job satisfaction, productivity, and affective commitment (Aydogmus et al., 2018). However, when these factors are missing, employees may feel dissatisfied at work and will not have the desire to perform for the organization. Therefore, this may influence their decision whether to continue with the higher education institution.

The importance of this study was to obtain a greater understanding of the relationship between transformational leadership and employees’ jobs satisfaction and affective commitment in health-related higher educational institutions. In the research, transformational leaders exhibited strong influence on the attitudes and behaviors of their followers (Abelha et al., 2018). In higher education, both employees (faculty and staff) and supervisors have to be willing to learn from one another. Leaders are essential in higher education and need to be able to respond to the desires of their faculty and staff. Leaders in higher education are typically department heads who influence faculty and staff. Good leadership in higher education encourages faculty and staff to further develop their professional career, continue to set goals and work towards
them, and, most of all, provide a sense of security. These components of good leadership contribute to both, faculty and staff’s job satisfaction and affective commitment. Further research on the effects of transformational leadership on faculty and staff’s job satisfaction and affective commitment can lead to the development, improvement, and implementation of leadership training programs at higher educational institutions for health care professionals.

**Research Question(s)**

The questions that guided this study are:

**RQ1:** Is there a relationship between *inspiring a shared vision* and *job satisfaction* among faculty and staff in health-related professional programs in higher education?

**RQ2:** Is there a relationship between *inspiring a shared vision* and *affective commitment* among faculty and staff in health-related professional programs in higher education?

**RQ3:** Is there a relationship between *enabling others to act* and *job satisfaction* among faculty and staff in health-related professional programs in higher education?

**RQ4:** Is there a relationship between *enabling others to act* and *affective commitment* among faculty and staff in health-related professional programs in higher education?

**Definitions**

1. *Leadership* - the social influence process utilized by an individual leader to enlist the support and assistance of others to accomplish a common goal or task (Luhana, 2014).

2. *Transformational Leadership* – the process in which leaders and followers help each other to advance to a higher level of morale and motivation (Burns, 1978).

3. *Job Satisfaction* – the feelings that an employee has toward his or her job (Mawhinney, 2011). Job satisfaction is an emotional response that is influence by internal and external sources (Herzberg, 1959).
4. Affective Commitment - the individual’s affection for their job, whether he or she enjoys the job and is satisfied (Meyer & Allen, 1991).

5. Enabling Others to Act - when a leader is confident in their employees and understands the employee’s strengths and potential for more responsibility and allows the employee to take control and the initiative (Kouzes & Posner, 2002).

6. Inspiring a Shared Vision - when leaders are passionate and believe that they can make a difference, the envision the future, creating and idea and image of what the organization can become, they then persuade others in their dreams (Kouzes & Posner, 2002).
CHAPTER TWO: LITERATURE REVIEW

Overview

Leadership is an essential component of higher education institutions as it influences the organization’s ability to fulfill its mission and achieve its goals. Leaders are individuals that guide, inspire, and accompany a group on a journey; leaders direct the group in the right direction and serve to hold the group together throughout the journey (McCaffery, 2018). The leader’s philosophy, personality, and experience allow him or her to successfully implement plans and provide encouragement and direction for the group (Luhana, 2014). Leaders have unique characteristic behaviors, known as leadership styles, that are utilized to motivate, guide, and direct the group. Leadership styles affect job satisfaction and affective commitment of the group. Assessing the effects of transformational leadership on faculty and staff’s job satisfaction is essential to the daily function of higher educational institutions as it may directly influence faculty and staff’s affective commitment. Research identifying factors that contribute to job satisfaction and affective commitment in higher education was reviewed to determine how transformational leadership can influence these factors in the workplace and further engage faculty and staff within the organization. The purpose of this chapter is to provide a context for the research and to demonstrate its importance based on the problem demonstrated via the literature as well as the gap in the literature. Chapter Two is comprised an overview, a theoretical or conceptual framework section, the related literature section, and a summary.
Theoretical Framework

There has been an emphasis on how theory can inform the practice of leadership (Northouse, 2018). Theories can assist a leader in determining the best leadership style to utilize based on the needs of the workplace and employees. Theories can also help leaders determine different strategies and methods to maintain and increase job satisfaction, productivity, work engagement, and affective commitment among their employees. At higher educational institutions theory can be used to assess faculty and staff behaviors toward leadership styles. The theoretical framework for this study is an integration of three theories: Burns’ (1978) transformational leadership theory, Kouzes and Posner’s model of transformational leadership (Kouzes and Posner, 1987; 1993), and Meyer and Allen’s (1991) three component model. The focus will be on two specific components of Kouzes and Posner’s model of transformational leadership: inspiring a shared vision and enabling others to act; and one specific component of the Meyer and Allen’s model (1991), affective commitment. The integration of these theories can aid in determining the effects of transformational leadership on higher education faculty and staff’s job satisfaction and affective commitment within health care professional programs.

Transformational Leadership Theory

The goal of transformational leadership is to enhance the motivation, morale and job performance of the team (Burns, 1978). Transformational leaders work with members of their team to identify changes that need to be made within the workplace or organization. Through inspiration, transformational leaders create and utilize visions as guides to direct change. To be fully effective in the workplace, transformational leadership requires four elements: individualized consideration, intellectual stimulation, inspirational motivation, and idealized influence (Burns, 1978).
Individualized consideration is where the leader acts as a mentor and attends to the individual needs of the mentee. The leader’s role is to provide support and be compassionate to his mentee. This will allow the mentee to be motivated which can foster self-development (Hickman, 2010). Intellectual stimulation is when leaders encourage and motivate creativity among those that follow. A leader can challenge assumptions, take risks and ask those who follow for ideas (Hickman, 2010). Inspirational motivation is when leaders express an appealing and inspiring vision to follow and challenge their followers (Hickman, 2010). This leader is optimistic about future goals and have a strong sense of purpose (Hickman, 2010). Idealized influence is when leaders are viewed as a role model for high ethical behavior, instill pride, and gains respect and trust from those who follow (Hickman, 2010).

Transformational leadership can connect individual sense of identity to a project while making connection with the organization itself. It allows the individual to become a role model in which he or she can be inspired to become interested in projects. Transformational leadership can motivate the individual to take ownership of his or her work while providing an understanding of his or her strengths and weaknesses.

Bass (1985) further extended Burns’ (1978) work of leadership and explained the psychological aspects of transformational leadership. Like Burns, Bass also concluded that there are four elements of transformational leadership: individualized consideration, intellectual stimulations, inspirational motivations, and idealized influence. The theory explains that those who follow feel trust, admiration, loyalty, and respect for the leader (Hickman, 2010). Bass (1985) further incorporates transactional leadership in his study.
**Transactional Leadership**

Transactional leadership is another style that focuses on the role of supervision, organization, and group performance (Hickman, 2010). There is an exchange between the leader and those who follow. Transactional leaders grant employees’ wishes in return for their own. Transactional leaders promote follower compliance by either rewarding them or punishing them (Hickman, 2010). Bass concluded that there are three components of transactional leadership: contingent reward, management-by-expectation, and laissez-faire (Hickman, 2010). Contingent reward is when leaders assign work and then rewards those who follow for completing the assignment (Hickman, 2010). Leaders use management-by-expectation to watch those who follow and make corrections if necessary (Hickman, 2010). In the laissez-faire dimension, there is an absence of leadership behaviors (Hickman, 2010).

Transactional leadership rewards the employees for achieving a set goal. Transactional leadership only motivates the individual according to the particular set goal and does not encourage the individual to advance his or her professional development (Khan, 2017). Rewards or incentives are provided to the employees based on their contributions to the set goal. Individuals are not recognized or rewarded for going beyond his or her set goal. The lack of recognition and rewards for going beyond a set goal can lead to demotivation. An individual who becomes demotivated may not contribute one 100% of his or her effort, therefore, may not strive for higher achievements because he or she is not praised by the transactional leader for going above and beyond (Khan, 2017). The focus of transactional leaders is solely based on a reward and benefits system. The reward and benefit system does not allow transactional leaders to address his or her approaches if the employee cannot successfully achieve the set goals (Khan, 2017).
The Relationship Between Transformational and Transactional Leadership

Bass also suggested that transformational and transactional leadership can be displayed simultaneously (Hickman, 2010). Leaders must recognize the self-worth of followers in order for them to consider their commitment to the organization (Hickman, 2010). While transactional leaders identify specific requirements for rewards, transformational leaders inspire follower commitment to the shared organizational vision and goals (Hickman, 2010). Transactional leadership provides followers with incentives to encourage and motivate them for success, while transformational leadership displays support and challenges for those that follow. However, both, transformational leadership and transactional leadership motivates those that follows. Motivation can occur when employees are recognized by their leaders for their individual excellence and contributions (Kouzes & Posner, 2017). Recognition and appreciation provide the individual a sense of purpose that makes them feel valued. The qualities of transactional leadership can be effective for and satisfying to employees; however, the behavioral aspect of transformational leadership has a significant impact on transactional leadership effectiveness and satisfaction (Xenikou, 2017). Transformational leadership will be the focus of for this study.

Kouzes and Posner’s Model Transformational Leadership

Kouzes and Posner (1987) suggested that leadership is a collection of practices and behaviors and not a position. These practices are essential components of transformational leadership and serves as a leadership guide to accomplish goals and “get extraordinary things done” (Kouzes & Posner, 1995, p. 9). There are five essential components that comprises Kouzes and Posner’s model of transformational leadership: challenging the process, inspiring a shared vision, enabling others to act, modeling the way, and encouraging the heart (Kouzes & Posner,
1987, 1993, 1995, 2002). However, inspiring a shared vision and enabling others to act will be the focus of this study.

**Challenging the process**

Challenging the process allows transformational leaders to create and support new ideas that can contribute to positive change (Kouzes & Posner, 2002). Transformational leaders challenge the process by searching for opportunities through experimentation and taking risks in order to bring about positive change (Watters, 2019). When a leader challenges the process, he or she takes the opportunity to even if risks are involved and success is unlikely. Kouzes and Posner (1992) stated that failure should be expected and encouraged in order for progress to be made. Leaders that challenge the process face failures, learns through trial and error, and is the first person to advocate for change (Watters, 2019). Leaders that challenge the process learn from their mistakes, do not blame others for their mistakes, and instead of punishing failure, they encourage it (Abu-Tieh et al., 2008).

**Inspiring a shared vision**

Inspiring a shared vision entails leaders looking forward and enlisting others to support in that shared view of the future (Kouzes & Posner, 2002). Transformational leaders are confident that they can make a difference by creating a unique image of which the organization can strive when they envision the future (Abu-Tieh et al., 2008). These leaders have a positive outlook and inspires those that follow with enthusiasm and excitement (Abu-Tieh et al., 2008). Inspiring a shared vision fosters collaboration, bringing people together within an organization with a shared vision and establishing commitment to such vision (Abut-Tieh et al., 2018).
**Enabling others to act**

Enabling others to act requires leaders to involve followers in the decision-making process (Kouzes & Posner, 2002). Such acts foster collaboration and strengthen relationships with others (Watters, 2019). Enabling others to act allows the individual to fully envision his or her own potential and produces the ability to make a choice (Abu-Tieh et al., 2018). This allows the individuals to feel empowered and fosters collaboration, creating trustworthy relationships among team members (Watters, 2019). Collaboration offers each team member the opportunity to bring individual ideas and strengths to the team while maintaining respect and cultivating a familial atmosphere (Paustian-Undersahl et al., 2014). When leaders create an environment with trust, collaboration, mutual respect with extraordinary efforts, those that follow make extraordinary efforts in their work (Posner, 2016). This act can contribute to improving an individual’s performance and satisfaction.

**Modeling the way**

Leadership is about what an individual can do, it is not about who they are (Kouzes & Posner, 2017). Leaders have to set examples for others to follow. A leader must first know who him- or herself in order to lead. This requires him or her to build self-awareness and self-confidence (Kouzes & Posner, 2011). These leaders live by the values they promote, set high standards to improve the organization, and set guiding principles that demonstrate how people should be treated and how goals should be pursued, making the organization exceptional (Abu-Tineh et al., 2008). Transformational leaders lead by example, build commitment, and create progress and momentum (Abu-Tineh et al., 2008). Leading by example transformational leaders are able to build their credibility by displaying consistency between speech and action (Kouzes
& Posner, 1995, 2002). These ideals must be displayed throughout daily interactions (Watters, 2019).

Encouraging the heart

Employees need encouragement and motivation in order to achieve the goals of an organization (Abu-Tineh et al., 2008). According to Kouzes and Posner (1995, 2002) encouraging the heart entails recognizing employees’ contributions and celebrates their accomplishments. Encouraging the heart allows the leader to demonstration support and encouragement (Kouzes & Posner, 1995, 2002). Recognition and rewards inspire employees resulting in better performance (Abu-Tineh et al., 2008). Transformational leaders encourage the heart by publicly and privately celebrating their employees’ achievements allowing the employee to feel he or she is integral to the team and part of something important (Abu-Tineh et al., 2008).

Previous research found that transformational leadership correlates with employees’ job satisfaction through encouragement, inspiration, and empowerment in educational institutions or organizations by allowing employees to enhance their abilities and capacity to think of creative and new ideas to improve the institution or organization (Awamleh & Gardner, 1999; Bogler, 2001; Spreitzer, 1995; Judge & Bono, 2002; Ozaralli, 2003; Castro et al., 2008).

Three Component Model

The three-component model distinguished between attitudinal and behavioral commitments and introduced the three components of the psychological state. Attitudinal commitment is established when the individual reflects on his or her relationship with the organization and how his or her goals and values fit into that of the organization (Meyer & Allen, 1991). On the other hand, behavioral commitment occurs when an individual feels trapped and unable to advance within an organization and finds ways to cope with the issue. Meyer and Allen
(1991) introduced the term psychological state to further expand the concept of commitment. Three distinct components of commitment or the psychological state were developed: affective commitment (a desire), continuance commitment (a need), and normative commitment (an obligation).

Affective commitment, or desire, is the individual’s affection for his or her job, whether he or she enjoys the job and is satisfied (Meyer & Allen, 1991). In this state, the individual feels a strong emotional connection with his or her job and the organization because he or she can identify with the organization’s goals, values, and vision (Meyer & Allen, 1991). Affective commitment influences retention, as individuals that display strong affective commitment prefer to remain employed within the organization (Semedo & Coelho, 2016). Affective commitment has been correlated to the level of an employee’s job satisfaction and job performance (Yahaya & Ebrahim, 2016). Leaders that are transparent, honest, and includes employees in the day-to-day decisions establish a higher quality of relationship with employees (Semedo et al., 2016; Meyer et al., 2002; Yahaya & Ebrahim, 2016). Semedo et al. (2016) concluded leadership had an influence on employees’ emotional attachment increasing their affective commitment to the educational institution or organization.

Continuance commitment refers to the employee’s need for his or her job and the fear associated with losing it (Meyer & Allen, 1991). During the state of continuance commitment, the individual starts to weigh the pros and cons of the job in order to assist in determining whether he or she should leave the organization. The individual may consider factors such as losing seniority, the loss of salary and benefits, and separation from friends that were made while at the organization (Meyer & Allen, 1991). Individuals in this state prefer to remain employed within the organization because he or she has invested time, and accumulated benefits and
savings for retirement. Neumann and Finaly-Neumann (1990) and Marchiori & Henkin (2004) found that faculty commitment to their university is a result of their academic rank, organizational tenure, and employment status (full time or part time). Continuance commitment can cause a strain on the employee and has been correlated to employees feeling ineffective at work leading to less productivity (Nalla et al., 2020; Lambert, 2018). Several studies concluded that employees who are treated negatively feel that their needs and contributions are underappreciated (Nalla et al., 2020; Lambert et al., 2018; Allen & Meyer, 1990).

Normative commitment is the individual’s sense of obligation to remain at his or her job within an organization. An individual may feel obligated to remain in his or her position despite being unhappy with his or her job or the organization (Meyer & Allen, 1991). For example, if an organization paid for a worker’s college education or job training and development, that worker may feel obligated to remain with the organization. Under these circumstances, the employee remains with the organization to repay his or her debt. In these three components, commitment is a psychological state that allows the employee’s relationship to be characterized with the organization, and the employee can decide if he or she wants to continue or end membership with the organization (Meyer & Allen, 1991). According to Semedo & Coelho (2016), affective commitment has more implications for the employee’s behavior in the organization.

**Related Literature**

Relevant literature was reviewed on transformational leadership, and employees’ job satisfaction and affective commitment. Research has also identified a connection between transformational leadership and transactional leadership (Bass, 1985; Kouzes & Posner, 1987, 1992, 2017; Xenikou, 2017). A review of literature identified that transformational leadership, job satisfaction and affective commitment has been studied in nursing education and medical
residency education. An exploration of these factors identified a gap in research on transformational leadership, faculty and staff job satisfaction, and affective commitment in the following health educational professional programs: occupational therapy, physical therapy, and physician’s assistants’ programs.

**Transformational Leaders**

The ultimate task of leaders is to influence those that follow in order to achieve a collective vision and purpose of the institution (Han et al., 2018). Recent research has identified that transformational leaders have been successful in fulfilling this responsibility by effectively displaying admiration and trust, articulating the visions and goals of the institution, encouraging those that follows, and giving the attention that is needed to each individual that follows (Han et al., 2018). Forty-three empirical studies reporting 92 effect sizes were synthesized on leadership supporting team learning (Han et al., 2018). The analysis concluded that leadership behaviors contributed to 18% of the variance in supporting team learning (Han et al., 2018).

Research has identified several characteristics of transformational leaders. Transformational leaders create change by engaging, influencing, and allowing oneself to be influenced by others to accomplish the common goal (Feast, 2018). Baker and Baker (2017) reported transformational leaders can be influential and effective; however, they have to be committed and have skills that will allow them to create a sense of motivation in order to achieve shared organizational vision and goals. Such leaders express a deeper level of connection which provides a higher level of commitment and performance with those that follow (Yahaya & Ebrahim, 2016). Transformational leaders challenge those that follow by stimulating creativity to and help them move beyond their self-interests while trying to solve problems (Koeslag-Kreunen et al., 2018).
Organizational Commitment

Organizational commitment is defined as a psychological state where employees display a positive disposition and loyalty towards the organization. Agarwal and Sajid (2017) also defined organizational commitment as employees' desire to belong to a particular organization and their willingness to make an extra effort toward its success. The implication is that employees who have strong loyalty are likely to commit more energy and dedicate most of their time attaining the state objective. In view of Ćulibrk et al. (2018), it is important to emphasize that managers must be aware of the different drives that may result in organizational commitment. A strong employee commitment is likely to result in low turnover intentions among employees, thereby decreasing the amount of time and resources employers dedicate to attracting and maintaining employees (Jufrizen, 2018).

Research has documented different structures that result in employee commitment. In particular, Abouraia and Othman (2017) identified work-related behavior and attitudes, including psychological satisfaction and intention to stay, as the primary drivers toward organizational commitment. Comparable thoughts were expressed by Prasetio et al. (2017) who reported that organizational commitment is influenced by the extent to which employees consider their work placed to be psychologically safe, characterized by job satisfaction and low interpersonal risks.

Understanding the drivers of organizational commitment is significant in examining the relationship between organizational commitment and employee performance. According to Werang et al. (2017), different factors influence employee commitment in the healthcare sector. Faculty leaders in health-related programs must be aware of the different factors that result in employee commitment. Kim and Yoon (2018) examined different dimensions and quality work and its influence on organizational commitment. Participants were recruited from infrastructure
companies. Researchers established that security work conditions, human development opportunities, and physical security were the main organizational commitment drivers based on the study results (Indarti et al., 2017). In addition, the researchers establish that trust in the workplace significantly influenced the level of organizational commitment among employees. Similar to Indarti et al. (2017), Yousef (2017) also reported that organizational commitment among employees was dependent on how employees could trust each other in the workplace. As supported by (Werang et al., 2017), trust among employees reduces psychological risks and allows employees to freely share information without the fear of being humiliated or used against them in the future.

Further evidence of a qualitative study conducted by Pongton and Suntrayuth (2019) established that trust among employees in healthcare facilities significantly increased employees' cohesiveness, collaboration, teamwork, and willingness to share ideas with their colleagues. Such practices have a significant role in creating and improving organizational commitment among employees. The evidence reviewed suggests that leaders in healthcare facilities must create trust in the workplace among employees if they intend to increase employee commitment to the organization (Alonderiene & Majauskaite, 2016).

Employee development and other human resource programs that tend to develop employees have been linked to a high employee commitment level. As explained by Malik et al. (2017), opportunities to develop workers through formal and informal training play an important role in creating a strong sense of organizational commitment among workers. Supporting evidence has been reported by Werang et al., 2017, who established that employees who have been well developed through different career programs are likely to commit more effort to the organization. Similar, Ahmad (2018) and Kareem et al. (2019) also established that employees
who were developed through different programs assumed a strong sense of identity to an organization. Additional findings by Dinc et al. (2018) found that employee commitment was directly influenced by the extent to which organizational leaders would create programs that cause employees to have a strong sense of identity to the organization through training and mentorship sessions. The evidence reviewed so far suggests that employee development practices through mentorship and training programs play a vital role in creating employee commitment to the organization, which is characterized by the increased amount of effort dedicated to the organization and the willingness of employees to identify with the organization.

Job satisfaction is another primary driver of organizational commitment. Soomro and Shah (2019) reported that job satisfaction plays a vital role in creating a strong sense of commitment among employees by guaranteeing their psychological and physical needs. Job satisfaction, which includes employee motivation and career growth opportunities, plays a significant role in compelling workers to dedicate most of their time and effort to organizational motivation. The essence is that employees with strong job satisfaction are three times more likely to commit more time and effort to attain organizational goals. Gopinath and Kalpana (2019) cautioned that employees with a high level of job dissatisfaction are more likely to be less committed to the organization and are characterized by a high attrition rate. The expiation for high attrition rate among employees with a high level of job dissatisfaction, as explained by Loan (2020), can be linked to a lack of emotional among employees to the organization. Bufquin et al. (2017) believed that emotional attachment plays an important role in creating a strong sense of employee commitment that would compel most of their effort and time to attain organizational goals. In summary, it can be concluded that job satisfaction levels influence organizational commitment among employees. Another conclusion that can be made from the literature
reviewed is that high dissatisfaction levels reduce emotional attachment among employees to organization (Ćulibrk et al., 2018), which results in a limited amount of energy and effort being dedicated to the organization.

Job stressors and emotional extortion have also been linked to employee commitment. A study by Loan (2020) investigated factors that contribute to organizational commitment, it was established that job stressors in the workplace, such as conflict and mistrust, reduces the sense of employee commitment to an organization. To attain high levels of employee commitment to the organization, Kareem et al. (2019) recommended organizational leaders to find strategies of mitigating job stressors within the workplace. Comparable thoughts were reported by Ćulibrk et al. (2018), who noted that employees who experienced low level of stressors had a higher performance rate because they could dedicate most of their time to organizational goals. It can be concluded that job stressors negatively affect organizational commitment among employees. Soomro and Shah (2019) recommended that organization leaders develop different strategies that can be used to reduce the number of job stressors in the workplace.

Research has documented different types of organizational commitment. Gopinath and Kalpana (2019) identified affective commitment, continued commitment, and normative commitment as the main three organizational commitment types. Aydogmus et al. (2018). However, Prasetio et al. (2017) warned that emotional attachment is not a precursor of employees’ obligation to commit to the organization. The implication is that workers commit to an organization because of the good feeling, sense of belonging, and high satisfaction levels. In this case, affective organizational commitment is important for creating sustainable relationships and cooperation among individuals in the organization.
Continuance commitment is defined as the extent to which employees commit to the organization in relation to the possible consequences of leaving an organization (Loan, 2020). Abouraia and Othman (2017) argued that continuance commitment is a form of commitment that people have to an organization due to a lack of alternative, which could be perceived as the opportunity cost of leaving the organization. Soomro and Shah (2019) noted that continuance commitment depicts a given concern as it relies on possible social or economic losses that an employee would incur if they decided to leave an organization. Employees’ failure to have alternative job employment compels them to continue committing to the current organization (Prasetio et al., 2017). Researchers have, however, argued that continuance commitment is unethical because employees are not loyal to them (Prasetio et al., 2017). In this regard, employees will only commit to an organization because economic losses are incurred when they leave instead of having loyalty to the organization or identifying with the organization (Aydogmus et al., 2018).

Normative commitment is another form or organizational commitment. Prasetio et al. (2017) defined normative commitment as the extent to which staff commits to their organization because of their normal duties. Normative commitment arises from the sense that employees have a normal duty to be loyal and committed to an organization for mutual benefits (Werang et al., 2017). In this case, employees will have the ethical duty to remain committed to the organization because they feel socially obliged and consider it a social obligation to remain faithful (Prasetio et al., 2017).

Several studies have been conducted to assess the relationship between organizational commitment and job satisfaction when mediated by leadership. For instance, Akhtar and Nazarudin (2020) established that different leadership styles have varied effects on
organizational commitment and commitment that employees have on their organization. Additionally, Carter (2020) reported that leaders who use the transformational leadership style successfully created a strong sense of organizational commitment among workers through different practices, such as idealized influence, mental stimulation, visionary and individualized consideration. Through such practices, employees would feel recognized, which increased their commitment to the organization (Werang et al., 2017).

In a different study conducted by Gopinath and Kalpana (2019), it was established that transactional leadership style were effective in creating strong organizational commitment among employees because they would feel appreciated and recognized. Employees who feel recognized by their superiors are likely to develop a strong sense of motivation and job satisfaction that is crucial in developing organizational commitment among employees (Erdogan & Yildirim, 2017). Therefore, it is evident that there is a strong relationship between leadership and organizational commitment (Prasetio et al., 2017). Leaders who use strategic leadership style to motivate workers and help them to professionally develop allows the employee to develop a strong sense of identity, which increases the employee’s efforts contributing to their dedication to the organization (Prasetio et al., 2017 & Werang et al., 2017). As explained by Werang et al., (2017), increased effort and time dedicated to an organization goal are directly related to employees’ high organizational commitment level.

**Job Satisfaction**

Job satisfaction is described as a pleasurable positive emotional state resulting from an individual’s job experience (Werang et al., 2017). The experience relates to how an individual relates to others in the workplace. Job satisfaction is an important aspect of the workplace because it determines employees’ commitment to an organization (Carter, 2020). Werang et al.
(2017) defined job satisfaction as the psychological importance employees have regarding their work. Job satisfaction plays an essential role in an organization. Leaders must ensure that they support all employees in attaining positive experiences that would ensure they commit most of their time to the organization (Erdogan & Yildirim, 2017). Job satisfaction is a predictor of individual well-being in an organization and plays an essential role in defining the decisions employees have when leaving or remaining in an organization (Akhtar & Nazarudin, 2020).

According to Gopinath and Kalpana (2019), employees' job satisfaction influences their sense of motivation and achievement in their workplace. In most cases, employees who have high levels of job satisfaction are more likely to remain in the organization for an extended period of time (Carter, 2020). In a different study conducted by Gopinath and Kalpana (2019), the researchers established that employee motivation plays a significant role in creating high levels of job satisfaction, which directly relates to the employee’s intention to remain in an organization. In a different study conducted by Werang et al. (2017), it was established that job satisfaction played an important role in predicting the intentions of an employee leaving or staying in an organization. In view of this literature, it can be concluded that job satisfaction predicts the attrition intentions among employees (Erdogan & Yildirim, 2017). This implies that employees who have high job satisfaction levels are less likely to leave the organization than those with low job satisfaction levels (Akhtar & Nazarudin, 2020). Job satisfaction level also predicts the relationship that an organization has with external stakeholders. For instance, employees who are well motivated through competitive pay are likely to remain committed to the organization because they are highly satisfied with their current pay (Gopinath & Kalpana, 2019).
Similar findings were reported by Carter (2020) who acknowledged that employees pay creates a strong sense of attraction among workers who feel that their effort is proportionally rewarded. As a key variable of job satisfaction, Werang et al. (2017) reported that pay rate influence the perception that employees have regarding the extent to which their current job fulfils their psychological, economic, and social needs. Leaders need to use different methods when determining the amount of pay that employee will consider satisfying (Erdogan & Yildirim, 2017).

Another variable that influences job satisfaction among employees is the leadership styles used to lead employees. Indarti et al. (2017) maintained that employees are social beings whose desires need to be integrated into their leadership style. Leaders need to focus on a leadership style that supports employees to develop a strong sense of commitment and self-worth that is key in attaining their job satisfaction. In particular, Werang et al. (2017) established that employees who are led through transformational leadership style had high levels of job satisfaction because their leaders could motivate them, involve them in decision making, and support their career growth.

Comparable findings were reported by Indarti et al. (2017) argued that employees who feel appreciated, developed, and are involved in decision-making are more likely to have a strong sense of job satisfaction and are more committed to an organization. On the other hand, Carter (2020) reported that transactional and transformational leadership styles support employee development and involvement in an organization, making it clear for them about the expense to which organization care for their emotional and psychological needs. It can be concluded that leaders who use the transformational leadership style, which is characterized by charisma, visionary, individualized influence, and intellectual stimulation, create a sense of recognition
among employees that makes them develop a strong sense of job satisfaction organization (Ahmad, 2018).

Informal relations in the workplace are another key factor that positively influences job satisfaction. Leaders in organizations must ensure that they support informal networks in the workplace (Ahmad, 2018). Informal relations in the workplace are important in creating job satisfaction in the workplace by ensuring that employees develop strong ties with their colleagues (Ahmad, 2018). Strong interpersonal relations play an important role in ensuring that employees remain committed to the organization (Akhtar & Nazarudin, 2020). Indarti et al. (2017) also reported that employees are more likely to be happy in the workplace when they are freely allowed to share their thoughts, intentions, and values with others. Carter (2020) argued that leaders must focus on supporting informal relations among employees in the workplace because it contributes to group cohesion and dynamic that satisfy employee’s sense of belongingness in the workplace. Therefore, it can be concluded that leadership styles influence employees’ job satisfaction in an organization (Malik et al., 2017). Leadership practices based on the concept of transformational and transactional concept are more effective in creating a strong sense of job satisfaction among workers (Ahmad, 2018).

Economic and non-economic motivation also plays an essential role in creating job satisfaction among employees. A study conducted by Carter (2020) established, economic motivation, when combined with non-economic motivators, inspires employees to achieve their psychological well-being. Non-economic motivators such as employee recognition, promotion, bonuses, and other formal rewards are significant in achieving job satisfaction (Ahmad, 2018). Yousef (2017) advocated for leadership styles that strongly support economic and non-economic rewards to satisfy employee’s needs. According to Albert et al. (2018), each employees unique
economic and emotional needs can be met through economic and no-economic rewards. By focusing on economic and non-economic motivation, leaders and organizations are more likely to create a strong sense of job satisfaction (Aydogmus et al., 2018). Therefore, it can be concluded that the transformational leadership style entails the psychological aspect of human beings and, when satisfied, could positively lead to high job satisfaction.

Researchers have established that a relationship exists between job satisfaction and turnover intentions. Yousef (2017) found that employees with low job satisfaction had increased intentions to leave their organizations than those with high job satisfaction. Similar thoughts were reported by Albert et al. (2018) who linked the healthcare sector's high retention rate to low job satisfaction. Further evidence by Aydogmus et al. (2018) revealed that low job satisfaction increases attrition rates among workers. On the contrary, increased job satisfaction levels reduce the intentions of the employees to leave an organization. A comparison reported by Malik et al. (2017) argued that low job satisfaction among employees attributed to poor motivation and directly impacts employees' sense of satisfaction. Low job satisfaction, according to Karem et al. (2018) increases turnover while high job satisfaction reduces turnover intentions among employees. Therefore, increased job satisfaction positively correlates to a low attrition rate in the organization (Akhtar & Nazarudin, 2020). The focus is for leaders to use a different leadership style that supports high job satisfaction in the workplace.

Job satisfaction has also been linked to absenteeism in the workplace. In a study conducted by Karem et al. (2018), high job satisfaction creates emotional attachment among employees to the organization. However, employees who have a low sense of emotional attachment may report frequent absenteeism. Workplace challenges such as inadequate skills to execute work and conflict among workers directly impact job satisfaction level (Soomro & Shah,
2019). For instance, Nasra and Heilburnn (2016) reported that low job satisfaction was linked to frequent conflict in the workplace, resulting in the loss of psychological safety leading to mistrust and absenteeism. Similar results were reported by Yousef (2017) and Soomro and Shah (2019) who argued that absenteeism was a key fact to cause leadership concern because it was directly linked to low job satisfaction.

Effective communication in the workplace is another key aspect that influences job satisfaction. Communication relates to the flow of information among stakeholders in the organization (Akhtar & Nazarudin, 2020). Leaders are encouraged to ensure that they develop leadership practices that support the free flow of information among stakeholders in the organization (Nasra & Heilburnn, 2016). Effective communication creates satisfaction among employees because they have the opportunity to get the required information to execute different tasks (Akhtar & Nazarudin, 2020). The leadership style is important in creating satisfaction among employees and reducing the retention rate in the organization.

Different studies have investigated the relationship between job satisfaction and leadership. The findings suggest that the leadership style selected has an important role in creating an environment that supports employee satisfaction. For instance, Ahmad (2018) reported that transformational leadership allow leaders to use different motivational techniques to create a satisfying environment for employees. In a comparable study, Yousef (2017) established that transactional leaders’ style also supports creating a conducive environment based on mutual trust and confidence among employees. Additionally, Bray and Williams (2017) reported that transformational leadership dimensions such as visionary, inspiration, and individualized influence support creating a conducive environment where employees feel satisfied when their concerns are integrated into the organization. Similar thoughts were also
expressed by Akhtar and Nazarudin (2020) who found that employees' motivation and involvement in decision-making through transformational leadership style significantly created a satisfying work environment characterized by low turnover intentions.

Further evidence by Werang et al. (2017) established that transformational leadership practices characterized by the idealized influence and stakeholders’ involvement in decision-making contributed to high job satisfaction because employees felt valued by the organization. Similar findings were reported by Ahmad (2018) who linked transformational and transactional leadership practices to increased job satisfaction among employees. In a separate study, Gopinath and Kalpana (2019) reported that employees feel satisfied in the organizations if leaders use leadership styles that support their state of identity and involve them in decision making within the organization.

Leadership styles that promote informal relations in the workplace have also been linked to employees' job satisfaction levels. In particular, Ahmad (2018) reported that transformational leaders allow employees to associate in informal groups, significantly improving their sense of belongingness and group dynamics. Comparable results were reported by Malik et al. (2017) who found that transformational leaders encourage workers to associate at an individual level, allowing them to brainstorm and share creative ideas which allow them to execute their duties efficiently.

Through informal groups, Gopinath and Kalpana (2019) argued that employees could gain valuable information and insights that can be used to create a sense of belongingness in the workplace, which is important for satisfaction. In summary, it can be concluded that job satisfaction directly relates to the leadership style adopted by a leader in the organization (Werang et al., 2017). In particular, leaders who embrace leadership styles that promote
creativity, employee growth, and informal relations among workers are characterized by high job satisfaction (Bray & Williams, 2017). On the contrary, employees governed by leadership styles that do not support interpersonal relations make it difficult for employees to develop a strong sense of job satisfaction. In such instances, employees are likely to have a high attrition rate, negatively affecting their productivity and performance.

Several studies have demonstrated that job satisfaction is a major predictor of organizational commitment in different ways. As an illustration, Pongton and Suntrayuth (2019) concluded that job satisfaction, which is characterized by employees' motivation, compels them to commit more time and effort to organizational goals. When employees commit most of their time to attain organizational goals, they are likely to be more committed to the organization. Likewise, Gopinath and Kalpana (2019) argued that job satisfaction predicts organizational commitment among workers, which makes it important for them to dedicate most of their time to achieving organizational goals when they consider the expense which the organization has motivated them. In a different study, Loan (2020) concluded that job satisfaction is directly linked to organizational commitment because they are assigned duties based on capacity. A comparison of comparable findings was reported by Karem et al. (2018), who found job satisfaction variables such as motivation and psychological safety as key predictors of employee commitment. In this study, the researcher established that job satisfaction variables such as motivation and recognition created emotional attachments that employees had toward the organizations. Bufquin et al. (2018) also found a relationship between job satisfaction and organizational commitment. The study findings establish that organizational commitment was directly influenced by the level to which employees feel secured, cared for and recognized in the organization.
A study conducted by Loan (2020) established that leadership practices that provide career advancement opportunities among employees play an important role in creating job satisfaction among workers. In turn, job satisfaction increases employee performance by reducing the sense of psychological insecurity in the workplace (Karem et al., 2018). In this regard, employees who feel secure have to dedicate all their efforts to achieve organizational goals and performance targets. However, government employees by leadership practices that do not support employee career development may find their job less satisfying, thus resulting in high retention rates (Karem et al., 2018).

Organizational commitment has also been linked to job satisfaction because job satisfaction creates an environment for employees to be committed to the organization. Researchers have shown that dissatisfaction results in different consequences. For instance, Albert et. (2018) established that satisfaction results in improved productivity and improved performance among employees. On the other hand, Kouzes and Posner (2017) argued that job satisfaction increases employees' intentions to remain in the organization for a foreseeable future. Conflicting results were reported by Pongton and Suntrayuth (2019) who established that job satisfaction increased absenteeism, turnover, emotional exertion, and workplace conflicts. Based on this literature, it can be concluded that job satisfaction directly impacts employee commitment, which defined their performance level and decisions regarding whether to stay or leave the organization.

Since the Hawthorne experiments, job satisfaction and commitment have achieved a considerable amount of attention among stakeholders. The Hawthorne studies paved the way for managers to initiate and use different leadership studies that support employee’s sense of development, growth, and capacity to be appreciated for the work done (Karem et al., 2018).
Based on Hawthorne studies, researchers have believed that effective leadership styles support both economic and psychological needs as advanced by scientific management theory as one way of ensuring that all conditions that employees have for them to have a satisfying job experience (Mathieu, Wolfson & Parks, 2018).

The relationship between job satisfaction and commitment demonstrates that employees who are well motivated and engaged in the workplace are more likely to find their work satisfying, thereby committing most of their efforts and their time to attaining their organizational goals (Ćulibrk et al., 2019). The analysis conducted in this section reveals a direct relationship between leadership, organizational commitment and job satisfaction (Soomro & Shah, 2019). Leaders who intend to achieve high levels of job satisfaction among employees are more likely to obtain increased job satisfaction levels than leadership strategies that undermine employees' psychological and economic needs. In summary, research shows that the type of leadership style that a leader adopts in the workplace has far-reaching implication in creating job satisfaction and influencing the amount of energy and time that employees will dedicate to work.

Ćulibrk et al. (2018) conducted a study in the United Kingdom to explore the relationship between leadership and job satisfaction. A sample size of 270 participants was recruited to take part in the survey. Based on the analysis conducted, it was established that transformational leadership style was directly linked to job satisfaction, while transactional leadership style had an insignificant impact on job satisfaction. According to the researchers, the transformational leadership style was highly effective in creating a high sense of satisfaction among employees through different aspects such as motivational inspiration, individualized consideration shown by leaders, and intellectual stimulation that supported employees to be creative and innovative in the
workplace. The practices provided employees with a conducive environment for positive work experiences. Similar results were reported by Yousef (2017) who also established that the type of leadership style adopted by a leader impacted the level of satisfaction that employees would have in the workplace. According to these study findings, it was evident that low job satisfaction was common when transaction and autocratic leadership styles were used compared to cases where the transformational leadership style was applied. The findings suggest that the transformational leadership style is directly related to increased job satisfaction among employees in different workplaces compared to other leadership styles.

Researchers have reported varying findings on the relationship between different leadership styles and job satisfaction or commitment. For instance, Ahmad (2018) argued that transactional and transformational leadership styles were linked to increased job satisfaction and commitment among workers. The researchers explained that employees who were lead through transformational and transactional leadership styles provided opportunities for career growth and professional development, which increased their job satisfaction levels and commitment to the organization. Through transactional and transformational leadership styles, Bufquin et al. (2017) established that employees who needed economic and non-economic rewards and were provided with it, resulted in improving their sense of belonging and identity with organizations. Similarly, Karem et al. (2019) found that employees were allowed to participate in the decision-making process to initiate policies that affected their performance through transformational leadership style. In this way, employees feel appreciated and develop a strong sense of identity or belonging. Soomro and Shah (2019) further reported that involving employees in decision-making creates a sense of recognition from managers appreciating their role and contribution toward attaining organizational goals. However, Yousef (2017) warned that the effectiveness of
transactional and transformational leadership styles in creating job satisfaction and organizational commitment among employees is not standard as it varies from one organization to another, and what employees would consider satisfying in their context.

**Employee’s Job Satisfaction and Affective Commitment**

Job satisfaction has been studied extensively and can be defined as the employee’s emotions or affective attitudes towards the work environment (Albert et., 2018; Alonderiene & Majauskaite, 2016; Pongton & Suntrayuth, 2019). It is the employees’ determination of what is acceptable to him or her. Dissatisfaction creates negative attitudes among employees towards their job (Pongton & Suntrayuth, 2019). Researchers that studied job satisfaction in education have identified that intrinsic factors such as autonomy, advancement, recognition and responsibility align with the extrinsic factor of administration (Gui et al., 2009). For example, faculty and staff perform their jobs (intrinsic factor) knowing that there is a possibility of achieving professional growth, while attaining support and constructive feedback from their supervisor (extrinsic factor) leads the faculty and staff success in performance. Therefore, an employee’s job satisfaction can be impacted and influenced from their direct manager (Aydogmus et al., 2018). This can result in the influence of the faculty and staff affective commitment. A study of 348 employees in three different higher education institutions found that transformational leaders who recognize and empower faculty and staff, increases the employee’s level of job satisfaction, therefore solidifying the faculty or staff’s desire to stay with their organization (Aydogmus et al., 2018).

Meyer and Allen (1991) defined affective commitment as the employee’s individual affection or desire for his or her job. This is where the individual feels a strong emotional connection with his or her job and organization because he or she can identify with the
organizational goal, values, and vision, resulting in the employee’s job enjoyment satisfaction (Meyer & Allen, 1991). This allows the employee to create a sense of attachment to the organization because he or she believes in its values and objectives (Semedo & Coelho, 2016). The employee’s feeling of belongingness to the organization creates commitment and high job satisfaction. Mohamed et al. (2014) found that 99.3% of their respondents felt that it was important to feel accepted and “fit in” at their workplace resulting in cooperative teamwork and satisfaction. A satisfied employee does not only stay with the organization, they become ambassadors who takes pride in their organization by communicating more and engaging with others, creating a better work environment (Pongton & Suntrayuth, 2019). Satisfied employees are loyal to their organization and make the effort to go the extra mile to achieve the organization goals and is more likely to commit long-term with the organization (Ponton & Suntrayuth, 2019). Affective commitment is a component of the three-component model that will be the focus of this study.

**Benefits of Higher Job Satisfaction**

Job satisfaction is an employee’s emotional response according to what has already been achieved and what will likely be attained (Warr & Inceoglu, 2012). An employee who is satisfied with his or her job will determine what is acceptable according to wants and needs. How an employee perceives his or her job is most likely what they will expect to fulfill (Warr & Inceoglu, 2012). When an employee’s needs and desires are fulfilled by the leadership and the organization, he or she feels a sense of connection and commitment to his or her leader and the organization. The employee feels valued and becomes devoted to the higher education institution resulting in an increase of the employee’s productivity (Bray & Williams, 2017).
When employees connect and are committed to an organization and are satisfied, the organization benefits from it through the employee’s organizational commitment. Organizational commitment is an employee’s loyalty, affection for, devotion to, and participation in an organization (Bray & Williams, 2017). Bray and Williams (2017) identified three main benefits of organizational commitment in higher education institutions: employees who are engaged increases the employee efficiency allowing for growth in the organization and increased productive; committed employees results in low turnover rate; and decisions made by the employee are aligned with the institution mission and goals. These benefits are a result of communication as it promotes faculty and staff involvement, contributing to increasing the faculty and staff commitment to the organization (Bray & Williams, 2017). Communication allows the employee to feel content and satisfied as they are privy to quality information about the institution which can affect the three benefits of organizational commitment (Bray & Williams, 2017). Other research has found that employees are more productive when they are satisfied at work and can lead to them having a positive attitude at work (Mathur & Mehta, 2015; Worthy et al., 2020; Mohanty, 2016). How an individual perceives and reacts to different situations and event at work can influence his or her job satisfaction, good situations can contribute to a positive attitude (Mohanty, 2016).

**Relationship Among Leadership, Job Satisfaction, and Trust**

According to Bryman (2007), effective leaders are trustworthy and treat staff with integrity. Dirks & Ferrin (2002) meta-analysis concluded a correlation of $k = 106$ for employee’s trust in their supervisor as related to job satisfaction and organizational commitment. Trust can be viewed as a bond where employees have faith in their leader’s fairness, integrity, and loyalty in the workplace (Yang, 2016). This mutual trust makes it easier for both employees and leaders
to work together. In higher education, collaboration amongst supervisors, faculty, and staff is essential for the success of individual departments and the organization as a whole. Yang (2007) research found that a meaningful relationship exists between commitment, job satisfaction and trust. A relationship built on trust among the employee and supervisor allows employees to be more productive, resulting in high job satisfaction. Nasra & Heilburnn (2016) found a high correlation between leadership and job satisfaction ($r = 0.53; p < 0.001$) and a high correlation between job satisfaction and trust in supervisor ($r = 0.50; p < 0.001$) in the educational system. Leaders need to be able to “model the way” or lead by example by showing that they have a clear understanding of their own guiding principles and values in order to gain the confidence and trust in their team (Kouzes & Posner, 2017, p. 13). In order to do so, it is important that a leader listens to the team’s desires, give and receive constructive criticism, respect differences in opinion, and effectively communicate with their team. Shondrick and Lord (2010) found that leadership attitudes and behaviors can impact the environment and job satisfaction of their team because it is the employee’s perception and evaluation of the work place that is associated with the leader’s behavior.

Studies have shown that job satisfaction is 79% associated with leadership trust which is a result of employees having a positive attitude, affective commitment, and increased performance (Xenikou, 2017; Yang, 2016). Choi et al. (2016) found that 83% of employees who have a high level of job satisfaction understand that they are contributing positive value and outcomes to the organization, which results in a clear understanding of their job contribution. When employees are satisfied, they are willing to develop and improve work skills to increase success, creating a positive attitude because they feel that their well-being is a concern and is supported by their leaders (Choi et al., 2016). Akhtar and Nazarudin (2020) reported through a
synthesis of literature that if leaders fail to fulfill their employees’ desires, wants, or needs, this can lead to a lack of trust among the leader and employee. The lack of trust between leader and employee can contribute to job dissatisfaction, decrease in productivity, and even commitment to the organization. A relationship built on trust among leaders and employees is vital to the employees’ job satisfaction and the organization. Without a strong foundation of trust between leaders and employees, employee engagement, morale, and productivity will not exist, contributing to a low job satisfaction (Akhtar & Nazarudin, 2020). This lends credence to leadership as an essential element of employees’ job satisfaction.

**Inspiring a Shared Vision**

Focusing on a shared vision enhances employees’ abilities to accomplish goals for organizational success (Lee et al., 2010). Similarly, a vision orients the leader and the team by allowing them to focus their energy on the goal and engage with each other to create change (Martin et al., 2014). A study conducted by nurses in a clinical setting found that a vision promotes collaboration and recognition in an organization as it provides a guidance for leaders to lead their team (Martin et al., 2014). When a leader promotes collaboration and recognition, it contributes to an employees’ personal growth allowing him or her to build his or her confidence and motivation (Martin et al., 2014; Carter, 2020). Leaders that promote the idea of a shared vision establishes a unified atmosphere where employees can engage, collaborate, and work towards accomplishing a shared goal (Martin et al., 2014). Leaders that inspire a shared vision are passionate about making a difference and inspires those around them with their hope, optimism, and positivity (Ruethaivanich & Scott, 2017).

According to Podskaff et al. (1990), individualized support, which is a component of supportive leadership, is a strong indication that a leader has the best interests of the employees
at heart and has great respect for the employees’ feelings and needs. A leader’s concern about his/her employee’s welfare significantly boosts the working relationship between the said parties and makes the work environment more conducive and effective. Supportive leadership is very important in employee satisfaction and commitment to the organization. The moment an employee feels that their needs are well taken care of, the employee is motivated to do the job well as a sign of appreciation to the employer. Similarly, the work environment is made more conducive and friendly. As a result of this, the employee has no valid reason to perform substandardly. Similarly, an employee will most likely be fully committed to an organization that takes care of their individual needs. An organization that fully embraces supportive leadership will always be at the forefront of keeping its employees well taken care of, thereby boosting employee satisfaction and commitment.

According to Bass (1985), intellectual stimulation includes behaviors that are key in developing the employees’ awareness of problems, and gives them insight on how to find ways of solving those problems in new and more effective ways. Intellectual stimulation largely works on improving the employees’ problem-solving skills while at the same time increasing their knowledge base in the work they do. As a result of intellectual stimulation, the employees develop improved conceptualization, comprehension and better quality of problem analysis and solutions (Bass and Avolio, 1990).

Intellectual stimulation can be achieved in many ways. Some companies provide in-job training to their employees on emerging trends in their business, thereby improving their skill sets. Similarly, some companies also offer competitions in real-life problems in their fields and award employees who come up with the most practical solutions. Such initiatives have been known to boost employee satisfaction and commitment because they can upgrade their skill sets
in-house without having to look elsewhere. As a result of such initiatives, intellectual stimulation is a key dimension in improving employee satisfaction and commitment to their employers.

Personal recognition is an organization’s act of rewarding an individual for achieving a particular milestone or stellar performance over time. According to Bass (1985), contingent rewards to employees can be in the form of promotions, pay increments, commendations for excellent work and praise for attaining specific milestones at work. According to Goodwin et al. (2001), personal recognition of an employee’s good work is a motivational factor in making them more personally invested in the work that the employee does. The personal investment also makes the employees more consistent in work done because there is a reward waiting for them at the end of the process. Goodwin et al. (2001) also argue that personal recognition for work done is a form of transactional leadership. Personal recognition is also a model for high-performance work systems (Goodwin et al., 2001). Likewise, personal recognition is an indicator that an employer values the employees’ input and rewards the employees’ achievements in line with the organization’s vision.

Personal recognition for work done is a significant boost for employee satisfaction and commitment to the organization. Any form of rewarding makes the employee feel appreciated and will most likely be satisfied with the organization. Similarly, the promise of an excellent reward for achieving a particular milestone will increase the employee’s commitment to the work done and to the employer by extension.

**Enabling Others to Act**

Leaders that enable others to act produce a high-performing team that is based on trust and mutual respect (Carter, 2020). There is mutual respect for sharing ideas and having different perspectives between leaders and those that follow (Kouzes & Posner, 2011). A study conducted
with teachers and principals found that employees were encouraged to advance their leadership capabilities which, in turn built their confidence and prepared them for a future leadership role by allowing them to be accountable and independent in their work (Myung et al., 2011). A leader understands that he or she cannot accomplish goals by him or herself and that leadership is a team effort (Kousez & Posner, 2017). Therefore, such leaders foster collaboration, build a team spirit, and include those that follow, while building trust among the team.

**Summary**

Leadership entails trust, loyalty, and mutual respect from both the leader and the follower. Such attributes from the leader increases employees’ job satisfaction and affective commitment within the organization. When employees are satisfied and their needs and wants are met, they are likely to maintain a positive attitude at work. A leader must be able to motivate his or her team to do their jobs to the best of their ability. “A successful manager is able to nurture that along with using clear performance expectations and setting goals” (Phibbs, 2013). A leader has to inspire commitment, not command it from his or her team (Kouzes & Posner, 2017).

In higher education, both employees (faculty and staff) and supervisors have to be willing to learn from each other. Leaders are essential in higher education and need to be able to respond to the needs and wants of their faculty and staff. Leaders in higher education are department head who have an influence on faculty and staff. Good leadership in higher education encourages faculty and staff to further develop their professional career, continue to set goals and work towards them, and most of all provide a sense of security. These components of good leadership contribute to both, faculty and staff’s job satisfaction and affective commitment. Further research on the effects of transformational leadership on faculty and staff’s job satisfaction and affective
commitment can lead to the development, improvement, and implementation of leadership training programs at higher educational institutions for health care professionals.
CHAPTER THREE: METHODS

Overview

The purpose of this research study was to investigate the relationship between two components of Kouzes and Posner’s Model Transformational Leadership (1993): Inspiring a shared vision and enabling others and employees job satisfaction and affective commitment in higher education health-related professional programs. The purpose of Chapter Three is to present the research design, hypothesis(s), participants and settings, instrumentation, procedures, and data analysis. Each section will provide the reader with the details of what occurred during the execution of the research. The description of each section provided the reader with comprehensive and sufficient details of the study.

Design

This quantitative, non-experimental study employed a correlational research design. Non-experimental studies are suitable for describing, explaining, and predicting behaviors, relationships, or outcomes (Pilcher & Bedford, 2011). The aim of quantitative methodologies is to examine the relationships between variables measured numerically (Babbie, 2012). Quantitative research tests objective theories by examining the potential association between variables and attempts to form a relationship that is statistically significant and suitable for a correlation design (Creswell, 2014). The purpose of selecting a quantitative methodology for this study was to examine the potential relationship between the paired variables: inspiring a shared vision (predictor variable) and job satisfaction (criterion variable); inspiring a shared vision (predictor variable) and affective commitment (criterion variable); enabling others to act (predictor variable) and job satisfaction (criterion variable); and enabling others and to act (predictor variable) and affective commitment (criterion variable). The definitions for the
variables in this study are: *Job Satisfaction* – the feelings that an employee has toward his or her job (Mawhinney, 2011). Job satisfaction is an emotional response that is influence by internal and external sources (Herzberg, 1959); *Affective Commitment* - the individual’s affection for their job, whether he or she enjoys the job and is satisfied (Meyer & Allen, 1991); *Enabling Others to Act* - when a leader is confident in their employees and understands the employee’s strengths and potential for more responsibility and allows the employee to take control and the initiative (Kouzes & Posner, 2002); *Inspiring a Shared Vision* - when leaders are passionate and believe that they can make a difference, the envision the future, creating and idea and image of what the organization can become, they then persuade others in their dreams (Kouzes & Posner, 2002).

Correlational design was the most appropriate design for this study because both variables that will be investigated will be expressed as continuous scores (Gall et al., 2007). A correlational design will allow the researcher to ascertain whether a relationship between two variables exists, however, it was not expected that a causal relationship between them is found (Gall et al., 2007). A causal relationship was not expected because it is unethical to conduct experimental research that manipulates one of the variables (Gall et al., 2007). A correlational design employed quantitative methods providing statistical data that expresses a linear relationship, which determined whether a relationship exists between the variables (Gall et al., 2007).

A correlational design describes three characteristics of a relationship: the direction of the relationship (positive or negative); the form (linear/ nonlinear) of the relationship; and the consistency or strength (magnitude) of the relationship (Gall et al., 2007). In a positive relationship, there is a tendency for two variables to change in the same direction. In a negative
relationship, there is a tendency for two variables to change in the opposite directions (Gall et. al., 2007). For a linear correlation, data points in scatterplot clusters around a straight line and the size of increase in Y is consistently predictable (Gall et al., 2007). Whereas, in a nonlinear or monotonic correlation, the relationship is consistent and predictable, but not linear (Gall et al., 2007).

**Research Question(s)**

**RQ1:** Is there a relationship between *inspiring a shared vision* and *job satisfaction* among faculty and staff in health-related professional programs in higher education?

**RQ2:** Is there a relationship between *inspiring a shared vision* and *affective commitment* among faculty and staff in health-related professional programs in higher education?

**RQ3:** Is there a relationship between *enabling others to act* and *job satisfaction* among faculty and staff in health-related professional programs in higher education?

**RQ4:** Is there a relationship between *enabling others to act* and *affective commitment* among faculty and staff in health-related professional programs in higher education?

**Hypothesis(es)**

The null hypotheses for this study were:

**H₀1:** There is no significant relationship between *inspiring a shared vision* scores of the Leadership Practice Inventory-Observer and *job satisfaction scores* of the Index of Job Satisfaction among faculty and staff in health-related professional programs in higher education.

**H₀2:** There is no significant relationship between *inspiring a shared vision* scores of the Leadership Practice Inventory-Observer and *affective commitment* scores of the Three Component Model among faculty and staff in health-related professional programs in higher education.
**H₀₃:** There is no significant relationship between *enabling others to act* scores of the Leadership Practice Inventory-Observer and *job satisfaction scores* of the Index of Job Satisfaction among faculty and staff in health-related professional programs in higher education.

**H₀₄:** There is no significant relationship between *enabling others to act* scores of the Leadership Practice Inventory-Observer and *affective commitment* scores of the Three Component Model among faculty and staff in health-related professional programs in higher education.

**Participants and Setting**

Health professional programs such as physical therapy, occupational therapy, and physicians’ assistants’ program in higher education aims to educate students to provide exceptional patient care services after students graduate and pass their medical board exams. Faculty and staff teach a curriculum that is unique to each specific program that then results in sending students to clinical settings to learn additional skills and gain experiences that can be applied to patient care. These programs are found in public and private institutions located in urban and suburban areas.

**Population**

The targeted population for this study were faculty and staff in health-related professional programs in higher education in the Tri-state area (Connecticut, New Jersey, and New York) of the United States. The institutions comprised of public and private institutions with health-related professional programs such as physical therapy, occupational therapy, and physician assistants’ programs. There are 39 occupational therapy programs in the tri-state area (6 in Connecticut, 8 in New Jersey, and 25 in New York). There are 33 physicians’ assistant programs in the Tri-state area (7 in Connecticut, 5 in New Jersey, and 21 in New York). There are 33
physical therapy programs in the Tri-state area (4 in Connecticut, 5 in New Jersey, and 24 in New York). These programs comprise of both males and females that serves as faculty and staff. The researcher sent the survey to approximately 200 participants in this population.

**Participants**

The participants for the study were drawn from a convenience sample of faculty and staff working in health-related professional programs in higher education. For the purpose of this study, faculty is defined as individuals that are full-time or part-time and are not considered to be in a leadership position. This survey was not sent to Deans or Department Chairs as they are considered to be in leadership position. Staff is defined as administrative assistants, secretaries, or anyone who provides office support to the programs. The faculty and staff of these programs ranged from private, state, and public higher education institutions. Each higher education institution is comprised of health-related professional programs such as, physical therapy, occupational therapy, and physician assistants’ programs.

For this study, the number of participants required for an adequate sample size was 66 faculty and staff. An adequate sample size of 66 is required for a medium effect size with statistical power of .7 at the .05 alpha level (Gall et al., 2007). The sample was selected via convenience sample, as it is easy to obtain a sample, participants are readily available, and it is inexpensive (Gall et al, 2007). The sample consisted of 22 males and 77 females in the health-related disciplines. The age of the faculty and staff consisted of 20 to- 70 years old. There were both full-time and part-time faculty and staff included in this study. The following is a representation of the population of educational institutions: 84% faculty, 16% supported staff, 91% full-timers, 9% part-timers, 62% were from private institutions, and 38% were from public institutions. The sample came from a variety of higher education institutions with health-related
professional programs. Participants must work in a physical therapy program, occupational therapy program, or physicians’ assistants’ program.

**Instrumentation**

Three instruments were utilized for this research study: Leadership Practices Inventory (LPI) will assess leadership inspiring a shared vision and enabling others to act (Kouzes & Posner’s, 1993). Affective commitment will be assessed via Three Component Model (TCM) (Allen & Meyer’s, 1990). Employees’ job satisfaction will be measured using the Index of Job Satisfaction (IJS) (Brayfield & Rothe, 1951).

**Leadership Practices Inventory-Observer (LPI-Observer)**

Transformational leadership have been recognized by many researchers as an essential component of successful leadership behaviors (Abu-Tineh et al., 2008). Kouzes and Posner developed the Leadership Practice Inventory (LPI) after extensive research and analysis of thousands of case studies based on people’s best personal leadership experience and the times when these individuals accomplished something extraordinary (Posner, 2016). The Leadership Practice Inventory was designed to measure leadership qualities and consists of two parts: The Leadership Practices Inventory-Self and the Leadership Practices Inventory-Observer (Kouzes & Posner, 1993). Both components can be used singularly or in conjunction and is not dependent on each other, therefore there is no effect to the reliability and validity of the instrument. For the purpose of this study, Leadership Practices Inventory-Observer will be utilized. The Leadership Practices Inventory-Observer is a 30-item Likert-scale questionnaire that measures five subscales of the Kouzes and Posner transformational leadership model: challenging the process, inspiring a shared vision, enabling others to act, modeling the way, and encouraging the heart (Abu-Tineh et al., 2008). The scale ranges from 1 (rarely or very seldom do what is described in the statement),
2 (once in a while do what is described), 3 (sometimes do what is described), 4 (fairly often do what is described), 5 (very frequently or almost always do what is described). A combined possible score ranges from 30 to 150 points. A score of 30 indicates the lowest possible score for exemplary leadership practice and 150 being highest possible score for exemplary leadership practice. The estimated time for the participant to complete the survey is 15 minutes. License to use this instrument will be purchased upon approval of the dissertation proposal.

Construct validity was reported for the 30-item LPI that measured what degree of leadership behavior was being practiced according to Kouzes and Posner’s five competencies (Abu-Tineh et al., 2008). The reliability of the LPI was determined using test-retest reliability and Cronbach’s alpha, resulting in a test-rest reliability for the five leadership practices was at a level of 0.93 level or above (Kouzes & Posner, 2002). The computed coefficient alphas for each of the five leadership practices was: challenging the process (0.81); inspiring a shared vision (0.88); enabling others to act (0.86); modeling the way (0.82); and encouraging the heart (0.92) (Kouzes and Posner, 2002). Reliability is the consistency of something being repeated, meaning that the results would be the same each time with the assumption that what is being measured is not changing (Creswell & Creswell, 2018; Posner 2016). However, scores will rarely be the same because of random errors that causes scores to differ for reasons that are unrelated to the individual respondent (Posner, 2016). For this instrument, reliabilities above 0.60 are good, and above 0.80 is considered very strong (Posner, 2016). This instrument was used in numerous studies, therefore confirming its reliability (Abu-Tineh et al., 2008; Ang et al., 2016; Caza & Posner, 2019; Krugman & Smith, 2003; Nanyonga et al., 2020; Oza et al., 2018; Tournangeau & McGilton, 2004; Wong et al., 2018;).
**Three Component Model (TCM)**

Allen and Meyer’s (1990) Three Component Model is the second instrument that will be utilized. The purpose of the TCM is to measure employee commitment to their organization in three forms: affective commitment, continuance commitment, and normative commitment (Allen & Meyer, 1996). While there are several aspects of commitment, the TCM survey focuses on why employees excel (Maqsood et al., 2012; Meyer & Allen, 1996). The original version of the affective commitment scale (ACS) is an 8-item questionnaire that utilizes a 7-point Likert-scale, ranging from 1 (strongly disagree) and 7 (strongly agree) (Allen & Meyer, 1990). A revised version was later developed, employing a 6-item questionnaire that measures affective commitment and utilizing the same 7-point Likert-scale (Meyer, Allen, & Smith, 1993). A combined possible score ranges from 8 to 56. A score of 8 is the lowest possible score that displays the employee’s affective commitment and 56 being the highest possible score indicating the employee’s affective commitment on the original version. For the revised version, scores range from 7 being the lowest for employee’s affective commitment and 42 being the highest possible score for employee’s affective commitment. It is estimated to take the participant five minutes to complete the survey.

The TCM scale was examined in various studies to determine reliability. Reliability was determined valid with the Cronbach’s coefficient alpha as 0.84 (Allen & Meyer, 1996; Maqsood et al, 2012). The results of over 40 samples concluded that construct validity was strong enough for the continuous use of the scale (Allen & Meyer, 1996). The results of the review indicated the reliability for affective commitment, continuance commitment and normative commitment was .84, .79, and .73 respectively. Construct validity is evident to the extent that correlations exist between the commitment measures and other variables such as job satisfaction and job
performance (Allen & Meyer, 1996). This instrument was used in numerous studies, therefore, confirming its reliability (Maqsood et al, 2012; Tayyeb & Riaz, 2004; Jaros, 1997; Mathieu & Zajac, 1990; Meyer & Herscovitch, 2001; Meyer et al. 2002; Neininger et al., 2010; Vandenberghe et al., 2014). License to use this instrument will be purchased upon approval of the dissertation proposal.

**Index of Job Satisfaction**

The Index of Job Satisfaction Survey is the third instrument that will be used as it was developed to measure employees’ job satisfaction in businesses. Brayfield and Rothe (1951) found that an employee’s job satisfaction was based on their attitudes towards their work. The Index of Job Satisfaction Survey is an 18-item questionnaire that utilizes a 5-point Likert-scale, ranging from 1 (strongly agreed) to 5 (strongly disagreed) (Brayfield & Roth, 1951). A combined score ranges from 18 to 90, with the lower scores indicating greater job satisfaction and a higher score indicating dissatisfaction. It is estimated to take the participant five minutes to complete the survey.

Brayfield and Rothe (1951) tested the reliability of this instrument to determine the stability and consistency of the correlation coefficient. The results indicated a reliability coefficient of R=.87, which indicated that 87% of the variance of the test scores depends upon the true variance of the variable being measured (Brayfield & Roth, 1951). Validity was assessed by comparing this instrument to Hoppock’s (1935) previously validated instrument, which indicated $r = .92$ (Brayfield & Rothe, 1951). This instrument was used in numerous studies, therefore, confirming its reliability (Blackburn & Robinson, 2008; Hoekstra, 2014; Probst, 2003; Sinvale & Maroco, 2020; Smyth et al., 2011). License to use this instrument will be purchased upon approval of the dissertation proposal.
Procedures

All required documents were submitted to Liberty University Institutional Review Board (IRB) to gain approval for this study. IRB approval (See Appendix A) was granted and the researcher compiled the survey by inputting the questions from the Leadership Practice Inventory, followed by the questions for Three Component Model, then the Index of Job Satisfaction Survey into Qualtrics, where the survey was housed. The researcher generated an email (See Appendix B) containing a cover letter providing detailed information about the purpose, confidentiality, and the anonymity of the study and sent it to all participants. A link to the survey was also included in the email. The consent form was sent to each participant, which contained an overview of the study and potential risks to the participant, which are minimal due to the anonymous nature of the data received by the researcher. The volunteer had the option to agree or disagree with the terms of the consent form. Volunteers who agree to the terms of the consent form were used as the participants, whereas those who disagree with the terms of the consent form were not allowed to proceed with the survey. After agreeing to the terms of the consent form, participants were directed through the questions on the survey. Participants will had 10 minutes to complete the survey.

The researcher established trust with the participants via the cover letter and also introduce the purpose of the study. The emails of the faculty and staff for the health-related professional programs were obtained via the respective institutions’ website. The participants clicked on a checkbox, and this served as his or her consent along with the submission of the survey. To ensure a greater response rate, the researcher generated an email reminder (Appendix C) to send on a weekly basis to all participants as a reminder to complete and submit the survey during the time frame the survey was opened. The survey was exported from Qualtrics directly
into SPSS package that is compatible with IBM SPSS (Version 27). The data was then configured for further analysis.

**Data Analysis**

All four null hypotheses were tested using Pearson Product-Moment correlations. Pearson Product-Moment correlation requires a pair of data points measured on a continuous scale, either interval or ratio, for each data set. The instruments used generated data measured on a continuous scale. Each participant had a pair of continuous values to analyze for each null hypothesis. Thus, a Pearson product-moment correlation was appropriate. This evaluated the degree in which the quantitative variable scores in the sample are linearly related (Green & Salkind, 2017; Wooldridge, 2012). Therefore, a Pearson Product-Moment was conducted for each of the following hypothesis to produce independent scores for each pair of variables: *inspiring a shared vision* (predictor variable) and *job satisfaction* (criterion variable); *inspiring a shared vision* (predictor variable) and *affective commitment* (criterion variable); *enabling others to act* (predictor variable) and *job satisfaction* (criterion variable); and *enabling others to act* (predictor variable) and *affective commitment* (criterion variable).

The Pearson product-moment correlation required that the assumptions of bivariate normal distribution, assumption of linearity, and assumption of bivariate outliers are met (Sims, 1999; Green & Salkind, 2017). Skewness and kurtosis statistics was calculated to assess the bivariate normal distribution. Additionally, bivariate normal distribution and the assumption of linearity was assessed by the visual inspection of scatterplots. If bivariate normality existed, both variables will be normally distributed. Therefore, skewness and kurtosis index were used to identify the normality of the data. The value of skewness and kurtosis index should be below 3 and 10 respectively (Kline, 2011). Additionally, Hair et al. (2010) and Byrne (2010) argued that
data is considered to be normal if skewness is between -2 to +2 and kurtosis is between -7 to +7. Skewness and kurtosis values was examined to assess normality. To determine if a linear relationship exists, the researcher visually inspected a scatterplot of the two variables (Field, 2018). If the relationship approximately follows a straight line, there is a linear relationship. However, if the shape is other than a straight line, for example, a curved line, there is no linear relationship.

The scatter plot was used to investigate extreme outliers. Any outliers found can impact the value of $r$ when compared with other scores (Warner, 2013). Scatter plots was also utilized to assess the assumption of bivariate outliers between each pair of variables for each hypothesis.

Since four Pearson Product-Moment correlations was conducted, a Bonferroni was needed to guard against type I error. Instead of the usual alpha level of $\alpha=.05$, the alpha level is calculated to be: $0.05/4 = .0125$, rounded to .01 (Warner, 2013). Therefore, the alpha level was set at $\alpha=.01$. Each null hypothesis will be rejected if $p<.01$. 

CHAPTER FOUR: FINDINGS

Overview

The purpose of this quantitative non-experimental study was to empirically evaluate whether there was a relationship between transformational leadership (Inspiring a Shared Vision and Enabling Others to Act), employees’ jobs satisfaction, and affective commitment. The sample population for this study were employees, both faculty and staff of health-related professional programs in higher education. A descriptive correlation design was utilized to examine the relationship between the study variables. What follows is a restatement of the research questions and null hypotheses. This will be followed by descriptive statistics of the study variables which will include means and standard deviations for interval level data as well as frequencies and percentages of nominal data. The results of the statistical analysis will be provided as well as testing of the parametric assumptions.

Research Questions

The following five research questions were addressed in this study:

**RQ1:** Is there a relationship between inspiring a shared vision and job satisfaction among faculty and staff in health-related professional programs in higher education?

**RQ2:** Is there a relationship between inspiring a shared vision and affective commitment among faculty and staff in health-related professional programs in higher education?

**RQ3:** Is there a relationship between enabling others to act and job satisfaction among faculty and staff in health-related professional programs in higher education?

**RQ4:** Is there a relationship between enabling others to act and affective commitment among faculty and staff in health-related professional programs in higher education?
Null Hypotheses

The corresponding null hypotheses tested in this study were:

**H₀₁**: There is no significant relationship between inspiring a shared vision and job satisfaction among faculty and staff in health-related professional programs in higher education.

**H₀₂** There is no significant relationship between inspiring a shared vision and affective commitment among faculty and staff in health-related professional programs in higher education.

**H₀₃** There is no significant relationship between enabling others to act and job satisfaction among faculty and staff in health-related professional programs in higher education.

**H₀₄** There is no significant relationship between enabling others to act and affective commitment among faculty and staff in health-related professional programs in higher education.

Descriptive Statistics

There were N = 100 participants in this study in which there were 22 (22.0%) males and 77 (77.0%) females. One (1.0%) individual did not respond (Table 1).

Table 1

<table>
<thead>
<tr>
<th>Sex</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>22</td>
<td>22.0</td>
</tr>
<tr>
<td>Female</td>
<td>77</td>
<td>77.0</td>
</tr>
<tr>
<td>No response</td>
<td>1</td>
<td>1.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Regarding age, most were between 51 and 60 years of age, which accounted for 31.0% of the population. This was followed by 41-50 years of age, accounting for 25.0% of the population; 31-40 years of age, accounting for 23.0% of the population; 61-70 years of age, accounting for 16.0%; 20-30 years of age, accounting for 3.0%; and over 70 years of age, accounting for 2.0%.

This data is provided in Table 2.
Table 2

Age Category

<table>
<thead>
<tr>
<th>Age Category</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>20-30</td>
<td>3</td>
<td>3.0</td>
</tr>
<tr>
<td>31-40</td>
<td>23</td>
<td>23.0</td>
</tr>
<tr>
<td>41-50</td>
<td>25</td>
<td>25.0</td>
</tr>
<tr>
<td>51-60</td>
<td>31</td>
<td>31.0</td>
</tr>
<tr>
<td>61-70</td>
<td>16</td>
<td>16.0</td>
</tr>
<tr>
<td>over 70</td>
<td>2</td>
<td>2.0</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Most participants (84) were faculty, accounting for 84.0% of the population, with a smaller number of supportive staff, 16 (16.0%). Also, most of the participants were employed full time, 91 (91.0%) and only nine (9.0%) were part-time. Lastly, the majority of participants worked for a private institution, 62 (62.0%), and 38 (38.0%) worked for a public institution type. Tables 3, 4, and 5 provide this information.

Table 3

Position

<table>
<thead>
<tr>
<th>Position</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty</td>
<td>84</td>
<td>84.0</td>
</tr>
<tr>
<td>Supportive Staff</td>
<td>16</td>
<td>16.0</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 4

Fulltime or Part-time

<table>
<thead>
<tr>
<th>Time Status</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Time</td>
<td>91</td>
<td>91.0</td>
</tr>
<tr>
<td>Part Time</td>
<td>9</td>
<td>9.0</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Table 5

<table>
<thead>
<tr>
<th>Institution Type</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Private</td>
<td>62</td>
<td>62.0</td>
</tr>
<tr>
<td>Public</td>
<td>38</td>
<td>38.0</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The criterion variables in this study were job satisfaction and affective commitment, and the predictor variables were the leadership attributes of inspiring a shared vision and enabling others to act. Job satisfaction was measured by taking the mean of five items measured on a five-point Likert scale ranging from 1 (Strongly agree) to 5 (Strongly disagree). Lower scores on this scale indicate more satisfaction with the job. The items appear in Table 6. The reliability of this scale was measured by Cronbach’s alpha. A generally accepted rule is that $\alpha$ of 0.6-0.7 indicates an acceptable level of reliability, and 0.8 or greater is a very good level (Serbetar et al., 2016). Nunnally (1978) recommends a minimum level of .7. Reliability was deemed adequate with a Cronbach’s alpha of .858.

Affective commitment was measured by calculating the mean responses of six items measured on a seven-point Likert scale ranging from 1 = Strongly Disagree to 7 = Strongly Agree. Three items were reverse coded. A computed Cronbach’s alpha of .789 suggested acceptable reliability for this scale.

The leadership attribute of inspiring a shared vision was measured by calculating the mean response of five 5-point Likert items ranging from 1 = Rarely or seldom to 5 = Very Frequently or Almost Always. Cronbach’s alpha for this scale suggested good reliability (Cronbach’s alpha = .876).
The leadership attribute of enabling others to act was measured by calculating the mean response of six 5-point Likert items ranging from 1 = Rarely or seldom to 5 = Very Frequently or Almost Always. Cronbach’s alpha for this scale suggested good reliability (Cronbach’s alpha = .876).

Descriptive statistics are provided in Table 6. Job satisfaction ranged from 1 to 5 (M = 2.49, SD = 0.83); Affective commitment ranged from 1 to 6.93 (M = 4.83, SD = 1.18); Enabling others to act ranged from 1 to 5 (M = 3.40, SD = 0.94); and inspiring a shared vision ranged from 1 to 5 (M = 3.36, SD = 0.90).

Table 6

<table>
<thead>
<tr>
<th></th>
<th>Minimum</th>
<th>Maximum</th>
<th>M</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job satisfaction</td>
<td>1.00</td>
<td>5.00</td>
<td>2.49</td>
<td>.83</td>
</tr>
<tr>
<td>Affective commitment</td>
<td>1.00</td>
<td>6.83</td>
<td>4.83</td>
<td>1.18</td>
</tr>
<tr>
<td>Enabling others to act</td>
<td>1.00</td>
<td>5.00</td>
<td>3.40</td>
<td>.94</td>
</tr>
<tr>
<td>Inspiring a shared vision</td>
<td>1.00</td>
<td>5.00</td>
<td>3.36</td>
<td>.90</td>
</tr>
</tbody>
</table>

Results

In order to address the research questions and test the null hypotheses, Pearson correlations were computed. The results of the statistical test for each null hypothesis are provided. However, prior to the analysis, parametric assumption testing was first performed which included normality assumption, linearity, and outlier detection. All null hypotheses were tested at the 1% level of significance in order to compensate for the four hypotheses being tested (Bonferroni correction .05/4 = .01 rounded).
Data Screening

The survey for the study was exported from Qualtrics directly into SPSS package that was compatible with IBM SPSS (Version 27). The data was then cleaned by examining if there were any data entry errors. There were none found. Additionally, variable names were created in the SPSS dataset that corresponded to the study variables. After this data screening process, further analysis was then conducted which included the testing of parametric assumptions as well as hypothesis testing.

Null Hypothesis One

Null Hypothesis One stated, “There is no significant relationship between inspiring a shared vision and job satisfaction among faculty and staff in health-related professional programs in higher education.”

Assumption Testing

The normality of inspiring a shared vision and job satisfaction was assessed by visual inspection of the scatterplot. In addition to the visual inspection, skewness and kurtosis statistics were also computed. Skewness and kurtosis values for job satisfaction (0.767 and 0.503 respectively) and inspiring a shared vision (-0.328 and -0.230, respectively) were within acceptable ranges in order to support normality. Hair et al. (2010) and Bryne (2010) argued that data is considered to be normal if skewness is between -2 to +2 and kurtosis is between -7 to +7. This information is depicted in Table 7.
Linearity was assessed by visual inspection of a scatterplot. The plot revealed an approximate negative linear relationship. Increasing measures in inspiring a shared vision correspond with decreasing values of job satisfaction (interpreted as greater job satisfaction). The results show that all three assumptions are tenable. Figure 1 depicts this.

**Figure 1**

*Scatterplot Depicting Relationship between Inspiring a Shared Vision and Job Satisfaction*

<table>
<thead>
<tr>
<th></th>
<th>Skewness</th>
<th>Kurtosis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job satisfaction</td>
<td>.767</td>
<td>.503</td>
</tr>
<tr>
<td>Inspiring a shared vision</td>
<td>-.328</td>
<td>-.230</td>
</tr>
</tbody>
</table>
Outliers were also assessed by visual inspection of the scatterplot and calculating standardized values. There were no extreme outliers, as all data were within -3 and +3 (Table 8).

**Table 8**

*Ranges of Standardized Values (RQ1)*

<table>
<thead>
<tr>
<th></th>
<th>Minimum</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job satisfaction</td>
<td>-1.78</td>
<td>3.01</td>
</tr>
<tr>
<td>Inspiring a shared vision</td>
<td>-2.63</td>
<td>1.82</td>
</tr>
</tbody>
</table>

**Results**

The results of Pearson correlations were significant. There is a large negative correlation between inspiring a shared vision and job satisfaction ($r = -.458$, $p < .001$). Therefore, the first null hypothesis is rejected. Increasing levels of inspiring a shared vision correspond to decreasing measures of job satisfaction (interpreted as higher levels of job satisfaction). Table 13 provides this information.

**Table 9**

*Pearson Correlations for RQ 1*

<table>
<thead>
<tr>
<th></th>
<th>Job Satisfaction</th>
<th>Inspiring a Shared Vision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job satisfaction</td>
<td>1</td>
<td>-.458*</td>
</tr>
<tr>
<td>Inspiring a shared vision</td>
<td>-.458*</td>
<td>1</td>
</tr>
</tbody>
</table>

* $p < .001$

**Null Hypothesis Two**

Null Hypothesis two stated, “There is no significant relationship between inspiring a shared vision and affective commitment among faculty and staff in health-related professional programs in higher education.”
Assumptions Testing

The normality of inspiring a shared vision and affective commitment was assessed by visual inspection of the scatterplot. In addition, skewness and kurtosis statistics were also computed. Skewness and kurtosis values for affective commitment (-0.588 and 0.024 respectively) and inspiring a shared vision (-0.328 and -0.230 respectively) were within acceptable ranges in order to support normality. This information is depicted in Table 10.

Table 10

Skewness and Kurtosis Statistics (RQ2)

<table>
<thead>
<tr>
<th></th>
<th>Skewness</th>
<th>Kurtosis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inspiring a shared vision</td>
<td>-.328</td>
<td>-.230</td>
</tr>
<tr>
<td>Affective commitment</td>
<td>-.588</td>
<td>.024</td>
</tr>
</tbody>
</table>

Linearity was assessed by visual inspection of a scatterplot. The plot revealed an approximate negative linear relationship. Increasing measures in inspiring a shared vision corresponds with increasing values of affective commitment. Figure 2 depicts this.

Figure 2

Scatterplot Depicting Relationship between Inspiring a Shared Vision and Affective Commitment
Outliers were assessed by visual inspection of the scatterplot and calculating standardized values. There were no significant outliers, see Table 1 below. Affective commitment was outside -3.0; however, it was not extreme and did not affect the normality assumption. The results show that all assumptions are tenable.

**Results**

**Table 11**

*Ranges of Standardized Scores (RQ2)*

<table>
<thead>
<tr>
<th></th>
<th>Minimum</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affective commitment</td>
<td>-3.25</td>
<td>1.70</td>
</tr>
<tr>
<td>Inspiring a shared vision</td>
<td>-2.63</td>
<td>1.82</td>
</tr>
</tbody>
</table>

The result of the Pearson correlation was significant. There is a large positive correlation between inspiring a shared vision and affective commitment \((r = -0.359, p < 0.001)\). This second null hypothesis was rejected. Increasing levels of inspiring a shared vision corresponds to increasing measures of affective commitment. Table 12 provides this information.

**Table 12**

*Pearson Correlations RQ 2*

<table>
<thead>
<tr>
<th></th>
<th>Affective commitment</th>
<th>Inspiring a shared vision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affective commitment</td>
<td>1</td>
<td>0.359*</td>
</tr>
<tr>
<td>Inspiring a shared vision</td>
<td>0.359*</td>
<td>1</td>
</tr>
</tbody>
</table>

* \( p < 0.001 \)

**Null Hypothesis Three**
Null Hypothesis Three stated, “There is no significant relationship between enabling others to act and job satisfaction among faculty and staff in health-related professional programs in higher education.”

**Assumptions Testing**

The normality of enabling others to act and job satisfaction was assessed by visual inspection of the scatterplot. In addition, skewness and kurtosis statistics was computed. Skewness and kurtosis values for enabling others to act (-0.386 and -0.200 respectively) and job satisfaction (0.767 and -0.503 respectively) were within acceptable ranges in order to support normality. This information is depicted in Table 13.

**Table 13**

*Skewness and Kurtosis Statistics (RQ3)*

<table>
<thead>
<tr>
<th></th>
<th>Skewness</th>
<th>Kurtosis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job satisfaction</td>
<td>.767</td>
<td>.503</td>
</tr>
<tr>
<td>Enabling others to act</td>
<td>-.386</td>
<td>-.200</td>
</tr>
</tbody>
</table>

Linearity was assessed by visual inspection of a scatter plot. The plot revealed an approximate negative linear relationship. Increasing measures in enabling others to act corresponds with decreasing values of job satisfaction (greater feelings of satisfaction with job).

Figure 3 depicts this.

**Figure 3**

*Scatterplot Depicting Relationship between Enabling Others to Act and Job Satisfaction*
Outliers were also assessed by visual inspection of the scatterplot and by calculating standardized values. There were no standardized values outside -3 to +3, thus no issue with outliers (Table 14). The results show that all assumptions are tenable.

**Table 14**

*Ranges of Standardized Values (RQ3)*

<table>
<thead>
<tr>
<th></th>
<th>Minimum</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job satisfaction</td>
<td>-1.78</td>
<td>3.01</td>
</tr>
<tr>
<td>Enabling others to act</td>
<td>-2.55</td>
<td>1.71</td>
</tr>
</tbody>
</table>

**Results**

The results of Pearson correlations were significant. There is a large negative correlation between enabling others to act and job satisfaction ($r = -.475, p < .001$). Therefore, the third null hypothesis is rejected. Increasing levels of enabling others to act corresponds to decreasing measures of job satisfaction (interpreted as greater feelings of job satisfaction). Table 15 provides this information.

**Table 15**

*Pearson Correlations for RQ 3*

<table>
<thead>
<tr>
<th></th>
<th>Job Satisfaction</th>
<th>Enabling others to act</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Job satisfaction & 1 & \(-.475^*\) 
Enabling others to act & \(-.475^*\) & 1 

\(^* p < .001\)

**Null Hypothesis Four**

Null Hypothesis Four stated, “There is no significant relationship between enabling others to act and affective commitment among faculty and staff in health-related professional programs in higher education.”

**Assumptions Testing**

The normality of enabling others to act and affective commitment was assessed by visual inspection of the scatterplot. In addition, skewness and kurtosis statistics was computed. Skewness and kurtosis values for enabling others to act (-0.386 and -0.200 respectively) and affective commitment (-0.588 and 0.024 respectively) were within acceptable ranges in order to support normality. This information is depicted in Table 16.

**Table 16**

*Skewness and Kurtosis Statistics (RQ4)*

<table>
<thead>
<tr>
<th></th>
<th>Skewness</th>
<th>Kurtosis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enabling others to act</td>
<td>-.386</td>
<td>-.200</td>
</tr>
<tr>
<td>Affective commitment</td>
<td>-.588</td>
<td>.024</td>
</tr>
</tbody>
</table>

Linearity was assessed by visual inspection of a scatter plot. The plot revealed an approximate negative linear relationship. Increasing measures in enabling others to act corresponds with increasing values of affective commitment. Figure 4 depicts this.

**Figure 4**

*Scatterplot Depicting Relationship between Enabling Others to Act and Affective Commitment*
Outliers were assessed by visual inspection of the scatterplot and calculating standardized values. There were no significant outliers (see below for Table 17). Affective commitment was outside -3.0, however, it was not extreme and did not affect the normality assumption. The results show that all assumptions are tenable.

**Table 17**

*Ranges of Standardized Values (RQ4)*

<table>
<thead>
<tr>
<th>Enabling others to act</th>
<th>Minimum</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affective commitment</td>
<td>-3.25</td>
<td>1.70</td>
</tr>
</tbody>
</table>

**Results**

The result of the Pearson correlation was significant. There is a large positive correlation between Enabling Others to Act and affective commitment ($r = 0.365, p < .001$). Therefore, the fourth null hypothesis was rejected. Increasing levels of Enabling Others to Act corresponds to increasing measures of affective commitment. Table 18 provides this information.

**Table 18**

*Pearson Correlations RQ 4*
Summary

The purpose of this quantitative non-experimental study was to empirically evaluate whether there was a relationship between transformational leadership (Inspiring a Shared Vision and Enabling Others to Act), employees’ job satisfaction, and affective commitment. Pearson correlations were conducted in order to address the following research questions:

RQ1: Is there a relationship between inspiring a shared vision and job satisfaction among faculty and staff in health-related professional programs in higher education?

RQ2: Is there a relationship between inspiring a shared vision and affective commitment among faculty and staff in health-related professional programs in higher education?

RQ3: Is there a relationship between enabling others to act and job satisfaction among faculty and staff in health-related professional programs in higher education?

RQ4: Is there a relationship between enabling others to act and affective commitment among faculty and staff in health-related professional programs in higher education?

Results of Pearson correlations were significant and all corresponding null hypotheses were rejected which supported significant relationships between the study variables ($p < .001$). Specifically, (1) there was a significant correlation between inspiring a shared vision and job satisfaction. Increasing values of inspiring a shared vision correspond with a greater feeling of job satisfaction; (2) there was a significant correlation between inspiring a shared vision and affective commitment. Increased values in inspiring a shared vision correspond to greater levels of affective commitment; (3) there was a significant correlation between enabling others to act

<table>
<thead>
<tr>
<th>Affective commitment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
</tr>
<tr>
<td>.365**</td>
</tr>
</tbody>
</table>

*p < .001
and job satisfaction. Increasing scores in the enabling others to act measure corresponds to increased feelings of job satisfaction; and (4) there was a significant correlation between enabling others to act and affective commitment. Increased scores in the enabling others to act measure results in increased affective commitment.
CHAPTER FIVE: CONCLUSIONS

Overview

This research study purposed to empirically evaluate if there was a relationship between transformational leadership, employees’ jobs satisfaction, and affective commitment. The research study sample population included both faculty and staff of health-related professional programs in higher education. The relationship between the two or more variables was examined by the use of a descriptive correlation design. Data collection was performed through the use of cross-sectional survey hence enabling faster completion of collection and giving room for data collection at one point in time. Just like any other research, this research was limited by the sample selected in that the researcher did not specify the gender of the sample population under study hence may present varying results when considered. The results revealed that there was significant correlation between inspiring a shared vision and job satisfaction with increasing values of inspiring a shared corresponding with a greater feeling of job satisfaction. In addition, the results of the research study showed significant correlation between inspiring a shared vision and affective commitment and increasing values of inspired a shared vision corresponded with greater levels of affective commitment. This research study was significant as it adds to already existing literature on the relationship between transformational leadership, employees’ jobs satisfaction, and affective commitment. Chapter Five presents an overview of the study, summary and findings and results’ discussions, implications, limitation and then the conclusion.

Discussion

Job satisfaction has been notably recognized as a vital factor in the higher education institution with a capability of impacting staff and faculty retention in the programs of professional healthcare. Another vital factor related to job satisfaction is affective commitment
which is often related to an individual’s experience of work. An individual’s work experience is believed to be a combination of met expectations, dependability on the organization and personal importance feeling to the organization. Work experience in higher education may be improved through application of transformational theory and style of leadership and as a result lead to increasing affective commitment of individuals in the organization (Dempster et al., 2017).

In educational leadership, there has ensued a debate on what is fit and appropriate for educational leadership. Leadership has to be in alignment with shared purpose with others and ability of a leader to make social change has been used in leadership style judgement (Dempster et al., 2017). Transformational and transactional styles of leadership were identified as two styles commonly applied in higher education institutions and may influence employees’ responses at the organization to professional obligations and duties. Transformational leadership has been connected with leaders who have been encouraging individuals to support each other thus creating an environment of respect, trust, and honesty for the leader through the followers.

Through transformational leadership, individuals are helped by engaging with one another hence increasing their morale through motivation and enable them to achieve common goals and objectives. According to Bass (1998), transformational leaders have specific behaviors which raises the level of commitment of their followers. He emphasized how followers develop a feeling of trust, loyalty, respect and admiration through elements of transformational leadership such as idealized influence, intellectual stimulations, individualized considerations and inspirational motivations. Transformational leaders inspire change, motivate and encourage unity for the whole team (Kouzes & Posner, 2017). Kouzes and Posner’s Model of Transformational leadership framework was a common leadership process developed by both Kouzes and Posner in an effort of motivating transformational leaders’ followers in aspiring for more. The model is
made of five elements which are the foundation for effective leadership practice. Through the elements of the model, leaders find new innovative methods of solving challenges arising from changing environment.

Through shared vision, individuals in an organization are brought together hence fostering commitment through motivation and use of clear performance expectation and goal setting (Phibbs, 2013). Through modelling the path, transformational leaders are able to set a good example to follow and at the same time build commitment and enable creation of progress. While collaboration requires an approach of the group as a team, empowerment calls for provision of opportunity for the followers to be part of the decision-making process, hence allowing the employee to feel included and valued.

This quantitative, non-experimental study purposed to investigate the relationship between two components of Kouzes and Posner’s Model Transformational Leadership: Inspiring a shared vision and enabling others and employees job satisfaction and affective commitment in higher education health-related professional programs. Through completion of the study, the researcher aims to add to the existing literature on the effects of transformational leadership and its effect on employees’ job satisfaction and affective commitment in occupational therapy, physical therapy and physician assistance programs of health professional education. In order to achieve this objective, the researcher used the following research questions and tested the null hypotheses. Nevertheless, the researcher performed parametric assumption testing before the analysis and included assumption of linearity, normality and outlier detection. Testing of the null hypothesis was done at 1% significance level allowing room for compensation for the tested four hypothesis.
Research Question One

RQ1: Is there a relationship between inspiring a shared vision and job satisfaction among faculty and staff in health-related professional programs in higher education?

The research study results revealed that after conducting Pearson correlation, there was a large, negative correlation between inspiring a shared vision and job satisfaction, hence the first null hypothesis was rejected ($r = -0.458$, $p < .001$). Increasing levels of inspiring a shared vision corresponded to decreasing measures of job satisfaction. Therefore, the Pearson correlations was significant and the corresponding null hypothesis was rejected. Therefore, supporting significant relationships between the study variables ($p < .001$). The results seemed to be inconsistent with previous literature in that a leader inspiring a shared vision had a relationship with employee job satisfaction (Kouzes & Posner, 2017). Inspiring a shared vision is among the five elements of Kouzes and Posner’s Transformational Leadership framework believed to be the foundation for effective leadership practice (Abu-Tineh et al., 2008). One of the main reasons why the current results did not support previous literature may be due to the limitation of the use of the non-experimental design since it is unable to deduce any cause-and-effect relationship between study variables as there was no manipulation of independent variables. Also, the responses from the participants may have been limited in that there were more female participants compared to males which may limit the expected results from the study. The responses may be contributed by a number of factors including the perceptions that the females may have towards their leaders either female or male. This model helps in motivating the transformational leaders’ followers and help them aspire for more. Through motivation, the employees develop a feeling of being part of the leadership of the organization and as a result feel satisfied working there. However, the study findings were inconsistent with literature in that increasing values of inspiring a shared vision
corresponded with a greater feeling of job satisfaction. These findings were in support of previous literature that successful leaders should nurture and motivate along with using clear performance expectations and settings goals (Phibbs, 2013). Through the goal of inspiring a shared vision, employees in the higher education health-related professional programs are brought together hence fostering commitment. A leader in the higher education health-related professional programs may develop inspirational motivation, hence expressing an inspiring and appealing vision of challenging his/her followers (Hickman, 2010).

Research Question Two

RQ2: Is there a relationship between inspiring a shared vision and affective commitment among faculty and staff in health-related professional programs in higher education?

In the second null hypothesis, after conducting Pearson correlation, research findings revealed that there was large, positive correlation between inspiring a shared vision and affective commitment ($r = -.359, p < .001$), hence rejecting the null hypothesis. The results suggested that increasing the levels of the inspiring a shared vision corresponded to increasing measures of affective commitment. The study findings were consistent with the peer-reviewed literature in that affective commitment enhances an employee’s emotional attachment, therefore becomes committed to the organization and as a result the employee becomes committed in pursuing the goal of the organization (Yahaya & Ebrahim, 2016). Educational leadership in health-related professional programs needs to practice affective commitment to increase the staff and faculty’s desire to stay with the organization and pursue its goal (Yahaya & Ebrahim, 2016). Affective commitment and job satisfaction for staff in higher educational programs increase when employees feel valued and important in the organization, this can influence retention at the organization (Meyer & Allen, 1991). Staff in higher educational programs displaying strong
affective commitment prefer staying in one organization than shifting in another. The level of an employee’s job satisfaction and job performance has revealed a correlation (Yahaya & Ebrahim, 2016). Powell and Meyer conducted a study in 2014 and revealed that there was a significant correlation with affective commitment and what the employee saw as satisfying conditions (Yahaya & Ebrahim).

The results were in relation with initial study expectations in that shared inspiring vision was correlated with affective commitment and also supported the previous research by (Dunn et al., 2012). It is essential to note that both staff and faculty in higher health-related professional programs should always make a connection as to what hierarchy levels are expected to communicate the vision. Affective commitment also takes into account awareness of the available job alternatives and sacrifices involved in leaving an organization (Hackett et al., 1994; Meyer & Allen, 1997). However, organizational factors such as pay and autonomy and personal factor such as length of employment and age may be more attributable to affective commitment. Also, it is notable that both staff and faculty in higher education health-related professional programs may develop a feeling that their skills are less transferrable to another organization or may also be perceived as limited employment alternatives.

**Research Question Three**

RQ3: Is there a relationship between enabling others to act and job satisfaction among faculty and staff in health-related professional programs in higher education?

After conducting Pearson correlation, the study results were significant. The findings revealed that there was increasing measures of job satisfaction with increasing levels of enabling others to act. The study findings were consistent with initial study expectations and previous research in the field in that effective leaders are aware that leadership is about teamwork and in
order to produce a high-performing team there must be mutual respect and trust (Carter, 2020). Through enabling others to act as a leadership practice, leaders create collaboration and strengthen their followers. When employees feel motivated and trusted by their leaders, they develop more confidence and are capable of achieving higher performance (Kouzes & Posner, 2013).

Employees are empowered through enabling others to act and provided with opportunity of being part of the decision-making process (Abu-Tineh et al., 2008). Therefore, “through the act, the employee feels included and valued” (Kouzes & Posner, 2017, p. 197). Through the transformational leadership model, “followers are provided with an opportunity of developing commitment and creation of progress” (Kouzes & Posner, 2017, p. 21). As one of the five elements of Kouzes and Posner’s Transformational Leadership framework, enabling others to act is believed to be one of foundation for effective leadership practice in encouraging and motivating faculty and staff member in higher health-related professional programs to work tirelessly regardless of the challenges along the way, keeping in mind that a career in health discipline can be challenging (Abu-Tineh et al., 2008). Through the element of enabling others to act, the faculty and staff members in health-related professional programs in higher education on the verge of giving up different areas such as teaching, learning or even helping the learners are motivated and may start developing a sense to work each one of them are performing in his/her department.

Peer-reviewed literature pointed concrete relationships between job satisfaction and enabling others to act. The study findings supported the point of Paustian-Undersahl et al. (2014) that collaboration offers team members opportunity of bringing ideas and strengths of individuals together and at the same time maintain respect and cultivate familial atmosphere.
This study finding is in support of Posner’s (2016) claims that creation of an environment of collaboration, mutual respect and trust, and extraordinary efforts gives an easy time for those who follow and make their work easier. The study findings may be helpful in improvement of an individual’s satisfaction and performance.

**Research Question Four**

RQ4: Is there a relationship between enabling others to act and affective commitment among faculty and staff in health-related professional programs in higher education?

After conducting Pearson correlation, the result findings were found to be significant meaning that enabling others to act correlated with affective commitment for staff and faculty in health-related professional programs in higher education. This result also rejects the null hypothesis and indicated that increasing the scores in the enabling others to act measures results in increased affective commitment.

The study findings were consistent with the previous research findings that through enabling others to act is an element which increases job satisfaction and increases performance as suggested by Xenikou, (2017) and Yang (2016). A study by Choi et al. (2016) indicated that almost 83% of employees with high level of job satisfaction understood they were contributing positively to the organization and results to clear understanding of their contribution job wise. Through affective commitment, employees feel satisfied working in the current organization and become willing to improve and develop work skills which increases success and creating positive attitude since they feel their leaders support and are concerned about them (Choi et al., 2016).

In Posner and Kouzes model of transformational leadership, enabling others to act was viewed as one of the elements which enabled employees to achieve job satisfaction and develop
organizational commitment. Through trust, leaders and employees are able to build a strong bond such that the employees believe in the leader’s integrity, loyalty and fairness in the workplace (Yang, 2016). Through the mutual trust, leaders are able to work easier together with their employees and as a result the employees develop affective commitment and collaboration towards the organization.

In higher education, it is vital to have collaboration and affective commitment amongst staff, faculty and supervisors for the success of departments and the whole organization. Research by Yang (2007) indicated existence of meaningful relationship between affective commitment and enabling others to act, job satisfaction and trust. Building a relationship on trust among supervisors and employee allows room for more productivity hence high job satisfaction and commitment. A study by Nasra and Heilburnn (2016) revealed existence of high correlation between and affective commitment and job satisfaction and high correlation between job satisfaction and commitment and trust in supervisor. Through ‘modelling the way’ leaders are believed to be leading by example and provide clear understanding for the employees to follow their guidance and leadership and as a result the employees are capable of gaining trust and confidence in their team (Kouzes & Posner, 2017, p. 13)

**Implications**

This quantitative, non-experimental research study was essential to scientific research as it brings attention to the urgent need of implementing Kouzes and Posner’s transformational model of leadership to the health-related professional programs in higher education. The study is significant in that it reduces the gap in literature concerning limiting research in health-related professional programs in higher education. Also, through the study findings, the information provided could be used in implementing leadership changes in the society. The information can
also be collected and could be used by leadership such as supervisors in health-related professional programs in higher education to gain a deep understanding of the leadership roles of the transformational leader in an educational setting. To be specific, the influence a supervisor has on leading the staff and faculty members in the institution, the role of a transformational leader in an organization, the characteristics, skills and behaviors the leader portrays in leading the organization to success and how he/she influences the employees and maintain their retention. Through this information, the literature gap that existed before the conduction of this quantitative, non-experimental research study has been decreased together with adding knowledge and understanding of how the transformational model of leadership can be used to improve leadership in higher education. Higher education leadership is often a referencing point when engaging staff and faculty members and how they can improve their leadership skills and competency.

Also, leadership strategists can utilize the collected information to organize leadership forums and develop strategies for training leaders on how to develop close relationships, create loyalty and develop mutual trust between the employee and the leader. Using the study findings and Kouzes and Posner’s model of transformational leadership as point of reference can be used to gauge how the leadership models have been used in higher education institutions and how successful they have been. The research may be among the first researches, hence marking it as starting point for researchers, therefore, acting as representation of highly effective leadership practices. It may also be used by leaders in institutions of learning such as school principals in assessing their leadership weaknesses and strengths. Also, this research study reveals that more research is need to be done on the health-related professional programs in higher education institutions on the transformational model of leadership for practical reasons and that any
professional skill can be enhanced and strengthened through having proper desire, motivation, role model, practice, feedback and coaching.

**Limitations**

The first limitation of the study was the design of the research study. The study was limited on the use of the non-experimental design since it is unable to deduce any cause-and-effect relationship between study variables as there will be no manipulation of independent variables. Also, the research study was limited on the sampling of the participants as they were all from the Tri-state area (Connecticut, New Jersey, and New York) of the United States. Therefore, all the opinions, suggestions and attitudes were from people from the Tri-state area of the United States. Also, the research study was limited to only three (occupational therapy, physician assistant, and physical therapy) areas of health-related professional programs. This means there was limitation on the selected sample in representation of support of results’ generalizability.

**Recommendations for Future Research**

The researcher recommends that further research is conducted to understand the effects of transformational leadership and its effect on employees’ job satisfaction and affective commitment. Future research should consider the extent to which Kouzes and Posner transformational model has been applied in institutions of higher learning and to be specific in health-related professional programs. Future research should also investigate the evolution of the role of transformational leadership in institutions of higher learning in meeting changing learning practices, increase student expectations, and identify ways of fostering improvement and competence for professionals and meeting the changing demands using another methodological design. The used non-experimental method utilized in the study is usually unable to deduce any
cause-and-effect relationships between study variables; hence may not have given the best results.

Summary

This quantitative, non-experimental research study sought to determine whether a relationship exists between two components of Kouzes and Posner’s Model Transformational Leadership: Inspiring a shared vision and enabling others and employees job satisfaction and affective commitment in higher education health-related professional programs. The problem addressed by this research study was limited literature on the effects of transformational leadership and its effect on employees’ job satisfaction and affective commitment in occupational therapy, physical therapy and physician assistance programs of health professional education.

The study findings revealed that there was a significant correlation between inspiring a shared vision and job satisfaction. Also, the study showed a significant correlation between inspiring a shared vision and affective commitment. Through the study results, the researcher found that there was a significant correlation between enabling others to act and job satisfaction existed in health-related professional programs in higher education institution. In addition, the study results revealed significant correlation between enabling others to act and affective commitment.

In higher education, leadership is a very crucial component and influences the ability of the organization in fulfilling its set goals and objectives. Both employees (faculty and staff) and supervisors in higher education should always be willing to learn from each other. Leaders in higher education may also be the department heads and have an influence on faculty and staff who can encourage faculty and staff in developing their professional career, continuing to set
goals and work towards them, and most of all provide a sense of security. These components of
good leadership contribute to both, faculty and staff’s job satisfaction and affective commitment.
Regardless of fulling the study’s set objectives and goals, further research on the effects of
transformational leadership on faculty and staff’s job satisfaction and affective commitment can
lead to the development, improvement, and implementation of leadership training programs at
higher educational institutions for health care professionals. Also, assessing the effects of
transformational leadership on faculty and staff’s job satisfaction is essential to the daily function
of higher educational institutions as it may directly influence faculty and staff’s affective
commitment and job satisfaction.
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Bass.


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https://www.researchgate.net/publication/324086124_Burns_Senge_and_the_Study_of_Leadership


APPENDIX A

IRB #: IRB-FY20-21-963
Title: The Effects of Leadership on Faculty and Staff Job Satisfaction and Affective Commitment in Health-Related Professional Programs
Creation Date: 5-27-2021
End Date: 
Status: Approved
Principal Investigator: Vlasha Ali
Review Board: Research Ethics Office
Sponsor: 

Study History

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Key Study Contacts

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<td><a href="mailto:mbarthlow@liberty.edu">mbarthlow@liberty.edu</a></td>
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<tr>
<td>Member</td>
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<td><a href="mailto:rmfitch@liberty.edu">rmfitch@liberty.edu</a></td>
</tr>
<tr>
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<td>Vlasha Ali</td>
<td><a href="mailto:vbali@liberty.edu">vbali@liberty.edu</a></td>
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<td>Vlasha Ali</td>
<td><a href="mailto:vbali@liberty.edu">vbali@liberty.edu</a></td>
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APPENDIX B

EMAIL AND CONSENT

Dear Faculty or Supportive Staff:

My name is Vitasha Ali, and I am a doctoral student pursuing an PhD in Higher Education Administration, Education Leadership cognate.

I am writing to invite you to participate in research for my dissertation. I am studying the effects of leadership on faculty and staff’s job satisfaction and affective commitment in health professional programs. You are eligible to participate if you are 18 years old or older and currently working as a full-time or part-time faculty or staff who is not in a leadership role such as a dean, department chair, manager, or supervisor.

If you choose to participate, you will be asked to answer a few demographic questions followed by a survey. It should take approximately 5 minutes to complete. Participation is completely voluntary and any data collected is anonymous; no personal identifying information will be collected.

A consent form will be provided when you first open the survey link. Additional information about my research and the study is included on the consent form, but you will not need to sign it. After you have read the consent form, please proceed to the survey by selecting “Yes”, if desired. You may withdraw participation at any time without penalty by exiting the survey.

To participate, please [click here](https://example.com/survey).

If you have any further questions or concerns, please do not hesitate to contact me via email at vitasha.ali@liberty.edu or the IRB at Liberty University at irb@liberty.edu.

Thank you!

Vitasha Ali
Doctoral Student
CONSENT

The Effects of Leadership on Faculty and Staff Job Satisfaction and Affective Commitment in Health-Related Professional Programs

Principal Investigator: Vitasha Ali, PhD Student, Liberty University

Dear Participants:

You are invited to participate in a research study. In order to participate, you must be 18 years of age or older, a full-time or part-time or staff member in higher education. You must work in one of the following higher-education health professional programs: Physician Assistants, Physical Therapy, or Occupational Therapy. You should not hold a leadership position such as a dean, program chair, supervisor, or manager. Taking part in this research project is voluntary.

The Purpose of the Study

The purpose of this study is to evaluate whether there is a relationship between transformational leadership, employees’ jobs satisfaction, and affective commitment among faculty and staff in health-related professional programs.

What will happen if you take part in this study?

If you agree to be in this study, I would ask you to do the following:

1. Complete the survey online. It will take approximately 5 minutes to complete the survey.

Risks and Benefits

The risks involved in this study are minimal, which means they are equal to risks you would encounter in everyday life. Participants should not expect to receive a direct benefit from taking part in this study. Benefits to society include a greater understanding of the relationship
between transformational leadership and employees' job satisfaction and affective commitment in health related, higher education institutions. This study can lead to the development, improvement, and implementation of leadership training programs at higher educational institutions for both faculty and staff.

Compensation

There will not be any compensation provided for your participation in this study.

Confidentiality and Anonymity

The records of this study will be kept private. Research records will be stored securely and only the researcher will have access to the records. Participant responses will be anonymous. Data will be stored on a password-locked computer and may be used in future presentations.

After three years, all electronic records will be deleted.

This is Voluntary

Participation in this study is voluntary. Your decision whether to participate will not affect your current or future relations with Liberty University. If you decide to participate, you are free to not answer any question or withdraw at any time prior to submitting the survey without affecting those relationships. If you choose to withdraw from the study, please exit the survey and close your internet browser. Your responses will not be recorded or included in the study. Please note, your choice to not participate will not have any effect on your standing with your academic program.

Researcher Contact Information

The researcher conducting this study is Vitha Ali. You may ask any questions you have now. If you have questions later, you are encouraged to contact her at [Redacted]. You
may also contact the researcher’s faculty sponsor, Dr. Rebecca Lunde at [redacted].

If you have any questions or concerns regarding this study and would like to talk to someone other than the researcher, you are encouraged to contact the Institutional Review Board, 1971 University Blvd., Green Hall Ste. 2842, Lynchburg, VA 24515 or email at irb@liberty.edu.
APPENDIX C

FOLLOW UP EMAIL TO PARTICIPANTS

Dear Faculty or Supportive Staff:

As a graduate student in the School of Education at Liberty University, I am conducting research as part of the requirements for a PhD degree. The purpose of my research is to empirically evaluate whether there is a relationship between transformational leadership, employees’ jobs satisfaction, and affective commitment. Two weeks ago, an email was sent to you inviting you to participate in a research study. This follow-up email is being sent to remind you to please respond and complete the survey if you would like to participate and have not already done so. The deadline for participation is August 15, 2021.

If you choose to participate, you will be asked to answer a few demographic questions followed by a survey. It should take approximately 5 minutes to complete the procedures listed. Participation will be completely anonymous, and no personal, identifying information will be collected.

In order to participate, please click here

A consent document is provided as the first page of the survey. The consent document contains additional information about my research. After you have read my consent form, please click the next button to proceed to the survey. Doing so will indicate that you have read the consent information and would like to take part in the survey.

If you have any further questions or concerns, please do not hesitate to contact me via email at [email protected] or the IRB at Liberty University at irb@liberty.edu.

Sincerely,

Vitasha Ali
PhD Student
APPENDIX D

PERMISSION TO USE INDEX OF JOB SATISFACTION SURVEY
APPENDIX E

ACADEMIC LICENSE FOR TCM

Last updated - July 20, 2017

Product Name: TCM Employee Commitment Survey

The Academic Package includes the survey, instructions for using, scoring, and interpreting the survey results as well as additional sources for more information about the commitment scales and employee commitment. The license provides proper permission notice for use of the scales for academic purposes.

FOR ACADEMIC RESEARCHER / STUDENT USE

IMPORTANT: The Questionnaire you seek to use is licensed only on the condition that you ("YOU") are an Academic Researcher (as defined below) and agree with The University of Western Ontario ("WESTERN") to the terms and conditions set forth below. THIS LICENSE IS LIMITED TO A SINGLE USE OF THE QUESTIONNAIRE IN A RESEARCH PROJECT. ADDITIONAL USES OF THE QUESTIONNAIRE REQUIRE A RENEWAL LICENSE. PLEASE CAREFULLY READ THE TERMS AND CONDITIONS OF THIS QUESTIONNAIRE LICENSE AGREEMENT.

IF YOU AGREE TO BE BOUND BY THE TERMS OF THIS AGREEMENT, YOU SHOULD CLICK ON THE "I Accept" BOX AT THE BOTTOM OF THIS AGREEMENT. IF YOU DO NOT AGREE TO THE TERMS OF THIS AGREEMENT, YOU ARE NOT AUTHORIZED TO DOWNLOAD OR USE THE QUESTIONNAIRE.

DEFINITIONS

In this agreement, the following words, when capitalized, have the indicated meanings:

"Academic Researcher" indicates someone whose position presumes that they will conduct research and be responsible for the publication or other dissemination of the results of that research or be responsible for the teaching of students.

"Inventors" indicate the authors, Dr. John Meyer and Dr. Natalie Allen, in the Faculty of Social Science at WESTERN.

"Questionnaire" indicates the TCM Employee Commitment Survey, Academic Version 2004 developed by the Inventors. The Questionnaire includes the Users Guide and the Organizational Commitment Survey which is available in two versions; the "Original" which contains 24 questions and the "Revised" which contains 18 questions. The license granted under this Agreement includes both versions of the survey and the Users Guide and can be downloaded from this website as a single PDF file.

"Research Project" indicates the administration of the Questionnaire to a person(s) or an organization by an Academic Researcher for the purpose of a single academic research study whereby no consideration of any kind, payment or otherwise, is received from the participants, or any affiliates of the participants, for the results from administering the Questionnaire.
1. LICENSE TO USE:
WESTERN hereby grants to YOU a personal, non-exclusive, revocable, non-transferable, limited license to use the Questionnaire in a single Research Project. Any use of the Questionnaire for consulting or other commercial purposes is strictly prohibited. The rights granted to YOU are subject to the restrictions set out in Section 4 of the associated Merchant’s Terms of Use Agreement.

2. LICENSE FEE:
For use in a single Research Project conducted by an Academic Researcher the fee shall be CA$50.00.

3. TERMS OF USE:
(a) YOU acknowledge that the Questionnaire is a copyrighted work and that it shall retain any copyright notices contained in or associated with the Questionnaire. Any use of or reference to the Questionnaire in a Research Project shall include the following notice: “Use of the TCM Employee Commitment Survey, authored by John Meyer and Natalie Allen was made under license from The University of Western Ontario, London, Canada”.

(b) YOU agree (at the request of the Inventors) to share any results of the research conducted using the Questionnaire.

4. TERM AND TERMINATION:
This Agreement is limited to use in a single Research Project and shall terminate at the conclusion of the Research Project. Use of the Questionnaire in subsequent research requires a renewal of the license. This Agreement shall terminate immediately without notice from WESTERN if you fail to comply with any provision of this Agreement. On any termination of this Agreement, the Disclaimer of Warranty, Restrictions, Limitation of Liability and indemnity provisions of this Agreement shall survive such termination.

5. OWNERSHIP & RESTRICTIONS:
The Questionnaire and any and all knowledge, know-how and/or techniques relating to the Questionnaire in whole or in part, is and shall remain the sole and absolute property of WESTERN and WESTERN owns any and all right, title and interest in and to the Questionnaire.

6. DISCLAIMER OF WARRANTY:
NOTHING IN THIS AGREEMENT IS OR SHALL BE CONSTRUED AS:
A WARRANTY OR REPRESENTATION BY WESTERN AS TO THE VALIDITY OR SCOPE OF ANY COPYRIGHT OR OTHER INTELLECTUAL PROPERTY RIGHTS IN THE QUESTIONNAIRE.

7. GOVERNMENT END USERS:
US Government end users are not authorized to use the Questionnaire under this Agreement.

8. USE:

YOU are responsible for supplying any hardware or software necessary to use the Questionnaire pursuant to this Agreement.

9. GENERAL PROVISIONS:

(a) This Agreement (and all disputes arising out of or relating to this Agreement) shall be governed and interpreted according to the laws of Ontario, Canada without regard to its conflicts of laws rules. YOU agree that by accepting the terms of this Agreement and using the Questionnaire YOU have attorned to the exclusive jurisdiction of a Court of competent authority in the Province of Ontario, Canada.

(b) USE OF THE QUESTIONNAIRE IS PROHIBITED IN ANY JURISDICTION WHICH DOES NOT GIVE EFFECT TO THE TERMS OF THIS AGREEMENT.

(c) YOU agree that no joint venture, partnership, employment, consulting or agency relationship exists between YOU and WESTERN as a result of this Agreement.

(d) This Agreement is the entire agreement between YOU and WESTERN relating to this subject matter. YOU shall not contest the validity of this Agreement merely because it is in electronic form.

(e) No modification of this Agreement shall be binding, unless in writing and accepted by an authorized representative of each party.

(f) The provisions of this Agreement are severable in that if any provision in the Agreement is determined to be invalid or unenforceable under any controlling body of law that shall not affect the validity or enforceability of the remaining provisions of the Agreement.

(g) All prices are in CA dollars and prices are subject to change without notice. WESTERN shall not be liable for any typographical errors, including errors resulting in improperly quoted prices on the Download Summary screen.

(h) YOU should print out or download a copy of this Agreement and retain it for your records.

(i) YOU consent to the use of the English language in this Agreement.
APPENDIX F

PERMISSION TO USE LEADERSHIP PRACTICE INVENTORY

Submitted 5/24/2021
June 23, 2021

Vinita A.R.

Thank you for your request to use the LPIE: Leadership Practices Inventory® (the “LPI”) in your research. This letter grants you permission to use the print LPI (Self/Observer/Self and Observer) instrument(s) in your research subject to your payment of a $500 fee, a discounted one-time cost of purchasing a single copy. If you prefer to use the electronic distribution of the LPI, you will need to separately contact Gabriel Sims (G.sims@wiley.com) for details on further steps regarding product access and payment. Please be sure to review the product information, resources, and terms before making a decision. You shall have access to the LPI for 1 year and will receive a copy of the LPI Observer Form and/or Self Form.

Permission to use either the written or electronic version is contingent upon the following:

1. The LPI may be used only for research purposes and may not be sold or used in conjunction with any compensation.
2. Copyright in the LPI and all derivative works based on the LPI is retained by James M. Kouzes and Barry Z. Posner. The following copyright statement must be included on all reproductions of the instrument(s):
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3. One (1) electronic copy of your dissertation and one (1) copy of all papers, reports, articles, and the like which make use of the LPI data must be sent, in advance, to the address below.
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4. We reserve the right to include the results of your research in publications, promotions, distribution, and sale of the LPI and all related products. You shall provide us with a copy of your dissertation and a specific abstract that you have prepared that addresses the use of the LPI in your research, as well as the outcomes, following the template attached hereto as Exhibit A.
5. You are permitted to reprint the abstract and excerpts of your dissertation as long as we give you credit. Wiley may edit the abstract or dissertation as long as we do not change the substance.
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7. If you wish to post any materials from the LPI in a third-party survey provider, you shall give us notice beforehand of your intentions and the platform in which you intend to use the LPI, as well as the start and end date of the post.
8. You may not distribute any photo-copies of the LPI except for specific research purposes and in those cases you must seek out for permission to reproduce.

Permission is limited to the rights granted in this letter and does not include the right to grant others permission to reproduce the instrument(s) except for versions made by nonprofit organizations for visually or physically handicapped persons. No additions or changes may be made without our prior written consent. You understand that your use of the LPI shall in no way place the LPI in the public domain or in any way compromise our copyright in the LPI. This license is nontransferable. We reserve the right to revoke this permission at any time, effective upon written notice to you, in the event we conclude, in our reasonable judgment, that your use of the LPI is compromising our proprietary rights in the LPI.

Best wishes for every success with your research project.

Sincerely,

Gabriel Sims