

# The Influence of the Head of Department's Transformational Leadership Style and Organizational Commitment on Lecturer's Job Satisfaction at a Private Higher Education Institute

Mohamad Fadli Shafiei<sup>1\*</sup>, Norlia Mat Norwani<sup>1</sup>

<sup>1</sup> Fakulti Pengurusan dan Ekonomi, Universiti Pendidikan Sultan Idris, Tanjung Malim, Malaysia

\*Corresponding Author: [fadli.shafiei@gmail.com](mailto:fadli.shafiei@gmail.com)

Received: 13 February 2025 | Accepted: 19 March 2025 | Published: 1 April 2025

DOI: <https://doi.org/10.55057/ijares.2025.7.2.25>

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**Abstract:** *This study aims to determine the influence of the head of department's transformational leadership style and organizational commitment on lecturers' job satisfaction at Private Higher Education Institutions, identifying the main dimensions of transformational leadership and organizational commitment that affect lecturers' job satisfaction. This survey study used a questionnaire answered by 379 lecturers who were selected by simple random sampling. The study data were analyzed using descriptive statistics such as mean and standard deviation, and inferential statistics such as t-tests, ANOVA, and multiple regression (stepwise). The findings show that the transformational leadership of the head of the department is at a high level with a mean value of 3.74 (SD = 0.70), organizational commitment is at a moderate level with a mean value of 3.25 (SD = 0.45) and lecturers' job satisfaction is at a high level with a mean value of 3.64 (SD = 0.59). Lecturers' job satisfaction through motivational factors is significantly influenced by transformational leadership and organizational commitment with an  $R^2$  value = 65.5%,  $p = 0.00$ . Lecturers' job satisfaction through hygiene factors is significantly influenced by transformational leadership and organizational commitment with an  $R^2$  value = 56.2%,  $p = 0.00$ . The highest contribution of transformational leadership to motivational and hygiene factors is from the dimension of individual consideration ( $B = .418$ ,  $p = 0.00$ ;  $B = .247$ ,  $p = 0.00$ ), while organizational commitment is respectively through the dimensions of continuance ( $B = .155$ ,  $p = 0.00$ ) and normative ( $B = .157$ ,  $p = 0.00$ ). In conclusion, effective transformational leadership and good organizational commitment can help improve lecturers' job satisfaction significantly. The findings of this study are suitable for reference by higher education institutions and the Ministry of Higher Education (MOHE) in an effort to foster the practice of transformational leadership and organizational commitment to ensure the success of human capital in the country.*

**Keywords:** Transformational Leadership, Organizational Commitment, Job Satisfaction

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## 1. Introduction

Education is crucial for any nation's progress. It's how we build a generation of capable, well-educated individuals ready to lead organizations and the country in the years to come. In today's fast-paced world, education must also keep up with global changes especially refer to the Industrial Revolution 4.0. A good education system will nurture smart, proactive and creative individuals aligning with the goals of the Malaysia Education Blueprint (MOHE, 2015).

Quality education isn't just about how teachers teach, it goes beyond the teaching and learning methods. In higher education, academic staff are the ones who make this happen.

Leadership in organizations is a hot topic for researchers because it has a big impact on how well the organization does and what employees achieve (Bass & Riggio, 2006; Yukl, 2010). Private universities and colleges are facing a lot of change and competition these days, so good leadership and a strong sense of commitment within the organization are really important for making lecturers happy in their jobs. Learning about how department heads lead using transformational leadership, how committed people feel to the organization and how satisfied lecturers are with their work can give us valuable information about how to improve their well-being and create a positive work environment for them.

### **1.1 Problem Statement**

The problems of lecturer job satisfaction are a significant concern in private higher education institutions in Malaysia. There have been various complaints heard from lecturers such as increasing workloads and income that is not commensurate with their services as stated in the studies by Bakar and Zulkifli (2019) and Mohamed and Omar (2017). This matter was also mentioned by Nor Azida et al. (2015), who reported hearing lecturers' complaints such as "dissatisfaction with teaching courses outside of their field," "difficulty obtaining cooperation from colleagues while carrying out tasks," "salary not commensurate with services," and "increasing management workload day by day, leading to a loss of focus in the teaching and learning process." Several issues have impacted lecturer satisfaction in this context and hindered well-being, productivity and the overall success of the organization.

The study by Mariani Omar (2022) indicates that problems or issues of job satisfaction among academic staff began to emerge during the Covid-19 pandemic, particularly concerning the distribution and scope of tasks, leadership and employers, opportunities for training, salary, workplace environment, rewards and recognition, and relationships with colleagues. Balancing teaching responsibilities, administrative duties and research expectations can create a sense of being overwhelmed and hinder job satisfaction among lecturers (Abdullah et al., 2020). Furthermore, the pressure to publish in high-impact journals and secure research grants can lead to the neglect of other aspects of their role, resulting in feelings of dissatisfaction among lecturers (Zahari & Jabar, 2019). The increase in workload and time pressure, stemming from a large influx of students, research publications, administrative tasks and the need for effective teaching methods can lead to lecturer burnout and reduced job satisfaction (Smith & Davis, 2021). Issues related to work-life balance, including long working hours and limited flexibility, can also contribute to lecturer dissatisfaction and negative well-being (Thomas & Johnson, 2018).

Furthermore, inadequate compensation and benefits are also a common concern. Private higher education institutions in Malaysia often face financial constraints, resulting in limited resources for competitive salary packages and professional development opportunities (Hassan et al., 2020). This can impact lecturer morale and job satisfaction, as they may feel undervalued and undercompensated (Looi & Lam, 2017). Limited resources and tight budgets can also impact the benefits the organization offers, the chances for professional development, and the overall support system for lecturers (Brown, 2019). Plus, if there aren't clear training programs, career development paths, or job security, that can also make lecturers unhappy with their jobs (Johnson et al., 2020). Therefore, there is a need for studies that examine the influence of the head of department's transformational leadership style and organizational commitment on the job satisfaction of lecturers in private higher education institutions.

## 1.2 Research Objective

- 1) To identify the level of transformational leadership style of the head of department in Private Higher Education Institutions.
- 2) To identify the level of organizational commitment and job satisfaction of lecturers in Private Higher Education Institutions.
- 3) To analyze the factors that contribute to the level of job satisfaction of lecturers in Private Higher Education Institutions.

## 1.3 Research Question

- 1) What is the level of transformational leadership style of the head of department in Private Higher Education Institutions?
- 2) What is the level of organizational commitment of lecturers in Private Higher Education Institutions?
- 3) What is the level of job satisfaction of lecturers in Private Higher Education Institutions?
- 4) Do transformational leadership and organizational commitment influence job satisfaction of lecturers in Private Higher Education Institutions?

## 2. Literature Review

### 2.1 Transformational Leadership

According to Bass (1985), transformational leadership is able to understand the needs of its followers to make changes, build a vision, become a benchmark for change and implement changes with a positive impact. It requires a close relationship between leaders and followers in this transformational leadership. Bass and Avolio (1994), This close relationship can occur when followers are given responsibility and authority, and bureaucratic obstacles that can hinder the closeness of the leader-follower relationship are removed, training and advice are provided, especially in the process of making decisions and solving problems, and open communication is encouraged so that sharing of ideas and important information can be done. All these actions are aimed at making followers feel happy, always motivated and committed to the task. Conger (1999), transformational leadership is leadership that goes beyond incentives for performance, to develop and encourage employees intellectually and creatively, and to transform their own concerns into an integral part of the organization's mission. According to Azhar et. al. (2020) Transformational leadership will also provide commitment and enthusiasm to its followers with this aim to create hope in the future and transformational leaders also believe that this world is known, understood and can be managed. Maisyura, Aisyah and Nur Ilham (2022), Transformational leadership is a leader who has characteristics that show charismatic behavior, generates motivation by paying attention to individuals so as to be able to give confidence to subordinates to come forward and lead change with confidence so that every step of change taken gets full support from the members of the organization they lead. The uniform outlook will help the reader to follow the article easily. This can be obtained effectively if author uses this template file to construct his or her paper.

#### 2.1.1 Transformational Leadership Theory

**The Transformational Leadership Theory by Bass (1985)** is a fundamental and widely recognized theory in the field of leadership. This theory comprises four main dimensions: idealized influence, intellectual stimulation, inspirational motivation, and individualized consideration. According to Bass and Riggio (2006), this theory has been extensively studied and adapted across various industries and sectors worldwide. It is highly relevant in understanding leadership practices that lead to positive organizational outcomes, employee

engagement, and increased follower performance. The study by Klaic et al. (2020) also mentions that the expected leadership is future-oriented or applies transformational leadership characterized by Bass (1985).

**The ideal influence** according to Bass (1985) consists of behaviors to build trust, build respect and become an exemplary leader to his followers. According to Arnold et. al. (2023), ideal influence refers to the admiration of followers for their leaders who provide clear vision and purpose and serve as positive role models. Asbari (2020) study says ideal influence means it provides influence that encourages the growth of new ideas.

**Inspirational Motivation** according to Arnold et. al. (2023) is the ability of leaders to inspire and motivate followers to achieve ambitious goals. Through this confidence and determination, leaders inspire followers to build confidence that they will achieve success. Qalati et. al. (2022) study says inspirational motivation is considered the ability of leaders to develop and articulate a vision and to provide challenging goals for employees.

**Intellectual Stimulation** according to Bass and Avolio (1994) is intellectual stimulation refers to increasing the ability of employees to think in their own way about how to carry out their work tasks. Qalati et. al. (2022) study says intellectual stimulation occurs when transformational leaders re-evaluate current assumptions, customs, and beliefs in the organization to recommend more new ideas and ways to complete tasks.

**Individualized Consideration** is one of the characteristics of transformational leaders, linking employee priorities to organizational development, directing them towards organizational goals and providing opportunities for training and career development (Bass & Avolio, 1994). Qalati et. al. (2022) study says individualized consideration is the ability of leaders to focus on individual needs for development and achievement while understanding them as their mentors or coaches.

## 2.2 Commitment Organizational

Organizational commitment is defined as a form of psychological attachment that involves the characteristics of the relationship between employees and the organization and has an impact on an individual's decision to continue working in the organization (Meyer & Allen, 1991). Ivancevich, Konopaske, and Matteson (2011) state that commitment is a feeling of identification, involvement, and loyalty expressed by employees towards the company. Organizational commitment can positively influence employee performance and productivity, reduce absenteeism, and improve the quality of work-related life (Honer & Burchell, 2022). Rahmatullah (2022) states that commitment is a key value in realizing organizational stability, while organizational commitment is very meaningful because organizations want employees who have great organizational commitment so that the organization can continue to survive and improve the services and products it produces.

### 2.2.1 Commitment Organizational Theory

Organizational Commitment Theory is a well-known research area within organizational behavior and management. According to Fung Wu (2006), organizational commitment is a variable that relates to and influences the values, attitudes and behaviors of members in an organization. Meyer and Allen (1997) have developed the Three Component Theory of Commitment, which encompasses three types of organizational commitment: affective, continuance, and normative commitment. Baco, Arifin and Awang (2020) state that this three-

component model introduced by Meyer & Allen is to study organizational commitment from various modal and psychological perspectives.

**Normative commitment** reflects employees who commit due to a sense of responsibility (Meyer & Allen, 1991). Billy and Taat (2020) study supports previous researchers that this normative element relates to feelings of gratitude and indebtedness to the organization, which causes them to continue working even when faced with pressure from others.

**Affective commitment** is defined as "emotional attachment to the organization such that the highly committed individual identifies with, is involved in, and enjoys membership in the organization" (Allen & Meyer, 1990). Othman and Busari (2023) study states that affective commitment is often associated with high-quality work performance and the desire to stay with the organization for a long period.

**Continuance commitment** is related to employees' cost-benefit analysis, such as the loss of economic investment and the difficulty of finding new jobs (Meyer & Allen, 1991). Othman and Busari (2023) study states that this continuance commitment is due to the need to stay in the organization rather than a desire.

## 2.3 Job Satisfaction

Job satisfaction can be achieved if employees' needs and wants can be fulfilled and organizational achievement can be maximized. According to Davidescu et al. (2020), job satisfaction is a crucial criterion that should not be estimated beyond the existing level and represents a combination of psychological, physiological and environmental circumstances that determine employees' satisfaction with their jobs, emotional stability, and meticulousness. According to Hee et al. (2018), job satisfaction can be defined as employees' pleasure or displeasure while they are working. Nemteanu, Dinu and Dabija's (2021) study states that job satisfaction represents one of the most important topics addressed by the literature on human resources and a core element of organizational development. Rich et al.'s (2010) study states that job satisfaction reveals employees' emotional states, beliefs, and enhancements through mental processes. Emotional reactions and responses to work and job dimensions.

### 2.3.1 Job Satisfaction Theory

Based on research conducted by Gibson et al. (1996), Herzberg's Two-Factor Theory was founded by Frederick Herzberg (1959), a well-known psychologist and management consultant. Kariming and Abdul Said (2018) mention that Frederick Herzberg expanded Maslow's motivation theory and developed a specific theory that can be implemented in work motivation. Both factors are motivator and hygiene factors. Shahril and Nasir (2023) state that Herzberg's two-factor theory provides a useful framework for understanding the factors that contribute to job satisfaction.

**Motivational factors** are drivers of human behavior related to the nature of the job, but not necessarily with the surrounding conditions or environment, namely achievement, recognition, the job itself, responsibility and advancement (Atalic Hilmi et al., 2016). Mohammad Chin, Syed Azizi and Ramraini (2018), through their study, state that recognition, achievement, advancement and responsibility are the main determinants of job satisfaction and are defined as job content, intrinsic or motivational factors. According to Rai, Thekkekara and Kanhare (2021) study, "Motivational" factors such as the level of power and equal responsibility, providing recognition and appropriate career advancement, achievement, personal growth and interest in the job can drive motivation.

**Hygiene factors** are external factors that can reduce morale but cannot provide lasting motivation regarding company policies and administration, supervision, salary, interpersonal relationships and working conditions (Herzberg, 1971). According to Rai, Thekkekara and Kanhare (2021) study, "hygiene" factors such as organizational policies, interpersonal relationships, job security, physical working conditions, salary and quality of supervision can cause job dissatisfaction if not provided. Meanwhile, Toytok and Acar (2021) study supports the statements of other researchers by stating that hygiene factors in the theory have been determined such as organizational policies and management, supervision, relationships with managers, relationships among employees, salary, working conditions, employee life and employee relationships with sub-personnel, safety and status.

### 3. Methodology

#### 3.1 Research Design

This research uses a quantitative approach by using a questionnaire survey to collect data. The quantitative research approach was chosen to collect numerical data that can be statistically analyzed. The reason for choosing the quantitative approach is that it allows for the systematic and structured measurement of key variables such as transformational leadership, organizational commitment, and job satisfaction. According to Chua (2006), the research design is a procedure for collecting and processing data based on specific and systematic planning involving a series of variables in a study.

#### 3.2 Population and Sample of the Study

This study focuses only on lecturers serving in Private Higher Education Institutions and does not involve administrators in Private Higher Education Institutions. Therefore, the samples distributed are only to lecturers in Private Higher Education Institutions. Based on information obtained from the Department of Higher Education (2022), the total number of Private Higher Education Institutions, which includes Universities, Universities (Branch Campuses), Foreign University Branch Campuses, University Colleges and colleges, is 416 throughout Malaysia. Meanwhile, information obtained from the Ministry of Higher Education through Higher Education Statistics (2022) states that the total number of lecturers in Malaysia who are in Private Higher Education Institutions is 29,413 people. Based on the Krejcie and Morgan (1970) sample size determination table, the number of samples required for the Private Higher Education Institutions lecturer population of 29,413 people is 379 respondents.

#### 3.3 Instrument of Study

The use of the questionnaire survey method allows researchers to obtain information and data related to transformational leadership and organizational commitment to lecturers' job satisfaction. The questionnaire consists of 2 parts, namely part A covering demographic information and part B covering transformational leadership, organizational commitment and job satisfaction, which in total has 65 items. The researcher has adapted the questionnaire for this study by using existing questionnaires from other successful researchers and taking items that are suitable for this study.

#### 3.4 Data Gathering Procedure

The first step is to ensure the correct and appropriate research population and sample. The second step is to obtain a letter of permission to conduct the study from the Universiti Pendidikan Sultan Idris (UPSI). The third step is to obtain a letter of permission to conduct the study from the Ministry of Higher Education. The letter of permission from Ministry of Higher Education is very important because the study to be conducted is at Private Higher Education

Institutions. The fourth step is for the researcher to apply for permission from the selected IPTs by including the permission letters from UPSI and Ministry of Higher Education. Private Higher Education Institutions are selected by simple random sampling according to the zones that have been listed. Next, the fifth step is to distribute the questionnaires online after obtaining permission from the Private Higher Education Institutions. The questionnaires are distributed online to respondents via email or through assistance and channels from the Private Higher Education Institutions. The data collected from the distribution of the questionnaires are analysed and reported according to the research questions posed.

### 3.5 Data Analysis

The data obtained from the questionnaires that have been answered by respondents will be processed using SPSS version 25.0. The data analysis of this study involves the use of descriptive statistics and inferential statistics. The descriptive statistics used are such as mean frequency, percentage and standard deviation. Meanwhile, the inferential statistics used are such as analysis of variance (ANOVA) test, T-test and Multiple Regression Test.

## 4. Results and Findings

### 4.1 What is the level of transformational leadership style of the head of department in Private Higher Education Institutions?

The transformational leadership style of department heads at Private Higher Education Institutions is at a high level. This is because the mean score for transformational leadership is 3.74. Based on the Interpretation of Mean Scores (Table 1), a mean score of 3.41 - 4.20 is at a high level. The findings of this study also indicate that the dimensions within transformational leadership also have mean scores at a high level. The contribution of the department heads transformational leadership style at Private Higher Education Institutions is still at a high level.

**Table 1: Mean Scores and Standard Deviations for Transformational Leadership Dimensions**

Dimension	Number	Mean	SD	Level
Idealized Influence	380	3.97	0.74	High
Intellectual Stimulation	380	3.72	0.84	High
Inspirational Motivation	380	3.74	0.77	High
Individualized Consideration	380	3.54	0.85	High
Overall	380	3.74	0.70	High

### 4.2 What is the level of organizational commitment of lecturers in Private Higher Education Institutions?

The organizational commitment of lecturers at Private Higher Education Institutions is at a moderate level. This is because the score for organizational commitment is a mean of 3.25 and a standard deviation of 0.45. Based on the Interpretation of Mean Scores (Table 2), a score of 2.61 - 3.40 is at a moderate level. The findings of this study also indicate that the dimensions within organizational commitment also show a moderate level. The contribution of organizational commitment of lecturers at Private Higher Education Institutions is still at a moderate level.

**Table 2: Mean Scores and Standard Deviations for Organizational Commitment Dimensions.**

Dimension	Number	Mean	SD	Level
Affective	380	3.10	0.47	Moderate
Continuance	380	3.39	0.77	Moderate
Normative	380	3.27	0.55	Moderate
Overall	380	3.25	0.45	Moderate

### 4.3 What is the level of job satisfaction of lecturers in Private Higher Education Institutions?

The job satisfaction of lecturers at Private Higher Education Institutions is at a high level. This is because the score for job satisfaction is a mean of 3.64 and a standard deviation of 0.59. Based on the Interpretation of Mean Scores (Table 3), a mean score of 3.41 - 4.20 is at a high level. The findings of this study also indicate that the dimensions within job satisfaction show scores at a high level. The contribution of job satisfaction of lecturers at Private Higher Education Institutions is still at a high level.

**Table 3: Mean Scores and Standard Deviations for Job Satisfaction Dimensions**

Dimension	Number	Mean	SD	Level
Motivation	380	3.70	0.72	High
Hygiene	380	3.58	0.56	High
Overall	380	3.64	0.59	High

### 4.4 Do transformational leadership and organizational commitment influence job satisfaction of lecturers in Private Higher Education Institutions?

The findings of the study show that there are dimensions of transformational leadership and organizational commitment that significantly and insignificantly influence the motivation factor based on Table 4 and Table 5. The findings that contribute significantly are through the dimensions of individualized consideration ( $p = 0.00$ ), inspirational motivation ( $p = 0.00$ ), continuance ( $p = 0.00$ ) and normative ( $p = 0.21$ ). Meanwhile, the findings that are insignificant or do not contribute are the dimensions of idealized influence ( $p = 0.91$ ), intellectual stimulation ( $p = 0.339$ ) and affective ( $p = 0.170$ ).

**Table 4: Multiple Regression (Stepwise) Analysis Results for Job Satisfaction (Motivation)**

Model of Variables Entered		Method
1	Idealized Influence Intellectual Stimulation Inspirational Motivation Individualized Consideration	Entered
2	Affective Continuance Normative	Entered

a. Dependent Variable: Lecturer Job Satisfaction (Motivation)

**Table 5: Beta Coefficient Results**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
Transformation (Constant) Leadership	.430	.190		2.263	.024
Idealized Influence	.074	.043	.077	1.697	.091
Intellectual Stimulation	.043	.045	.057	.957	.339
Inspirational Motivation	.177	.046	.191	3.854	.000
Individual Consideration	.418	.042	.497	9.996	.000
Organizational Commitment					
Affective	-.068	.049	-.045	-1.375	.170
Continuance	.155	.032	.168	4.923	.000
Normative	.109	.047	.084	2.327	.021

a. Dependent Variable: Lecturer Job Satisfaction (Motivation)

Furthermore, the findings show the dimensions of transformational leadership and organizational commitment towards the hygiene factor in Table 6 and Table 7. The findings that contribute significantly are through the dimensions of idealized influence ( $p = 0.05$ ), inspirational motivation ( $p = 0.00$ ), individualized consideration ( $p = 0.00$ ), continuance ( $p = 0.00$ ), and normative ( $p = 0.00$ ). Meanwhile, the findings that are insignificant or do not contribute to the hygiene factor are the dimensions of intellectual stimulation ( $p = 0.795$ ) and affective ( $p = 0.050$ ).

**Table 6: Results of Multiple Regression (Stepwise) Analysis for Job Satisfaction (Hygiene)**

Model of Variables Entered		Method
1	Idealized Influence Intellectual Stimulation Inspirational Motivation Individualized Consideration	Entered
2	Affective Continuance Normative	Entered

a. Dependent Variable: Lecturer Job Satisfaction (Hygiene)

**Table 7: Beta Coefficient Results**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
Transformation (Constant) Leadership	1.092	.166		6.584	.000
Idealized Influence	.107	.038	.143	2.818	.005
Intellectual Stimulation	.010	.039	.015	.260	.795
Inspirational Motivation	.144	.040	.199	3.575	.000
Individual Consideration	.247	.037	.378	6.757	.000
Organizational Commitment					
Affective	-.85	.043	-.072	-1.964	.050
Continuance	.108	.028	.150	3.905	.000
Normative	.157	.041	.156	3.828	.000

a. Dependent Variable: Lecturer Job Satisfaction (Hygiene)

The transformational leadership variables through the dimensions of 'idealized influence', 'intellectual stimulation', 'inspirational motivation', 'individualized consideration' and the organizational commitment variables through the dimensions of 'affective', 'continuance', 'normative' have influenced and contributed to lecturer job satisfaction through the dimensions of 'motivation' and 'hygiene'. This can be seen in Table 8 with an R<sup>2</sup> value of .655, equivalent to 65.5%. This has contributed a strong influence on lecturer job satisfaction for the motivation dimension. The remaining 34.5% of lecturer job satisfaction is contributed by other factors. Meanwhile, Table 9 with an R<sup>2</sup> value of .562, equivalent to 56.2%, has also contributed a strong influence on lecturer job satisfaction for the hygiene dimension. The remaining 43.8% of lecturer job satisfaction is contributed by other factors. The largest contribution to lecturer job satisfaction can be seen from the motivation dimension.

**Table 8: Model Summary**

Model	R	R Square	Adjusted R Square
1	.813 <sup>a</sup>	.661	.655

a. Predictors: (Constant), Idealized Influence, Intellectual Stimulation, Inspirational Motivation, Individualized Consideration, Affective, Continuance, Normative

**Table 9: Model Summary**

Model	R	R Square	Adjusted R Square
1	.755 <sup>a</sup>	.570	.562

a. Predictors: (Constant), Idealized Influence, Intellectual Stimulation, Inspirational Motivation, Individualized Consideration, Affective, Continuance, Normative

The results of the ANOVA test in Table 10 found an F value of 103.601 and  $p = <0.00$ . The resulting significance level shows it is less than 0.05 ( $p < .05$ ). Meanwhile, the ANOVA test in Table 11 found an F value of 70.578 and  $p = <0.00$ . This indicates that the regression model can be used to predict lecturer job satisfaction for both the 'motivation' and 'hygiene' dimensions. Therefore, the organizational leadership style and organizational commitment factors significantly influence Private Higher Education Institutions lecturer job satisfaction.

**Table 10: ANOVA Results**

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	128.305	7	18.329	103.601	.000 <sup>b</sup>
Residual	65.815	372	.177		
Total	194.120	379			

a. Dependent Variable: Lecturer Job Satisfaction (Motivation)

b. Predictors: (Constant), Idealized Influence, Intellectual Stimulation, Inspirational Motivation, Individualized Consideration, Affective, Continuance, Normative

**Table 11: ANOVA Results**

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	66.768	7	9.538	70.758	.000 <sup>b</sup>
Residual	50.274	372	.135		
Total	117.042	379			

a. Dependent Variable: Lecturer Job Satisfaction (Hygiene)

b. Predictors: (Constant), Idealized Influence, Intellectual Stimulation, Inspirational Motivation, Individualized Consideration, Affective, Continuance, Normative

## 5. Recommendation for future study

To obtain a better and more comprehensive study, it is recommended that future studies be extended to all lecturers in Higher Education Institutions throughout Malaysia to examine the level of transformational leadership and organizational commitment towards lecturers' job satisfaction. This study only focuses on lecturers' perceptions of the transformational leadership practices implemented by heads of departments and organizational commitment practices in IPTS. Further studies can be conducted by involving heads of departments or higher levels. By obtaining perceptions from heads of departments or higher levels, comparisons can be made to examine the relationships between research variables comprehensively. Perceptions from these parties can strengthen the research data that can contribute to the interpretation of research findings.

Furthermore, this study is a quantitative study that has its own limitations. It is generally known that quantitative studies can only explain a study in general terms. This study also only uses questionnaires as an instrument to collect research data. Therefore, future studies can be expanded and developed by combining quantitative and qualitative methods (mixed-methods). This combination can be seen with the addition of interview and observation methods to obtain

information from respondents. This is very suitable for transformational leadership and organizational commitment practices, which are seen as quite complex and time-consuming to study. According to Kamarudin, Starr, Abdullah & Husain (2014), this combined method is able to provide better evidence related to a studied problem compared to using only one method.

## 6. Conclusion

Every Private Higher Education Institution needs to implement transformation towards global and millennial-level education. Therefore, it is clear that the study conducted, namely the level of transformational leadership of heads of departments and organizational commitment towards lecturers' job satisfaction in Private Higher Education Institution, is very appropriate and in line with the higher education plan formulated by the Ministry of Higher Education. The study findings also show that effective transformational leadership and good organizational commitment can significantly help increase lecturers' job satisfaction. Therefore, it is important for Private Higher Education Institution to take steps to improve and enhance transformational leadership and organizational commitment in the institution to increase lecturers' job satisfaction. Lecturers' job satisfaction in Higher Education Institution is very important because the role they play involves the future of the country. Lecturers' job satisfaction will affect work performance, especially in teaching and learning, motivation in research and overall organizational effectiveness. In the era of globalization and international education competition, Higher Education Institution needs to ensure that the level of lecturers' job satisfaction is at its best to attract and retain the best talent in the industry.

Finally, the Ministry of Higher Education needs to continue to provide support, assistance and cooperation to Higher Education Institution institutions to elevate the dignity of the country's education to a global standard. The institutions, in turn, need to implement the role of transformational leadership in shaping a positive organizational culture, inspiring and providing encouragement and support to lecturers to continue to implement transformation. In addition, it is also the responsibility of the institutions to ensure that their level of organizational commitment is in the best condition. Lecturers, in turn, need to give their full commitment in educating the nation's children to ensure that everyone receives the best education. With quality and dedicated lecturers, talented and holistic new generation graduates will be produced.

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