

Social Work & Education

©SW&E. 2022

UDC 378.124: 37.088.2/316.46 (624)

DOI: 10.25128/2520-6230.22.2.6

Onia, S. I., Rmadan, A. F. (2022). The effect of transformational leadership practices on staffs' job satisfaction at Gezira University in Sudan. *Social Work and Education*, Vol. 9, No. 2. pp. 256-267. DOI: 10.25128/2520-6230.22.2.6.

THE EFFECT OF TRANSFORMATIONAL LEADERSHIP PRACTICES ON STAFFS' JOB SATISFACTION AT GEZIRA UNIVERSITY IN SUDAN

Saifaldin Idris Onia, 

Assistant Professor, Department of Foundations of Education & Educational Administration, Faculty of Education, University of Khartoum, Sudan;
saifonia89@gmail.com
ORCID ID: <https://orcid.org/0000-0002-7451-7761>

Amel Farage Rmadan,

Assistant Professor, Department of Educational Sciences, Faculty of Education, Gezira University, Sudan;
amelfarag99@gmail.com

Abstract. This study aimed to investigate the effect of transformational leadership on job satisfaction among staff of Gezira University. To this end, this study used a correlational research design. 332 participants were taken through stratified random sampling techniques. Data were collected from staff members using a closed-ended questionnaire. Data were analyzed through descriptive and inferential statistics like mean scores, one-sample t-test, Pearson correlation, and multiple regression analysis respectively. The study found that transformational leadership was practiced at Gezira University with its different dimensions. The aggregate level of staff job satisfaction at Gezira University was high in general. The results also indicate that there was a positive and moderate relationship between transformational leadership practices and job satisfaction at Gezira University. Besides, transformational leadership effect the level of job satisfaction at Gezira University. The study recommended Gezira University should organize training programs, courses, and workshops aimed at equipping staff members with leadership skills and competencies that enhance the practices of transformational leadership.

Keywords: transformational leadership; job satisfaction; Gezira University; staff members.

Article history:

Received: March 30, 2022

1st Revision: May 18, 2022

Accepted: June 30, 2022

Introduction

In order to get the things done by others, managers are required to guide and lead different people. Moreover, leadership is considered as an important element of directing process. Also, leadership is the ability to influence others (Northouse, 2013). Leadership quality is required and it plays an important role in the success or failure of an organization. It depends upon situation; in one situation a leader may be effective whereas in the other, s/he may not be effective. Accordingly, a leader needs to change his leadership style considering the needs of the situation. In this regard, Burns' (1978) stated that transformational leadership styles are the most prominent. He manifested that transformational leaders are those who involve themselves with others in a certain way in that both leaders and subordinates can increase motivation and working spirit to a much higher level.

Transformational leadership is comprised of four dimensions named idealized influence, intellectual stimulation, inspirational motivation, and individualized consideration. It is important to figure which dimension better suits the job satisfaction in the context of the study. Inspirational motivation refers to the process by which leaders motivate their followers in achieving organizational goals. An idealized influence leadership relates to formulation of vision by the leaders to motivate followers. Another dimension is the individualized consideration where followers act as a mentor or coach and guides each individual follower. The fourth dimension is Intellectual stimulation which relates to motivating and inspiring their followers to work in achieving organization's goals. This type is highly required in higher education (Avolio, Bass, & Jung (1997). It is important to view these dimensions in relation to job satisfaction.

Scholar such as Avolio and Bass (1988) believe that transformational leadership is effective than in achieving higher productivity, higher job satisfaction and lower employee turnover rates in higher education rather than other styles of leadership. In this respect transformational leadership allows presidents to establish an ethos of stability while engaging stakeholders in a meaningful and productive manner. A university president who demonstrates Transformational Leadership will motivate staff and faculty to achieve superior performance, higher job satisfaction, and higher levels of commitment to the institutional goals and vision (Bass & Riggio, 2006). Therefore, appropriate leadership for managing transformation and change is urgently needed.

Job satisfaction is one factor that contributes to the success of an organization particularly in managing human resource. Some workers may be satisfied with certain aspects of their work and feel dissatisfied with other aspects (Munir, Rahman, Malik & Ma'amor, 2012). In this regard, Locke (1976) stated job satisfaction as a pleasurable or positive emotional state resulting from the appraisal of one's job and job experience. This results from the perception that an employee's job actually provides for what he or she values in the work situation. These include recognition, pay, supervision, professional development, autonomy, decision-making and co-worker interrelationships. In study conducted by (John, 2018) to examine the influence of transformational leadership style on job satisfaction in a higher education institution, the findings indicates that there is a positive and significant linear relationship and declares significant impact of transformational leadership on job satisfaction. It is also proved that the quality of

leadership will surely improve the level of Job satisfaction. The leader's personality and ability have a dominant effect on employees' morale and commitment to the organization.

For the success of an organization, two factors are fundamental; they are effective leadership and job satisfaction of an employee. Employees who have high job satisfaction do more effort in order to perform their assigned tasks and to pursue the interests of an organization. An organization with employees who have high job satisfaction can retain and attract employees with the skills that it needs. According to Bogler (2001) leadership styles affect different working environment, which directly affects the employee's job satisfaction. Hence, investigating the relationship between transformational leadership behavior and staff job satisfaction is important for the success of institutions of higher education. Also it is necessary to determine whether transformational leadership is an appropriate leadership style for change management and transformation in the higher education setting in the Sudan in general and locally in the University of Gezira to achieve staff satisfaction.

A review of relevant literature reveals various relationships between transformational leadership and job satisfaction. In study conducted by Tucker et al. (1992) argued that leaders who wanted to enhance their subordinates' satisfaction should exhibit transformational leadership behavior. Hetland and Sandal (2003) revealed a modest relationship was found between transformational leadership and personality. Sung's (2007) found that, the faculty members working with the leader who was exercising transformational leadership behavior showed more satisfaction. Hukpati (2009) investigated the relationship between transformational leadership style of the heads of departments and employee job satisfaction in tertiary institutions in Ghana. Moreover, universities must retain satisfied employees to enhance productivity and reduce turnover. Hence, transformational leadership was the factor that best explained the job satisfaction (Webb, 2009; Bateh, 2013; Amir Sadeghi and Zaidatol, Pihie, 2013; Nazim and Mahmood, 2016; Ali, Said, Yusof, and Mat, 2016).

Thus, to create a positive organizational climate, reach goals more easily, you need to employ a leadership style to achieve this, may be transformational leadership can be the best style to do that (Aydin, Sarier, &Uysal, 2013). Chipunza (2010) found that transformational leadership style has shown significant achievement in growth and improvements in mergers and policies and for the development of innovative higher education. Likewise, transformational leadership acts as a driving force for organizational performance and innovation side by side job satisfaction of employees as transformational leader interact with subordinates to motivate them, and facilitate employees to work up to mark (Hussain et al., 2014). This is because the job satisfaction level may contribute more positively to the overall success of institutions of higher education. In this respect examining the transformational leadership style to attain the job satisfaction among the staff of the Gezira University in the Sudan motivated researchers to conduct this study. Therefore, the current study seeks to investigate the effect of transformational leadership on staff job satisfaction. Accordingly, the study is successfully seeking answers to the following research questions:

1. What is the extent of transformational leadership practice at Gezira University as perceived by its staff?
2. What is the level of job satisfaction among the staff at Gezira University?

3. Is there a significance relationship between transformational leadership and job satisfaction among the staff of the Gezira University?
4. To what extent does transformational leadership affect job satisfaction among staff members of GU?

Methodology

The correlation research design was applied in this study. A correlational design provides an opportunity for you to predict scores and explain the relationship among variables. In correlational research design, investigators use the correlation statistical test to describe and measure the degree of association (or relationship) between two or more variables or sets of scores (Cresweel, 2012). Therefore, it was used to investigate the relationship and effect of transformational leadership on job satisfaction at Gezira University.

The population for this study comprises of all teachers in different 20 colleges in the Gezira University. The number of teachers in the university is 1226. In this study, the teachers of Gezira University were selected through stratified random sampling technique because it allows the researcher to select the participants from each category that leads to create sample representative of a given population. The estimated size of sample from the target population of 1226 teachers, at 95% confidence level with 5% level of precision is found to be 332 teachers. The researcher applied Yamane's (1967) formula to determine the sample size: $n = \frac{N}{1+N/(e^2)}$, where: n = sample size, N = Population size 2146, and e = level of precision 0.05. Hence, $n = \frac{1226}{1+1226/(0.0025)} = 302$.

After added 10% from the sample, the estimated sample size becomes 332 respondents to compensate for persons who the researcher is unable to contact (Israel, 1992).

In this study, the questionnaire was used as a data gathering tool which consists of two parts. The First part of the questionnaire is Multifactor Leadership Questionnaire (MLQ) Form 6S in order to rate the four dimensions of transformational leadership contains of 12 items (3 items for each dimension) with five points scale (1= strongly disagree, 2 = disagree, 3 = partially agree, 4 = agree, 5 = strongly agree). The questionnaire is designed to identify the staffs' perceptions of Transformational leadership at the Gezira University and the staff views about the implementation of transformational leadership in the institution. The second part of the questionnaire will be related to job satisfaction of the staff members. It will be used to identify and measure the levels of job satisfaction among the staff in Gezira University. The questionnaire will be developed from the Minnesota Satisfaction Questionnaire (MSQ) and Lester (1987) Teacher Job Satisfaction Questionnaire (TJSQ); for measuring the satisfaction of individuals having twenty aspects of working environment with five points scale (5 = very satisfied, 4 = satisfied, 3 = natural, 2 = dissatisfied, 1 = very dissatisfied).

A pilot study was conducted prior to the final administration of the questionnaires with all respondents. In order to check the reliability of the researcher instruments a pre-test was carried out on 40 teachers in a faculty of education in (Hantoub), those who were not involved in the respondents. The results of Cronbach's alpha was 0.939 for transformational leadership and 0.879 for job satisfaction.

Findings

This section mainly concerns the presentation of the study results based on the data collected using a questionnaire.

1. The extent of transformational leadership practices at Gezira University

To examine the transformational leadership practices at Gezira University, one sample t-test analysis was employed for aggregate transformational leadership practices and their sub-dimensions. Hence, the mean scores, test values, and standard deviations of the variables were computed, and the result is shown in Table 1.

Table 1: One sample t-test of the extent of transformational leadership practices at Gezira University

Dimensions	N	Mean	Test Value	Std. Deviation	T	df	Sig. (2-tailed)
Idealized influence	332	9.4828	6	2.86659	22.138	331	.000
Inspirational motivation	332	9.6045	6	2.69672	24.354	331	.000
Intellectual stimulation	332	8.8439	6	3.14506	16.476	331	.000
Individual consideration	332	8.9611	6	2.87164	18.788	331	.000
Overall transformational leadership practices	332	36.8923	24	9.93150	23.653	331	.000

As it is clearly indicated in Table 1, the mean values of each dimension of transformational leadership practices (idealized influence $m = 9.4828$, inspirational motivation $m = 9.6045$, intellectual stimulation $m = 8.8439$, and individual consideration $m = 8.9611$) were significantly higher than their respective test values which were (6) for all of them at their respective $t(331) = 22.138, 24.354, 16.476,$ and 18.788 at $p < .05$. The results imply that idealized influence, inspirational motivation, intellectual stimulation, and individual consideration were practiced at Gezira University.

Besides, the mean of the aggregate score of transformational leadership practices (36.8923) was also significantly greater than the expected test value (24) at $t(331) = 23.653, p < .05$. Since the aggregate mean value was significantly higher than its test value, the result shows that the transformational leadership was practiced at Gezira University with its different dimensions.

2. The level of job satisfaction among the staff at Gezira University

To describe the level of staff job satisfaction at Gezira University, a one-sample t-test was employed, and the result is shown in Table 2 below.

Table 2: One sample t-test of the level of job satisfaction among the staff at Gezira University

Factors	N	Mean	Test Value	Std. Deviation	T	df	Sig. (2-tailed)
Work itself	332	11.9418	12	2.67830	-.396	331	.692
Pay	332	8.6225	12	3.53653	-17.401	331	.000
Promotion	332	14.4580	12	2.99075	14.975	331	.000
Work Condition	332	11.9075	12	3.02930	-.557	331	.578
Supervision and Coworkers	332	15.7682	12	3.00761	22.828	331	.000
Overall staff job satisfaction	332	62.6980	60	10.45617	4.702	331	.000

The result in Table 2 shows that the mean scores of the promotion (14.4580), and supervision and coworkers (15.7682) were found to be significantly higher than the respective test values (12) at $t(331) = 14.975, 22.828$, and $p < 0.05$. The meaning is that the staff of the Gezira University was demonstrating high level of job satisfaction in these two dimensions. On the other hand, the mean score for work itself, pay, and work condition dimensions of job satisfaction was (11.9418, 8.6225, and 11.9075) was lower than the expected mean (12) at $t(331) = -.396, -17.401$, and $-.557$ at $p < 0.05$. This indicates that the staff members were not satisfied in dimensions. In addition, the overall mean score of job satisfaction (62.6980) was also significantly more significant than the expected test value (60) at $t(331) = 4.702$ and $p < .05$. This means the aggregate level of staff job satisfaction at Gezira University was high as a general.

3. The relationship between transformational leadership and job satisfaction

To investigate the relationship between transformational leadership practices and job satisfaction, the Pearson correlation coefficient was used. Considering that correlation of 0.90 to 1.00 Very high correlation; 0.70 to 0.89 High correlation; 0.50 to 0.69 Moderate correlation; 0.30 to 0.49 Low correlation; and 0.00 to 0.29 little if any correlation. The results are shown in Table 3.

Table 3: Pearson correlation for the relationship between transformational leadership and job satisfaction among the staff of the Gezira University

Variables	1	2	3	4	5	6
1. Idealized influence	1					
2. Inspirational motivation	.636**	1				
3. Intellectual stimulation	.581**	.694**	1			
4. Individual consideration	.574**	.664**	.730**	1		
5. Transformational Leadership	.811**	.867**	.884**	.866**	1	
6. Job Satisfaction	.546**	.399**	.386**	.414**	.508**	1

** . Correlation is significant at the 0.01 level (2-tailed).

Table 3 presents the result obtained from correlation analysis of the transformational leadership practices and job satisfaction. The results of correlation analysis revealed that, at 0.01 alpha level, the dimensions of transformational leadership practices (namely idealized influence, inspirational motivation, intellectual stimulation, and individual consideration) were positive and moderately correlated with the job satisfaction at their respective r values ($r = .546^{**}, .399^{**}, .386^{**}, .414^{**}$) and ($p < 0.01$). Moreover, in the same table, the result of correlation analysis revealed that the scores of the dimensions of transformational leadership were positive and significantly high correlated among themselves.

Table 3 also indicates that the overall transformational leadership practices were positive and moderately correlated with the job satisfaction at $r = .508^{**}$ and $p < 0.01$. This indicates that there was positive and moderate relationship between transformational leadership practices and job satisfaction at Gezira University.

4. The effect of transformational leadership on job satisfaction

To answer this question multiple regression analysis was used to analyze the relationship and to see the significant effect of the transformational leadership on job satisfaction. Multiple regression analysis was used after confirming the conditions of its use.

Table 4: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.560 ^a	.313	.305	8.71811

a. Predictors: (Constant), Individual consideration, Idealized influence, Inspirational motivation, Intellectual stimulation

Table 4 shows that the value of $R = .560$ is the level of prediction, and $R^2 = .313$, which is the proportion of variance in the dependent variable that the independent variables can explain. The meaning is that independent variables (dimensions of transformational leadership) explain 31 % of the variability of the dependent variable (job satisfaction).

Table 5: ANOVA test

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	11334.956	4	2833.739	37.283	.000 ^b
	Residual	24853.786	327	76.005		
	Total	36188.742	331			

N = 332

a. Dependent Variable: Job Satisfaction

b. Predictors: (Constant), Individual consideration, Idealized influence, Inspirational motivation, Intellectual stimulation

Table 5 shows that the dimensions of predictors' variables of transformational leadership practices are entered into the regression model. The regression results indicated that the dimensions of transformational leadership practices jointly significantly predicted the job satisfaction ($F(4, 327) = 37.283$; $p < 0.05$). Therefore, the result of ANOVA is significant. This means that the regression is significant, and there is a relationship between transformational leadership practices and job satisfaction. To identify the predictor variables that explained a significant amount of the variance in the dependent variable (job satisfaction), significance tests of the regression coefficients were conducted. The results of these significant tests are shown in Table 6 below.

Table 6: Test of Significant Predictors of the job satisfaction

Model		Unstandardized	Standardized	t	Sig.
		Coefficients			
		B	Beta		
1	(Constant)	41.777		21.790	.000
	Idealized influence	1.646	.451	7.255	.000
	Inspirational motivation	.037	.010	.133	.894
	Intellectual stimulation	.060	.018	.245	.807
	Individual consideration	.494	.136	1.889	.060

$R^2 = .313$; Adjusted $R^2 = .305$

a. Dependent Variable: Job Satisfaction

To explore the predictive ability of dimensions of transformational leadership practices; Individual consideration, Idealized influence, Inspirational motivation, Intellectual stimulation on job satisfaction, stepwise multiple regressions were employed. As shown in Table 6, only the idealized influence dimension was significant

predictor of job satisfaction. This dimension of transformational leadership practices accounted for a statistically significant amount of variability in the job satisfaction ($R^2 = .305$, $F(4, 327) = 37.283$; $p < 0.05$).

Thus, it was likely to see that 31% of the variance in the job satisfaction is explained by the contributions of the idealized influence dimension. For instance, the Beta coefficient (β) of 0.451 suggests that for every one-unit increment of the idealized influence, there was a 0.451 unit of increment in the job satisfaction. In other words, it was revealed that the job satisfaction increased by 45.1% when the contribution of idealized influence increased by a unit. The rest three variables; individual consideration, inspirational motivation, intellectual stimulation was excluded by the model since it had no contribution to the job satisfaction at their respective ($\beta = .010$, $.018$, $.136$, and $\text{sig} = .894$, $.807$, $.060 > 0.05$).

Discussion

Based on the findings of this study, the Gezira University demonstrated transformational leadership behavior. To elaborate, the dimensions of transformational leadership; idealized influence, inspirational motivation, intellectual stimulation, and individual consideration was practiced in the Gezira University. This result agreed with the Daniels and GooDboy (2014) revealed that transformational leadership is an important predictor of student learning in the U.S. college classroom. Basham (2010) asserts that the elements of transformational leadership, specifically motivating and stimulating followers toward the collective mission, must be combined with a university presidents "individual quality of commitment demonstrated with passion, intensity, and persistence" in order for that institution to achieve success.

According to the finding of study, the staff of the Gezira University was demonstrate low level of job satisfaction in factors; work itself, pay, and work condition. This result seems to agree with Tai (2014) who explored the levels of job satisfaction among staff of public and private universities in Taiwan and how they differ in their satisfaction levels regarding salary, work environment, and others. Hanaysha (2016) found that work environment and organizational learning have significant positive effects on job satisfaction. Mateko and Nirmala (2017) highlighted salaries as a factor influencing job satisfaction. Further, insufficient financial resources to support teaching, learning and research at the NUL affected job satisfaction. On the other hand, the findings of the study revealed high level of job satisfaction in factors; promotion, and supervision and coworkers. This result agree with the Fessehatsion and Bahta (2016) revealed that co-workers relations, and training and development have strong positive and significant contributions to job satisfaction of the faculty in institutions of higher education in Eritrea.

Furthermore, as a study of Syed, Bhatti, Michael, Shaikh, and Shah (2012) identified that college satisfaction is the most significant aspect in higher education and is important for the improvement, efficacy and effectiveness of the higher education system, the staffs of Gezira University demonstrates a high level of job satisfaction. This result agree with result of Boyer et al. (1994) explored that in 14 countries among other factors, the professors had a high sense of satisfaction with their intellectual lives and the courses they taught as well as their relationships with colleagues. Duong (2016)

showed that most respondents were satisfied with their jobs, and that faculty job satisfaction varied with age and discipline. This result differ from result of Shafi, Memon, Fatima (2016) who found that teachers are not satisfied their job because of factor considered for promotion is fully dissatisfied of teachers and working place, training and outcomes of training only satisfied issue of teachers.

Moreover, the finding of this study noted that, the dimensions of transformational leadership practices (namely idealized influence, inspirational motivation, intellectual stimulation, and individual consideration) were positive and moderately correlated with the job satisfaction. This indicates that, there was positive and moderate relationship between various dimensions of transformational leadership and level of job satisfaction at Gezira University. This finding is consistent with the study of Hetland and Sandal (2003) revealed a modest relationship was found between transformational leadership and followers rating on satisfaction. Sung's (2007) found that, the faculty members working with the leader who was exercising transformational leadership behavior showed more satisfaction as compared to the followers whose leader was practicing transactional and laissez-faire leadership behavior. Hukpati (2009) showed a positive correlation between transformational leadership and employee job satisfaction. Nazim and Mahmood (2016) found that there is a significant relationship between transformational leadership style and job satisfaction.

In addition, the findings of the study indicated, most of the change in job satisfaction is explained by the variables including in the regression model (dimensions of transformational leadership). The meaning is that there was positive effect of transformational leadership on level of job satisfaction at Gezira University. This result consistent of the result of Sadeghi and Zaidatol, Pihie (2013) found out that transformational leadership was the factor that best explained the variance of most satisfying variables of lecturers job satisfaction. Ali, Said, Yusof, and Mat (2016) revealed that the leadership styles, namely charismatic/inspirational, individualize consideration and intellectual stimulation were found to be significant drivers of the employees' job satisfaction. Thus, research findings confirmed that there are positive relationships between leadership style and job satisfaction. The most salient finding was that individualized consideration leadership strongly affected their job satisfaction.

Conclusion and recommendations

This study was assessing the relationship between transformational leadership practices and job satisfaction in the Gezira University and to understand the effect of transformational leadership on staffs' job satisfaction at the same university in Sudan. To meet the objectives of the study, different literatures that pertinent to the study were reviewed. To this end, the study has been guided by a correlation research design.

Depending up on the results of data analysis, the transformational leadership practiced at Gezira University in all its dimensions. The staffs of Gezira University demonstrate high level of job satisfaction. Therefore, there was positive and moderate relationship between various dimensions of transformational leadership and level of job satisfaction at Gezira University. Besides, transformational leadership effect level of job satisfaction at Gezira University. This implies that most of the change in job

satisfaction is explained by the variables including in the regression model i.e. dimensions of transformational leadership.

Based on the findings of the study, the following possible recommendations are forwarded. The Gezira University should organize training program, courses and workshops aimed at equipping staff members with leadership skills and competencies that enhance the practices of transformational leadership. Gezira University also should look for sources to increase the income for its staff members and provide opportunities for the staff to develop themselves. The Gezira University must improve the work condition for the staff by providing work facilities and improving the work environment as whole. Besides, in order to promote teacher satisfaction, university' leaders ought to create open and collegial climate in their institutions in which teachers can freely express and share their opinions and collaborations on important decisions.

References

- Ali, Said, Yusof, and Mat (2016). Transformational Leadership Style and Job Satisfaction at Higher Education Institution in Malaysia.
- Amir Sadeghi and Zaidatol A. L.Pihie (2013). The role of transformational leadership style in enhancing lecturers' job satisfaction. *International Journal of Business and Social Science*, Vol. 4 No. 8 [Special Issue – July 2013].
- Avolio, B., Waldman, D., & Einstein, W. (1988). Transformational leadership in management stimulation: Impacting the bottom line. *Group and Organization Studies*, Vol. 13, pp. 59-80.
- Avolio, B.J., Bass, B.M., & Jung, D.I. (1997). *Replicated confirmatory factor analyses of the multi-factor leadership questionnaire*. Binghamton, NY: Center for Leadership Studies, Binghamton University.
- Aydin, A., Sarier, Y., & Uysal, S. (2013). The Effect of School Principals' Leadership Styles on Teachers' Organizational Commitment and Job Satisfaction. *Educational sciences: Theory and practice*, 13(2), 806-811.
- Basham, L. M. (2010). Transformational and Transactional Leaders In Higher Education. *International Review of Business Research Papers*, 6(6), 141–152.
- Bass, B. M., & Riggio, R. E. (2006). *Transformational Leadership* (Second). New York, NY: Psychology Press.
- Bateh, J. T. (2011). *Leadership styles and faculty satisfaction in the state university system of Florida*.
- Bolger, R. (2001). The influence of leadership style on teacher job satisfaction. *Educational Administrative Quarterly*, 37, 662 – 683.
- Boyer, E., Altbach, P. & Whitelaw, M.-J. (1994). *The Academic Profession: An International Perspective*. Princeton, New Jersey: Carnegie Foundation for the Advancement of Teaching.
- Burns, J. M. (1978). *Leadership* (1st ed.). New York: Harper & Row.
- Chipunza, C. and S.A. Gwarinda, (2010). *Transformational leadership in merging higher education institutions: A case study*, Vol. 8.
- Creswell, John W. (2012). *Educational research: planning, conducting, and evaluating quantitative and qualitative research*. 4th Ed.
- Daniels, R., & GOODBOY, A. K. (2014). Transformational leadership in the Ghanaian university classroom. *Intercultural Communication Studies*, 23(2).
- Duong, M. (2016). The Effects of Demographic, Internal and External University Environment Factors on Faculty Job Satisfaction in Vietnam. *Journal of Educational Issues*, 2(2), 113-130.

Fessehatsion, M. P. W., & Bahta, M. D. T. *Factors Affecting Academic Job Satisfaction in the Public Institutions of Higher Education*, Eritrea.

Hanaysha, J. (2016). Determinants of job satisfaction in higher education sector: Empirical insights from Malaysia. *International Journal of Human Resource Studies*, 6(1), 129-146.

Hetland, H. and Sandal, G.M. (2003). Transformational leadership in Norway: Outcomes and personality correlates. *European Journal of work and Organizational Psychology*, 12(2), 140 – 170.

Hukpati, C. A. (2009). *Transformational leadership and teacher job satisfaction: a comparative study of private and public tertiary institutions in Ghana* (Master's thesis, University of Twente).

Hussain, K., Noraini, T., & Ishak, S. (2014). The influence of Transformational Leadership and Job Satisfaction on Organizational Innovation in Iraqi Higher Education: A Review. *International Journal of Scientific & Engineering Research*, Volume 5, Issue 6.

Israel, G. D. (1992). *Determining sample size*. University of Florida.

John, E. (2018). Influence of Transformational Leadership on Job Satisfaction: A Study on Faculty of Higher Technical Education in Arunachal Pradesh (India). In *International Journal of Technology Research and Management*, 5 (2). Retrieved from <https://www.researchgate.net/publication/327653878>

Lester, P. E. (1987). Development and factor analysis of the Teacher Job Satisfaction Questionnaire. *Educational and Psychological Measurement*, 47(1), 223-233.

Locke, E. A. (1976). The nature and causes of job satisfaction. In M. D. Dunnette (Ed.), *Handbook of Industrial and Organizational Psychology* (pp. 1297-1349). McNally Chicago, IL: Rand.

Mateko Edith Moloantoa and Nirmala Dorasamy. (2017). Job satisfaction among academic employees in institutions of higher learning. *Problems and Perspectives in Management*, 15(3), 193-200. doi:10.21511/ppm.15(3-1).2017.03.

Munir, R. I. S., Rahman, R. A., Malik, A. M. A., & Ma'amor, H. (2012). Relationship between transformational leadership and employees' job satisfaction among the academic staff. *Procedia-Social and Behavioral Sciences*, 65, 885-890. DOI: 10.1016/j.sbspro.2012.11.215.

Nazim, F. (2016). Principals' Transformational and Transactional Leadership Style and Job Satisfaction of College Teachers. *Journal of Education and Practice*, 7(34), 18-22.

Northouse, P. G. (2013). *Leadership: Theory and practice* (6th ed.). Thousand Oaks: Sage Publications.

Shafi, M., Memon, S., Fatima, H. (2016). Job Satisfaction in College Teachers: A Survey Based Study of Government Colleges of District Hyderabad, Sindh, Pakistan. *J Hotel Bus Manage* 5: 124. DOI:10.4172/2169-0286.1000124.

Sung, C. L. (2007). *Relationship Among Supervisors' Transformational and Transactional Leadership Styles, and Teachers' Job Satisfaction in Taiwan Higher Education*.

Syed, A. A. S. G., Bhatti, N., Michael, S., Shaikh, F. M., & Shah, H. (2012). Job satisfaction of faculty members of university in Pakistan: A case study of university of Sindh-Jamshoro. *Modern Applied Science*, 6(7), 89-95.

Tai, F. M., & Chuang, P. Y. (2014). Job satisfaction of university staff. *The Journal of Human Resource and Adult Learning*, 10(1), 51.

Tucker, M.L., Bass, B.M. and Daniel, L.G., Jr. (1992). Transformational Leadership's Impact on Higher Education Satisfaction, Effectiveness, and Extra Effort, in Clark, K.E., Clark, M.B. and Campbell, D.P. (eds.). *Impact of Leadership*. Greensboro: Centre for Creative Leadership, 169-176.

Webb, Kerry S. (2009). Creating Satisfied Employees in Christian Higher Education: Research on Leadership Competencies', *Christian Higher Education*, 8:1, 18-31.

ВПЛИВ ТРАНСФОРМАЦІЙНОГО ЛІДЕРСТВА НА ЗАДОВОЛЕННЯ УМОВАМИ ПРАЦІ СЕРЕД СПІВРОБІТНИКІВ УНІВЕРСИТЕТУ ГЕЗІРА В СУДАНІ

Сайфалдін Ідріс Онія, доцент кафедри основ освіти та управління освітою, Педагогічний факультет, Університет Хартума, Судан; saifonia89@gmail.com

Амель Фарадж Рмадан, доцент кафедри освітніх наук, Педагогічний факультет, Університет Гезіра, Судан; amelfarag99@gmail.com

Анотація. Це дослідження мало на меті дослідити вплив трансформаційного лідерства на задоволеність умовами праці серед персоналу Університету Гезіра у Судані. Задля цього дослідженні використувався кореляційний дизайн дослідження. 332 учасники були відібрані за допомогою методів стратифікованої випадкової вибірки. Дані були зібрані від співробітників за допомогою закритої анкети. Дані були проаналізовані за допомогою описової та інференційної статистики, зокрема середніх балів, одновибіркового *t*-критерію, кореляції Пірсона та множинного регресійного аналізу відповідно.

Дослідження показало, що в Університеті Гезіра практикується трансформаційне лідерство з різними рівнями. Загальний рівень задоволеності персоналу роботою в університеті Гезіра був загалом високим. Результати також свідчать про позитивний і помірний зв'язок між практикою трансформаційного лідерства та задоволеністю роботою в університеті Гезіра. Крім того, трансформаційне лідерство впливає на рівень задоволеності роботою в університеті Гезіра. Дослідники також рекомендували Університету Гезіра організувати навчальні програми, курси та семінари, спрямовані на формування у співробітників лідерських навичок та компетенцій, які покращують практику провадження трансформаційного лідерства.

Ключові слова: трансформаційне лідерство; задоволення від роботи; Університет Гезіра; співробітники.

Статус статті:

Отримано: березень 30, 2022

1-ше рецензування: травень 18, 2022

Прийнято: червень 30, 2022