



Transformational Leadership and Job Engagement in Quality Enhancement Cells of Pakistani Universities: The Mediating Role of Creative-Self-Efficacy

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ABSTRACT

The purpose of this study is to investigate impact of transformational leadership on employee job engagement in Quality Enhancement Cells (QECs) of universities in Pakistan. In the higher education sector of developing countries like Pakistan, QECs is playing the vital role in ensuring academic quality, accreditation, and institutional effectiveness under the guidelines of the Higher Education Commission (HEC), Pakistan. However, employees in these offices often face bureaucratic challenges, resource constraints, and increasing performance demands that are making employee engagement a critical concern. Based on Bass's (1985) transformational-leadership-theory along with Bandura's (1997) self-efficacy-theory, research proposes and tested a mediation model in which creative-self-efficacy plays as a mediator role between transformational-leadership and job engagement. This study addresses the notable research gap, as limited empirical evidence exists on leadership dynamics within specialized quality assurance units in non-Western higher education contexts. To test the research questions, quantitative cross-sectional survey was carried out. Data collected from 318 QEC employees across Pakistani universities using a structured online questionnaire. Structural-Equation-Modeling (SEM) techniques used as instrument to test hypothesized relationships. The findings of this empirical research indicated a meaningful positive direct impact of transformational leadership on job engagement. Creative-self-efficacy was found to partially mediate this relationship with given model explaining 68% variance in job engagement. From a theoretical point of view, this paper aids transformational-leadership and job-engagement literature by adding creative-self-efficacy as a psychological mechanism. This integration is also providing a deeper understanding of the psychological processes through which leadership influences employee outcomes and job engagement. On the Practical angle, the findings provide valuable insights to higher education administration and policymakers like Vice Chancellors, Directors and Deans to enhance leadership development programs, foster employee creativity, and improve quality assurance practices in higher education institutions. This study highlighted the strategic importance of transformational leadership in strengthening institutional quality mechanisms in resource-constrained environments.



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1. Introduction

Leadership is always playing the pivotal role in organizational success, significantly affecting employee perceptions, actions, and performance results (Bass, 1985). In the context of higher education, knowledge creation and academic excellence are fundamental ingredients for organizational success. Effective leadership plays the critical role for promoting institutional integrity and creativity. In Pakistan, Quality Enhancement Cells (QECs) has been established by the Higher Education Commission (HEC). QEC Offices are crucial in maintaining academic standards, assuring accreditation adherence, evaluating programs, and fostering ongoing enhancement in both public and private universities. Additionally, QEC staff must work under the inflexible bureaucratic frameworks, confront resource limitations, and experience growing demands to adhere to global quality benchmarks. In these circumstances, transformational leadership who must inspire, motivate, and intellectually engages individuals/followers is necessary for improving job involvement and organizational efficiency.

Work engagement, which has been defined by enthusiasm, and devotion in work Schaufeli et al. (2002), has now become a crucial and important factor in enhancing productivity, creativity, and employee retention. Engaged staff are more predisposed to exert discretionary effort and like to play an important role in the attainment of organizational objectives. Although previous research has showed that favorable association among transformative leadership and employee engagement (Farzana & Charoensukmongkol, 2024). Yet need of empirical data from the higher education sector in Pakistan, especially in specialized administrative divisions such as QECs, is scarce.

Furthermore, the psychological processes by which transformational leadership may affect job engagement have remained inadequately comprehended in this context. Creative self-efficacy refers to the individual's confidence in their capacity to produce innovative & valuable concepts Tierney and Farmer (2002), can be a promising mediator. Transformational leaders who influenced their followers by means of intellectual stimulation and personalized attention, are usually inclined to improve employees' creative-self-efficacy, which in turn fosters greater engagement.

Although the strategic importance of QECs in Pakistan's higher education system, But there is a notable absence of empirical research evidences that examining the impact of leadership styles on staff engagement Divya et al. (2024) in these organizations. Most of the current research has concentrated on university faculty / instructional personnel rather than administrative and quality assurance teams. This study fulfills this gap by exploring the subsequent enquiries:

1. Does transformational leadership can positive impact on job-engagement for QEC personnel at Pakistani universities?
2. Does creative self-efficacy can be serving mediator role between transformative leadership & job engagement within QEC offices?

This research is based on Bass (1985) transformational leadership theory and Bandura (1997) self-efficacy-theory. Both theories create and evaluate a conceptual model that combines both elements. The research will have multiple contributions. In theoretically, it will broaden the leadership-engagement model by examining the mediator function of creative-self-efficacy within a non-western higher education context. The results of this research shall be pragmatic recommendations for university administrators, QEC directors, and HEC policymakers to establish leadership development programs that improve employee engagement and bolster quality assurance mechanisms.

2. Literature Review

2.1. Conceptual Basis

This research is based on two prominent theories: First is Bass (1985) Transformational Leadership Theory and Second is Bandura (1997) Self-Efficacy Theory.

The idea of Transformational leadership, as formulated by Bass (1985) emphasizes the capacity of leaders so he can inspire and motivate their followers by vision, intellectual stimulation, and personalized attention. Not like the transactional leadership, which usually depends on rewards and punishments mechanism, transformational leadership works with the to promote followers' motivation and support their personal goals Erdurmazli (2024) with inline the organizational and institutional objectives. In higher education institutions, officers and employees often face diverse situations, complex tasks with limited resources. In that context, transformational leadership gives psychological empowerment and fosters resilience.

Job engagement usually indicates a progressive and fulfilling mental state. In which employees sense enthusiastic, devoted, and deeply involved in their work (Schaufeli et al., 2002). Leadership has a fundamental part in promoting this engagement. When leaders create a profound work environment, acknowledge employees' contributions, and provide autonomy in carrying out tasks. The employees are more likely to devote greater energy, enthusiasm, and innovation in their work.

Creative self-efficacy (CSE), embedded in Bandura (1997) self-efficacy theory. This describes to a person's confidence in his / her capability to generate novel and suitable ideas and solutions. Officers and employees that have higher CSE expect more to participate in creative and innovative actions that mostly translating the inspiration provided by transformational leaders into tangible and productive outcomes.

Transformational leadership theory Bass (1985) emphasizes that leaders can elevate followers by enhancing their understanding of the significance of organizational objectives and motivating them to surpass individual interests. This theory is also widely applied in educational settings, yet its application in quality assurance offices remains underexplored. Similarly, Bandura (1997) self-efficacy-theory advocated that individuals' beliefs in their capabilities significantly influence their motivation, effort, and persistence. Creative self-efficacy is especially relevant to the QEC offices because employees must develop innovative solutions for quality enhancement, accreditation, and institutional performance improvement. The combination of above said two theories provides a robust foundation for this study. Transformational leadership role is expected to enhance employees' creative self-efficacy, which causes higher levels of job engagement. This theoretical integration shall address the call for more nuanced models that explain the psychological processes linking leadership to employee outcomes (Deci et al., 2017).

2.2. Transformational Leadership and Job Engagement

Existing literature consistently indicates the sizable positive connection between transformational leadership and job engagement. Transformational leaders usually cultivate and promote trust, motivation, and psychological safety within their followers and employees. Deci et al. (2017) quoted that those leaders that prioritize the intrinsic needs of their followers cultivate more engagement and commitment. In the Pakistani higher education institutions perspective, which is based on bureaucratic and hierarchical structures which are deeply rooted and widely practiced. Transformational leadership Eaton et al. (2024) emerges as the light of hope for organizations and institutions who empowered as democratic alternative that supports employees to synchronize their aims and objects with the organizational goals.

Recent empirical studies which have reinforced the positive association b/w transformational leadership and job engagement. But there are inconsistencies in literature. Some studies which are conducted in high power-distance cultures reports weaker effects due to hierarchical structures (e.g., in Asian contexts). In Pakistan's higher education context in which strong bureaucratic norms dominate, transformational leadership can be portray an even more critical role in breaking down these barriers.

It is pertaining to mention that very few studies have examined this relationship specifically within quality assurance and higher education context. This research tackles this deficiency by concentrating on QEC employees, who operate at the intersection of academic and administrative functions.

2.3. Creative Self-Efficacy as a Mediator

Previously empirical study states that CSE shows a mediating role b/w transformational leadership and job engagement. Tierney and Farmer (2002) identified that the more leadership inspires the followers the more it translates into proactive and innovative work behaviors that mainly depend on the level of confidence employees hold in their own creative abilities and capacities. In the QEC offices of the universities, creativeness and novelty in quality assurance practices and procedures are essential for institutional effectiveness. CSE serves as the spiritual mechanism through which transformational leaders Arthachinda and Charoensukmongkol (2024) give confidence to their followers or employees to deeper engagement, commitment, and apply the innovative ideas and add novelty in their thinking and approaches.

The intermediary function of creative self-efficacy has garnered heightened interest in recent years. Tierney and Farmer (2002) have demonstrated that transformational leadership behaviors are strong predictors of creative self-efficacy. Subsequent research has indicated that individuals with elevated creative self-efficacy exhibit enhanced work engagement due to their increased propensity to exert effort in demanding and inventive assignments.

As per the context of Pakistani universities where QEC staff are required to implement new quality frameworks and adapt to evolving HEC policies. Creative self-efficacy becomes particularly essential to add innovation and creativity to QEC staff. By enhancing employees' confidence in their creative abilities, transformational leaders could help them by translating vision into actual engagement and performance. This mediation pathway remains under-researched in developing country like Pakistan's higher education context that making the current study a timely and effective contribution.

2.4. Hypotheses Testing

As per the research questions, theoretical foundations on the given constructs / variables and based on the existing literature reviewed, following hypotheses are proposed for this study:

H1: Transformational leadership has the positive influence on job engagement among QEC employees in Pakistani universities.

H2a: Transformational leadership has a positive influence on creative self-efficacy of QEC employees.

H2b: Creative-self-efficacy has a significant positive influence on job engagement.

H2c: Creative-self-efficacy mediates the relationship between transformational leadership and job engagement.

3. Conceptual Model

The theoretical framework of this research is aiming to incorporate transformational leadership as independent variable (IV), job engagement as dependent variable (DV), and creative self-efficacy as mediating variable. This concept is fundamentally based on Bass (1985) Transformational Leadership Theory and Bandura (1997) Self-Efficacy Theory. The model suggests both direct and indirect impacts to offer a thorough comprehension of the way leadership affects employee engagement inside the framework of Quality Enhancement Cells (QECs) in Pakistani institutions.

In this study, conceptual framework states that transformational leadership act as IV, job engagement act as the DV. Furthermore, creative self-efficacy (CSE) plays the role of mediating construct. This model is developed by using the Bass's transformational leadership theory and Bandura's self-efficacy theory. By blending leadership behaviors with psychological empowerment to explain employee engagement in higher education institutions.

Transformational Leadership: Leaders inspire the followers and they articulate a compelling vision, provide individualized consideration, and intellectually grow to the employees. These behaviors are causing to directly boost job engagement and performance that leads to improve the organizational productivity.

Job Engagement (JE): Job engagement is typically characterized by enthusiasm, dedication, and immersion, representing employees' emotional and cognitive involvement that enhances their productivity and performance.

Creative Self-Efficacy: Serves as a mediator in the given framework, representing employees' confidence on their ability so they can generate novel ideas and give more realistic solutions. The higher CSE makes employees convert leadership inspiration into proactive approaches and make employees productive for the organizations.

This conceptual framework is especially relevant to the QEC offices where employees are responsible for implementing innovative quality assurance practices, managing accreditation processes, and driving institutional improvement initiatives. The inclusion of creative self-efficacy as the mediator helps the psychological process through which transformational leaders enhance employee job engagement. It further suggested that leaders do not only directly motivate employees but also build their confidence to add them creatively in their work, which subsequently leads to deeper job engagement and efficient work.

3.1. Hypothesized Relationships

H1: Transformational leadership positively affects job engagement.

H2a: Transformational leadership positively influences creative self-efficacy.

H2b: Creative self-efficacy positively influences job engagement.

H2c: Creative self-efficacy mediates transformational leadership and job engagement.

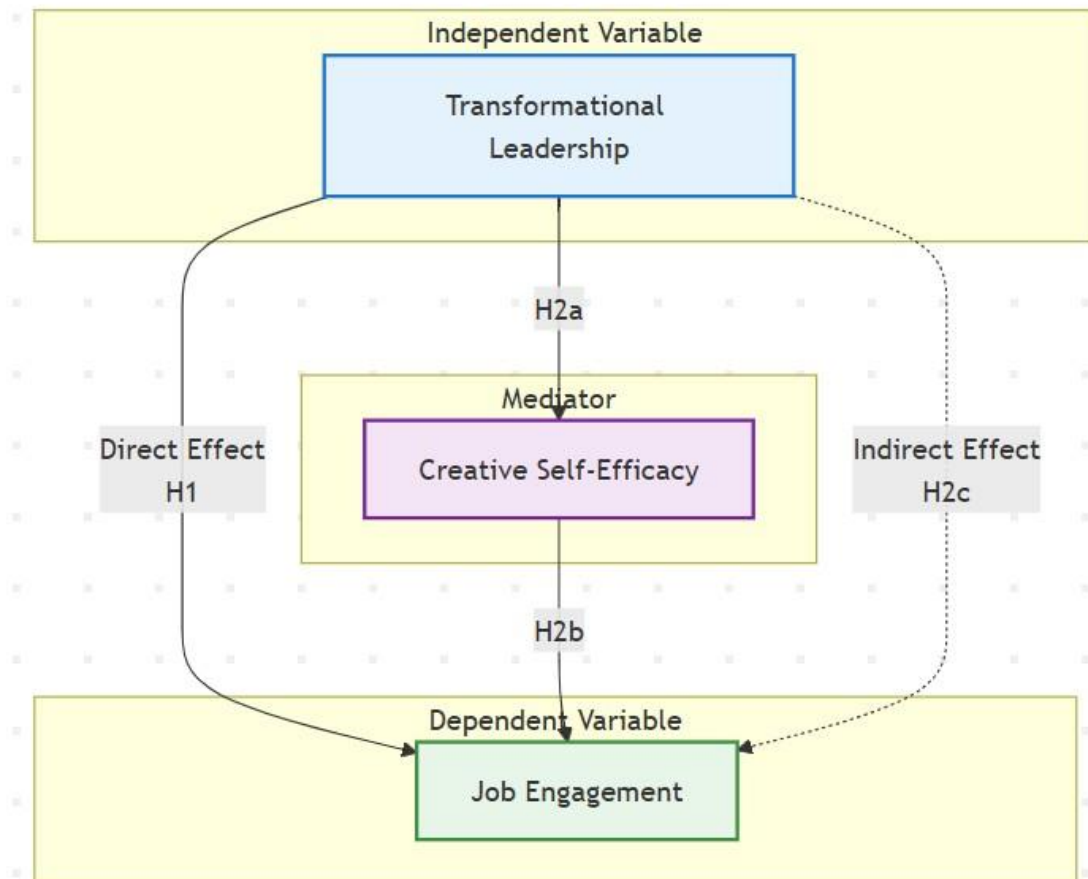


Figure 1: Conceptual Framework

The proposed conceptual framework that is illustrated in Figure 1. This framework emphasized on two routes: (1) the direct influence of transformational leadership on the workplace engagement (H1), and (2) the indirect influence path that mediated by creative self-efficacy (H2a–H2c). This dual-pathway framework also highlights the significance of the psychological empowerment processes in converting leadership actions into favorable employee results. This investigation seeks to evaluate the framework within the relatively unexplored realm of higher education in Pakistan, intending to enhance both theoretical and practical aspects of leadership and quality management.

4. Methodology

4.1. Research Design

The research employed a quantitative methodology to assess the relationship between transformative leadership and employee engagement in the QEC offices of Pakistani organizations. A survey-based approach was selected due to its capacity for organized data gathering from a substantial sample and its ability to provide statistical reliability in hypothesis testing. The design was cross-sectional, capturing employees' experiences and perspectives at a certain moment on the questions posed.

The cross-sectional survey methodology was selected due to its appropriateness for analyzing correlations between variables at a particular moment and is frequently employed in studies of leadership and organizational behavior. This design facilitates the effective gathering of data from a targeted demographic. Despite the constraints of cross-sectional designs on causal conclusions, they offer significant insights into correlations that can be subsequently corroborated in future longitudinal research.

4.2. Population and Sampling

The target population of this study is consisted of officers and staff working in Quality Enhancement Cells (QECs) across public and private universities in Pakistan. According to the Higher Education Commission (HEC) website, there were approximately 261 public and private universities which have QEC offices at the time of data collection.

A non-probability convenience sampling technique was employed due to the specialized nature of the population and accessibility constraints. Online questionnaires were distributed to all 261 QEC offices through official email addresses and Google Forms links, with follow-up reminders sent after two weeks. A total of 318 valid responses were received. This sample size has been exceeded the minimum requirements recommended by Hair et al. (2017) for PLS-SEM analysis which is minimum of 100–150 cases for models with up to five constructs.

Although the convenience sampling limits the generalizability, but it is widely accepted in exploratory research within higher education settings, particularly when targeting niche professional groups.

4.3. Research Instruments

All measurement scales were derived from reputable sources and have shown high reliability and validity in prior research. Transformational leadership construct is assessed through the 20-item Multifactor Leadership Questionnaire (MLQ) created by Bass and Avolio (1994). Job engagement construct is evaluated by the 9-item Utrecht Work Engagement Scale (UWES) developed by Schaufeli et al. (2002). Creative self-efficacy is assessed using the 3-item scale developed by Tierney and Farmer (2002).

Each question was evaluated using the 5-point Likert scale, in which 1 representing strong disagreement and 5 indicating strong agreement. The scales were subtly adjusted to the align with the QEC framework while preserving their inherent significance.

4.4. Data Collection Procedure

The questioner surveys that are used in this study were conducted using official email and HEC's officials' institutional networks to QEC staff. Data security assurance was given to the respondents as the disclaimer in the start of the survey which assured confidentiality and anonymity to reduce social desirability biasness. Participation in this survey was totally voluntary basis, and no payment was made to the responder. Consent was to the participant before collecting the required data.

Ethical considerations were also strictly followed throughout the study / research. Participation was on a voluntary basis, and respondents were assured of complete anonymity and confidentiality. A disclaimer and informed consent statement were also provided to the participants at the beginning of the questionnaire. There was no personal identifying information collected throughout this study. The study adhered to ethical guidelines for social science research.

To minimize common method bias (CMB), several procedural remedies were applied, including ensuring respondent anonymity, using different scale anchors where possible, and separating predictor and outcome variables in the questionnaire. Harman's single-factor test was later conducted to statistically assess CMB.

4.5. Data Analysis Technique

Data was examined utilizing SmartPLS 3.0 software, which is especially adept for intricate models that incorporate mediation and when the sample size is moderate. The examination adhered to a bifurcated methodology as suggested by Hair et al. (2017):

Measurement Model Assessment: Assessed reliability by Cronbach's alpha and composite reliability, examined convergent validity using AVE, and verified discriminant validity through the Fornell-Larcker criterion and HTMT ratio. Structural Model Assessment: the assessment is conducted by path coefficients, t-values, p-values, R^2 , f^2 effect sizes, Q^2 predictive relevance, and model fit indices utilizing bootstrapping with 5,000 resamples.

5. Results

5.1. Descriptive Statistics

The sample comprised 318 respondents, of which 58% were male and 42% female. Most respondents (78%) were aged between 25 and 40 years. Most participants held master's degrees (68%) and had 3–10 years of work experience in higher education institutions. Detailed demographic characteristics are presented in Table 1.

Table 1
Demographic of Respondents

	Group	Freq,	%age
Gender	Male	184	57.86%
	Female	134	42.14%
	Total	318	100
Age	20 - 30	72	22.64%
	30 - 35	156	49.05%
	35 - 40	40	12.57%
	40 - 45	38	11.94%
	Above 45	12	3.77%
	Total	318	100%
Marital Status	Married	211	66.35%
	Unmarried	107	33.64%
	Total	318	100%

5.2. Measurement Model Assessment

The evaluation of the measurement model involved an analysis of reliability, convergent validity, and discriminant validity. Table 2 illustrates that all constructs exhibited robust internal consistency, with Cronbach's alpha values exceeding 0.70 and composite reliability (CR) values between 0.82 and 0.95. Convergent validity was confirmed since the Average Variance Extracted (AVE) for each construct surpassed the suggested minimum of 0.50.

Table 2
Composite reliability, and AVE

Indicators	Cronbach's Alpha	Composite Reliability	AVE
CSE	0.880	0.909	0.625
JE	0.922	0.936	0.620
TL	0.907	0.924	0.606

Discriminant validity was established by two methodologies: the Fornell-Larcker criterion (the square root of AVE exceeding inter-construct correlations) and the Heterotrait-Monotrait (HTMT) ratio, with all values remaining beneath 0.85. These findings suggest that the conceptions are empirically separate. Comprehensive measurement model findings are displayed in Tables 3 and 4.

Table 3
Fornell-Larcker Criterion

Items	CSE	JE	TL
CSE		0.791	
JE		0.797	0.788
TL		0.653	0.604
			0.778

Table 4
Heterotrait-Monotrait Ratio (HTMT)

Items	CSE	JE	TL
CSE			
JE	0.876		
TL	0.689	0.625	

5.3. Structural Model Assessment

The structural model underwent assessment by a bootstrapping technique including 5,000 resamples. Collinearity was not a concern since all Variance Inflation Factor (VIF) values remained under 3.0. According to Table 5, the findings corroborate all proposed associations:

H1: Transformational leadership exerted a considerable beneficial influence on job engagement ($\beta = 0.61$, $t = 9.24$, $p < 0.001$).

H2a: Transformational leadership had a substantial impact on creative self-efficacy ($\beta = 0.58$, $t = 8.17$, $p < 0.001$).

H2b: Creative self-efficacy exerted a notable positive influence on job engagement ($\beta = 0.47$, $t = 7.02$, $p < 0.001$).

H2c: The association was partially moderated by the creative self-efficacy (indirect effect $\beta = 0.27$, $t = 5.11$, $p < 0.001$).

Table 5
Structural Equation Modelling Results

Path	Hypothesis	(β)	t-value	p-value	Result
Transformational Leadership → Job Engagement	H1	0.61	9.24	< 0.001	Supported
Transformational Leadership → Creative Self-Efficacy	H2a	0.58	8.17	< 0.001	Supported
Creative Self-Efficacy → Job Engagement	H2b	0.47	7.02	< 0.001	Supported
Indirect Effect (TL → CSE → JE)	Mediation	0.27	5.11	< 0.001	Supported

This model demonstrated that strong explanatory power with $R^2 = 0.68$ for job engagement. Effect sizes (f^2) ranged from medium to large. The predictive relevance was confirmed with $Q^2 = 0.42$. Model fit indices (e.g., SRMR) were also within the acceptable thresholds.

5.4. Summary of Findings

The data obtained offers a robust empirical backing for the suggested paradigm and model. Transformational leadership has markedly improved job engagement both directly and indirectly through creative self-efficacy. This study result is corresponded with the theoretical anticipations and provide substantial evidence about the significance of transformational leadership in enhancing engagement among QEC personnel at Pakistani universities.

5.5. Discussion

This research offers compelling proof that states transformational leadership markedly improves employee work engagement inside the Quality Enhancement Cells (QECs) of institutions in Pakistan. The findings of this study indicates the robust direct positive correlation between transformational leadership and job engagement Eduzor (2024) alongside a significant partial mediation through the creative self-efficacy (indirect $\beta = 0.27$, $p < 0.001$). These findings also augment our understanding of leadership dynamics in specific and underexplored areas.

The significant of this study also direct influence corresponds with Bass (1985) transformational leadership theory which states that leaders who convey a captivating vision, foster intellectual growth, and extend personalized attention can motivate followers (Gachira & Ntara, 2024) and that causes to elevated levels of engagement and enthusiasm. This outcome also aligns with earlier research outcomes that carried out across other industries (Christian et al., 2011; Deci et al., 2017; Saks et al., 2021). However, the notably elevated route coefficient identified in this research is the signify the distinct obstacles encountered by QEC personnel in Pakistan, including bureaucratic structures, resource constraints, and the demand to adhere to rigorous HEC quality benchmarks. In these contexts, transformational leadership looks like as a significant accelerator for participation by fostering a sense of purpose and psychological empowerment (Bani & Tjahjono, 2025).

The most notable contribution of this study is to identification of creative-self-efficacy as a partial mediator. This finding supports Bandura's (1997) self-efficacy theory and extends previous work by Tierney and Farmer (2002) by proving that transformational leaders enhance engagement not only directly but also indirectly by strengthening employees' belief in their creative capabilities. In the QEC context where innovation in quality assurance practices, accreditation processes, and institutional improvement is essential. Employees with the higher creative self-efficacy are better equipped to translate leadership inspiration into the proactive behaviors and sustained engagement (Wijaya & Fauzi, 2025). This mediation pathway also helps explain the "black box" between leadership behaviors and employee outcomes, particularly in developing country like Pakistan context.

The results of this study also carry out important practical implications for Pakistani higher education institutions and HEC. University leaders and QEC directors should prioritize the development of transformational leadership competencies through the targeted training programs. Such programs should focus on vision articulation, mentoring the staff, intellectual stimulation, and fostering a culture that encourages creativity and innovation. Furthermore, policymakers at the Higher Education Commission may also consider incorporating leadership development as the key component of quality enhancement initiatives. Recognizing and rewarding creative contributions for the QEC staff may also further strengthen creative self-efficacy and overall engagement levels.

From a theoretical perspective, this study enriches the leadership and organizational behavior literature by empirically proving that integrating creative self-efficacy into the transformational leadership-job engagement framework (Qian et al., 2025). It also addresses

that limited empirical attention that has been given to administrative and quality assurance staff compared to teaching faculty. By highlighting the relevance of psychological mechanisms in bureaucratic environments (Al-Husseini et al., 2019), this study also provides a nuanced understanding of leadership effectiveness in the developing countries.

6. Conclusion

This research has investigated that there is positive correlation between transformational leadership and employee engagement Asmawati et al. (2025) inside the Quality Enhancement Cells (QECs) of Pakistani universities, particularly emphasizing the mediating influence of creative self-efficacy. The results of this study unequivocally indicate that transformational leadership employs a substantial beneficial direct influence on job engagement Kwarteng et al. (2023) where creative self-efficacy serving as a partial mediator in this connection (Alhadihaq et al., 2024). These findings prove the robust empirical validation for the suggested conceptual framework.

In theory, this study enhances the literature on leadership and organizational behavior by adding the creative self-efficacy as a psychological factor that connects transformational leadership to employee engagement (Qiao et al., 2025). This research expands the current frameworks and tackles significant contextual deficiencies in literature by evaluating this model within the higher education QEC offices of the developing nation.

Practically, the findings of this study offer valuable insights for university administrators, QEC directors, and Higher Education Commission (HEC) policymakers that Investing in transformational leadership development programs and fostering employees' creative self-efficacy can serve as effective strategies to enhance staff engagement, improve quality assurance practices (Mohammed et al., 2025), and strengthen overall institutional performance.

Notwithstanding its merits, the study also holds some specific limitations. Initially, the cross-sectional design limits causal interpretations. Secondly, the application of convenience sampling could also restrict the broader applicability of the results. Subsequent investigations might rectify these constraints by utilizing longitudinal methodologies and implementing probability sampling strategies. Furthermore, scholars could investigate other mediators' variables like psychological safety or organizational culture or the moderators like power distance or organizational support to enhance the comprehension of leadership dynamics within higher education context.

Finally, transformational leadership emerges as the powerful driver of employee engagement in QEC offices. By inspiring and empowering employees, university leaders can play a pivotal role in enhancing the quality and effectiveness of Pakistan's higher education institutions or Universities.

Author Contributions

Shakeel Khalil: Write the initial Draft of research paper and all its work

Tauqir Ahmad Ghauri: Supervise the research paper

Syed Muhammad Javed Iqbal: Review and Proofreading the research paper

Conflict of Interests/Disclosures

The authors declared no potential conflicts of interest w.r.t the research, authorship and/or publication of this article.

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