Journal of Quantitative Economics Studies | Volume 12, Number 01 (2026), PP.115-126 | EISSN: 2602-5183 * PISSN: 1033-2437

The Impact of Effective Leadership on Organizational Commitment Among Higher Education Staff: Leader-Member Exchange Theory Perspective

Hassina TALEB[1, *]

[1] Digitalization and Quantitative Application Ineconomics Laboratory, University of Laghouat Faculty of Economics, Commercial, & Management Sciences at Ammar Thelidji University of Laghouat (H.taleb@lagh-univ.dz)

Received: 26/02/2026; **Accepted:** 26/03/2026; **Publishing:** 01/06/2026

Summary: The study aims to examine the impact of leadership from two perspectives: effective leadership from an organizational viewpoint and effective leadership within groups, specifically the units close to the leader and those farther from the leader, on organizational commitment across its three dimensions: emotional commitment, normative commitment, and continuance commitment. The sample consists of 200 teachers from various faculties at Ammar Thelidji University in Laghouat. To achieve the study's objectives, a model was developed based on previous research. Statistical analysis focused on structural equation modeling and least squares estimation was employed.

The study found several significant results, notably: a statistically significant partial effect between leadership, using the Leader-Member Exchange (LMX) model, and organizational commitment. Additionally, the study revealed a statistically significant impact of both leadership dimensions on emotional commitment, with a greater influence on emotional commitment compared to continuance and normative commitments.

Keywords: Effective leadership, LMX Theory Model, Organizational Commitment (Emotional, Normative, Continuance), Leadership Within Groups, Leadership Among Organizational Members.

Jel Classification Codes: M12; D23; M14.

* Corresponding author.

I- Introduction :

One of the top priorities for modern organizations is appointing effective leaders who optimize resource utilization. With rapid developments surrounding the work environment, organizations generally rely on creative, dedicated, and committed human resources. This is also applicable to Algerian universities, which require competent leadership to foster employee commitment and leverage their loyalty. The Algerian university has undergone several changes through openness and societal engagement, transforming it into a driver of progress and development. In this context, university professors play a fundamental role in the dynamics and evolution of this relationship. Effective administrative leadership with a strategic dimension is necessary to develop this relationship, making it more effective and fostering greater commitment toward achieving these goals.

In this framework, it has become essential to adopt policies that promote managerial leaders who are more efficient and effective in utilizing their relationships with subordinates. These relationships should be based on continuity, positive influence, and the exploitation of their energies and knowledge to achieve organizational goals. Effective leadership emphasizes that organizational effectiveness and employee commitment to objectives are the primary reasons for any leadership style. From the subordinate's perspective, a leadership style aimed at achieving personal goals and values, improving performance, and fulfilling ambitions through participation and open career paths is a legitimate objective. When these goals align, employees or workers are committed to organizational objectives and strive to satisfy their leaders. Organizational commitment is a key aspect of organizational behavior that distinguishes the success of large organizations, among other factors that cannot be detailed here.

This study seeks to interpret the relationship between effective leadership and the manifestation of committed behavior among researchers, using the Leader-Member Exchange (LMX) theory. It also aims to provide recommendations and solutions for issues related to the relationship between managers at various administrative levels, encouraging and fostering organizational commitment within university institutions.

Despite numerous studies focusing on administrative leadership and organizational commitment, the relationship between these two concepts remains particularly significant, especially within the university environment. University members are characterized by high levels of competence and advanced scientific achievement, enabling rapid interaction and deeper understanding of the goals and objectives related to the development of their social and economic environment. On the other hand, it is assumed that there are administrative leaders with similar qualities—competence, integrity, and high commitment—who embody the will to make the university a source of societal inspiration and a driver of societal progress. The importance lies in the ability of university leadership to encourage faculty members to exhibit organizational commitment, contributing to the realization of this vision. Employing the Leader-Member Exchange theory within the Algerian university context may represent an innovative aspect that distinguishes this study from others using similar concepts and variables.

The research problem is summarized in the following question:

Is there a significant effect of effective leadership, using the Leader-Member Exchange (LMX) theory, on professors' organizational commitment at Ammar Thelidji University in Laghouat?

This central question is further broken down into several theoretical and practical sub-questions, which this research aims to address:

What are the concepts of effective leadership, particularly the Leader-Member Exchange theory?

How can organizational commitment be interpreted as a behavior among researchers, and does it achieve the organizational effectiveness sought by leaders?

Can a model be developed to simulate the relationship between leadership and organizational commitment?

Can this model help verify the hypotheses of the current study and provide a scientific explanation of the influence relationship?

I.1.First Subtitle

The Theoretical Framework of the Leader-Member Exchange (LMX) Theory and Organizational Commitment

1. 1. Leader-Member Exchange (LMX) Theory

In the context of managerial leadership, which reflects the influence a leader has over subordinates and the direction and coordination of their efforts toward achieving organizational goals, the Leader-Member Exchange (LMX) theory aligns closely with this concept. However, this theory adopts a perspective more compatible with the pressured environment that imposes constraints, goals, and rapid workflows to accomplish organizational objectives through the development of mutually beneficial relationships. Similar to many situational leadership theories such as the *Situational Leadership Theory*, *Path-Goal Theory*, and *Leader-Member Participation Model*, the theory posits that managerial leadership can be viewed from three overlapping angles: leadership from the leader's perspective, leadership from the relationship perspective, and leadership from the subordinate's perspective (Graen and Uhl-Bien, 1995). It also assumes that there are strong exchange relationships between the leader and a group of subordinates deemed capable of achieving the leader's vision and objectives. These subordinates are actively engaged with the leader and receive support based on this relationship, often referred to as the *in-group*. Members of this in-group tend to demonstrate high performance levels, low turnover and absenteeism rates, and high job satisfaction (Robbins, Judge, and Vohra, 2013). The in-group members receive special attention and privileges from the leader, while other organizational members fall outside this circle of interest. The theory also assumes relative stability in the nature of these leader-member relationships.

Many studies exploring the application of this theory have not clarified how members are distinguished to be within the leader's preferred group or outside it. However, some research suggests that certain factors contribute to this distinction, including demographic factors such as gender, age, ethnicity, educational level, years of experience, career trajectory, attitudes, personality traits, and high competence levels—factors that tend to align with those of the leader (Duchon, Green, and Taber, 1986).

Within this context, it is important to review how the theory has been employed in management research, particularly in supporting various aspects of organizational behavior. For example, a study conducted on a large sample of research applying the LMX theory found that team members' relationships significantly influence their performance, overall job satisfaction, supervisory methods, organizational commitment, role perceptions, and low turnover rates (Gerstner and Day, 1997, p. 836). In our study, research conducted by several scholars (Eisenberger et al., 2010) examined the relationship between the theory and enhancing emotional commitment among employees. The study involved two samples—one from the United States (251 participants) and another from Portugal (346 participants)—and found that emotional commitment increases as leaders effectively embody organizational values. Other studies support these positive behavioral outcomes, such as increased organizational commitment, organizational citizenship behaviors, role clarity, high job performance, reduced role conflict, and lower turnover rates. Overall, research indicates that most positive outcomes are associated with strong relationships between leaders and members within the in-group, and the opposite is true when such relationships are weak (Johns and Saks, 2011, p. 301).

1. 2. Organizational commitment

Organizational commitment is one of the most clearly observable outcomes of organizational behavior among employees within organizations. It indicates a strong desire among employees to stay, continue, engage, and exert efforts that enable organizational effectiveness (Colquitt, Lepine, & Wesson, 2013). In this context, an employee who is organizationally committed is one who aligns with a specific organization and its goals and wishes to remain a member.

Emotional attachment to the organization and belief in its values serve as the "gold standard" for employee commitment; committed employees are less likely to withdraw from work even if dissatisfied, due to their sense of loyalty or attachment to the organization. Additionally, these committed employees are willing to make sacrifices for the organization (Robbins & Judge, 2017, p. 116). Therefore, the definitions in this context agree that organizational commitment is: "an individual's involvement in the organization, feelings of attachment towards it, and the perceived costs associated with leaving it" (Locke, 2009, p. 28).

Similarly, researchers have developed models to study the dimensions of organizational commitment. Among the most widely used models in organizational behavior research is the three-component model by Allen and Meyer (1990). The researchers identify three main components of organizational commitment: emotional commitment, continuous commitment, and normative commitment (Allen & Meyer, 1990). According to these researchers, emotional commitment reflects the degree of an individual's attachment to their organization, while continuous commitment refers to the costs associated with leaving the organization. Normative commitment indicates a sense of obligation to stay based on the belief that remaining in the organization is the right decision (Allen & Meyer, 1990, p. 3).

Based on the above, the following hypotheses can be made:

Primary Hypothesis 1: There is a positive effect of leadership on organizational commitment among organizational members.

This hypothesis is divided into three sub-hypotheses based on the three components of organizational commitment.

Primary Hypothesis 2: There is a positive effect of group leadership on organizational commitment.

This hypothesis is also divided into three sub-hypotheses based on the three components of organizational commitment.

1.3. The Impact of Administrative Leadership on Organizational Commitment

Many studies have examined the relationship between administrative leadership and commitment behavior. For example, feedback from leadership regarding individual performance and its impact on ambition, organizational commitment, and employee job performance have been studied. It was found that individuals who receive task-related feedback from leadership are often encouraged to exert more effort, become more engaged in organizational goals, and commit to achieving them (Niklas et al., 2018)
In another study, the relationship between emotional exhaustion and emotional and normative commitment was examined through the mediating roles of transformational and permissive leadership among a sample of 828 members of the U.S. Air Force. The results showed that group consensus on transformational and permissive leadership served as contextual moderators across levels, interacting with each member's emotional exhaustion to explain their commitment to work at the individual level (Cole & Bedeian, 2007).

In another study, the effect of the relationship between supervisor and subordinate using the Leader-Member Exchange (LMX) theory on perceptions of two types of professional workers in Australia regarding autonomy was compared. The study found that strong, good relationships between supervisors and these workers positively affected their sense of autonomy, with a higher degree among engineers than nurses, and also a stronger emotional commitment (Farr-Wharton, Brunetto, & Shacklock, 2011).

In a somewhat different direction, a study explored the relationship between individuals' social and economic exchanges with the organization and emotional commitment, mediated by the LMX theory. The main finding was that social exchanges (SLMX) weaken the link between economic exchanges and emotional commitment. Additionally, it was noted that emotional commitment is not solely determined by social motives derived from social exchange relationships but also by intrinsic motives inherent in the work itself (Buch, 2015)..

II– Methods and Materials:

2. Field Study on a Sample of Higher Education teachers at the University of Laghouat

2. 1. Introduction to the Study and the used measures

This study was conducted on a sample of higher education professors from the University of Laghouat, comprising 200 professors across various faculties, to examine their attitudes regarding the potential application of the exchange theory between leaders and members and its impact on organizational commitment. A scientific questionnaire was prepared, including administrative measures for leadership variables from the (LMX) perspective and organizational commitment. The independent variable includes two dimensions: leader-member exchange (indicating the influence of leadership without the effect of bilateral relationships between the leader and the member); and in-group leadership, characterized by distinguished bilateral

relationships between the leader and the member. The dependent variable encompasses three dimensions: emotional commitment, continuous commitment, and normative commitment.

The leadership measure was developed based on the (LMX) model, adapted from (Colquitt, Lepine, and Wesson, 2013, p. 465), following an analytical review of numerous articles collected and analyzed in the research by (Graen and Uhl-Bien, 1995). (See appendix of this study). The first dimension, leader-member exchange, includes 9 statements; the second dimension, in-group leadership, includes 7 statements.

Regarding the organizational commitment measure, the (Allen and Meyer, 1990) scale was adopted, which consists of three dimensions, each with 6 statements (see appendix of this study).

2. 2. Analysis of the Field Study Results

This section will analyze the study results and model using evidence and indicators provided by the (Smart PLS) software. These tools evaluate convergent validity, discriminant validity, and model quality indicators (^{2}f, R^2, PLS predict, SRMR). These indicators are fundamental in adopting the structural equation modeling approach by testing the model overall and accepting or rejecting it based on the frameworks provided by researchers and specialists in this field. They help provide a clearer understanding of the model's suitability for the study data relative to the proposed model.

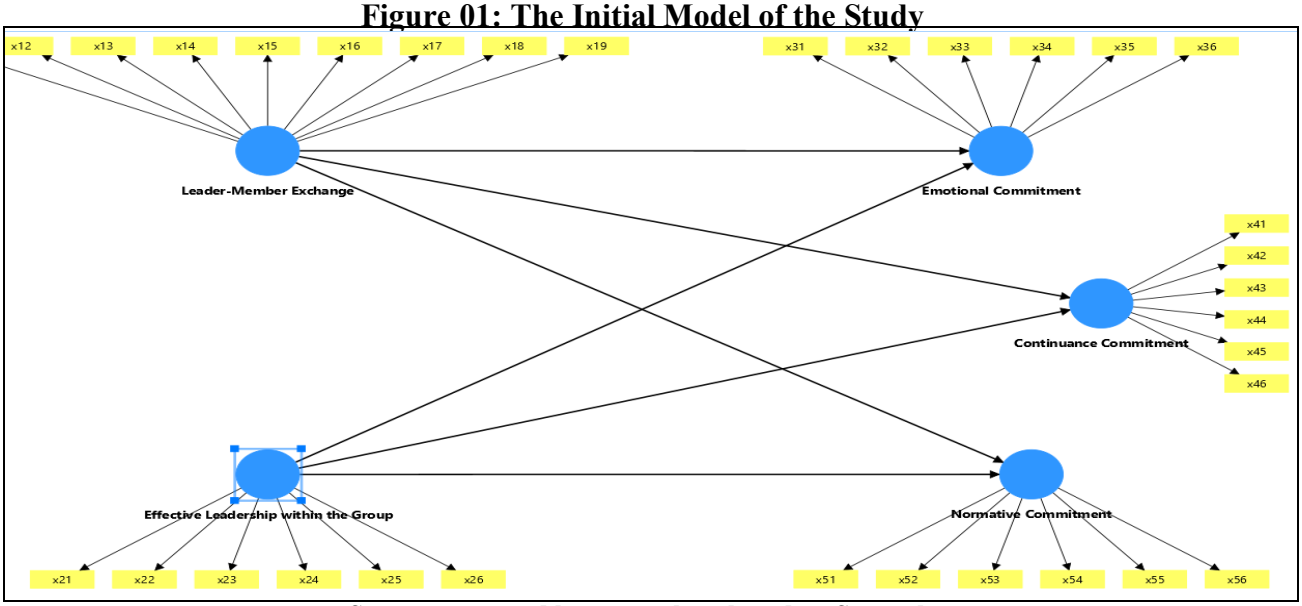
Table (01): Acceptance Range for Measurement and Structural Model Quality Indicators

Model	Indicator	Definition	Acceptance Range	
Convergent Validity and Reliability Evidence	Factor Loading	Indicator of the consistency and harmony of the statements with each other	Greater than 0.7	
	Composite Reliability (CR)	Indicates internal consistency among statements and the factor, similar to Cronbach's alpha but more recent	Less than 0.69	Not Good
			Between 0.70 and 0.95	Good
			Greater than 0.95	Not Good
	Average Variance Extracted (AVE)	Indicator of the average variance captured by the indicators related to the construct	Acceptable if exceeding 0.5	
Discriminant Validity Evidence	HTMT (Heterotrait-Monotrait Ratio)	Indicator of the discriminant validity between latent variables in the measurement model	Less than the threshold level of 0.9	
	Variable Correlation	Measure of the extent to which constructs are more correlated with their own indicators than with others	More correlation indicates less discriminant validity	
	Cross Loading	Measure of how much statements load on their intended construct versus others	Statements should load more strongly on their respective constructs	

Source: (Hair, Hult, Ringle, and Sarstedl, 2020, pages 65-83)

Based on the initial model, the study will examine the convergent and discriminant validity of the model:

Figure 01: The Initial Model of the Study



Source: prepared by researchers based on Smat-pls

1.2. 1. Convergent Validity

Convergent validity measures how closely related and consistent the questions are with each other. According to M. Hult et al., evaluation criteria for convergent validity include: factor loading, composite reliability, and AVE. After processing, the following results were obtained for all statements, as shown in the table below:

Table (02): Convergent Validity Values

Indicator	Statements	Factor Loading		Composite Reliability		AVE	
Acceptance Rate		Greater than 70%		Greater than 70%		Greater than 50%	
		Before Deletion	After Deletion	Before Deletion	After Deletion	Before Deletion	After Deletion
Leader-Member Exchange	X11	0.68	-	0.96	0.95	0.71	0.74
	X12	0.72	0.71				
	X13	0.91	0.91				
	X14	0.86	0.86				
	X15	0.85	0.85				
	X16	0.90	0.90				
	X17	x89	0.89				
	X18	0.90	0.9				
	X19	0.85	0.85				
Effective Leadership within the Group	X21	0.81	0.81	0.94	0.94	0.74	0.74
	X22	0.85	0.85				
	X23	0.79	0.79				
	X24	0.91	0.91				
	X25	0.91	0.91				
	X26	0.91	0.91				
Emotional Commitment	X31	0.81	0.81	0.89	0.89	0.63	0.63
	X32	0.88	0.88				
	X33	0.78	0.78				
	X34	0.81	0.81				
	X35	0.77	0.77				
	X36	0.73	0.73				
Continuance Commitment	X41	0.64	-	0.89	0.82	0.56	0.63
	X42	0.72	0.61				
	X43	0.69	-				
	X44	0.78	0.77				
	X45	0.86	0.89				
	X46	0.77	0.87				
Normative Commitment	X51	0.68	0.75	0.87	0.83	0.54	0.66
	X52	0.80	0.83				
	X53	0.85	0.88				
	X54	0.82	0.80				
	X55	0.62	-				
	X56	0.57	-				

Source: (Prepared by the researchers based on the outputs of Smart PLS)

First. Factor Loading

It reflects the degree of correlation between a statement and the dimension it forms. To accept this, the correlation coefficient for each statement should exceed 0.7. Statements with correlation coefficients between 0.4 and 0.7 can be accepted if they do not negatively impact the Composite Reliability (CR) and Average Variance Extracted (AVE) criteria. Statements below this threshold can be removed. The previous table shows the results of this criterion both before and after removal. The table (02) indicates that the statements (indicators) of the two dimensions of the leadership measure model (LMX), which assess convergent validity using the standardized loading

coefficient (0.7), mostly exceed this threshold, except for statement (x11). However, statements (x41, x43, x55, x56) did not meet the threshold of 0.7 in the dimensions of continuous commitment and normative commitment. Overall, convergent validity can be considered confirmed because 85% of the statements are correlated with their dimensions with a coefficient exceeding 0.7.

Second. Composite Reliability

Composite reliability ranges from 0 to 1, with higher values indicating greater reliability. It is generally interpreted similarly to Cronbach's alpha. Specifically, composite reliability values from 0.60 to 0.70 are acceptable in exploratory research, while in more advanced research stages, values between 0.70 and 0.90 are considered acceptable. Values above 0.95 are undesirable because they suggest that all indicator variables measure the same phenomenon, which may compromise the validity of the measures. In such cases, researchers recommend removing redundant indicators.

From the above table (02), it is evident that all CR values are statistically significant and acceptable, as they are greater than 0.7 after removing ambiguous statements. This indicates a strong correlation among the study items in measuring the latent variables, confirming the reliability of the measurement model and supporting convergent validity.

Third. Average Variance Extracted (AVE)

AVE is a common measure used to establish convergent validity at the construct level. It is defined as the average of the squared loadings of indicators associated with a construct, calculated by summing the squared loadings and dividing by the number of indicators. An AVE value of 0.5 or higher indicates that the construct explains more than half of the variance in its indicators. Conversely, an AVE below 0.5 suggests that more variance is due to measurement error than to the construct itself.

From the previous table (02), most AVE values are statistically significant and acceptable, as they are greater than 0.5, according to (Hair, Hult, Ringle, and Sarstedl, 2020). This indicates that each latent variable explains more than half of the variance in its indicators, further supporting the quality of the convergent validity of the model.

1.2.2. Discriminant Validity

Discriminant validity measures the extent to which a construct is truly distinct from other constructs. Demonstrating discriminant validity means that the construct is unique and measures phenomena not captured by other constructs. According to (Hair, Hult, Ringle, and Sarstedl, 2020), there are three criteria for assessing discriminant validity: the Fornell-Larcker criterion, the cross-loading criterion, and the HTMT (Heterotrait-Monotrait Ratio). We will focus on the HTMT criterion, which is considered the most reliable according to specialists. If discriminant validity is confirmed here, it can replace the other two measures.

The HTMT criterion aims to verify the discriminant validity between latent variables, as shown in the following table:

Table 03: Results of Discriminant Validity Test Based on the HTMT Criterion

Dimensions	Continuous Commitment		Emotional Commitment		Normative Commitment		Effective Leadership Among Groups		Leadership Among Organizational Members
	Before Removal	After Removal	Before Removal	After Removal	Before Removal	After Removal	Before Removal	After Removal	
Continuous Commitment	-	-							
Emotional Commitment	0.53	0.53	-	-					
Normative Commitment	0.77	0.77	0.67	0.67					
Effective Leadership Among Groups	0.44	0.41	0.87	0.85	0.46	0.42	-	-	
Leadership Among Organizational Members	0.38	0.38	0.76	0.76	0.43	0.43	0.91	0.85	

Source: (Prepared by researchers based on outputs from SmartPLS software)

The table above shows that the HTMT discriminant validity test results confirm the discriminant validity between the latent variables after removing the problematic statements with

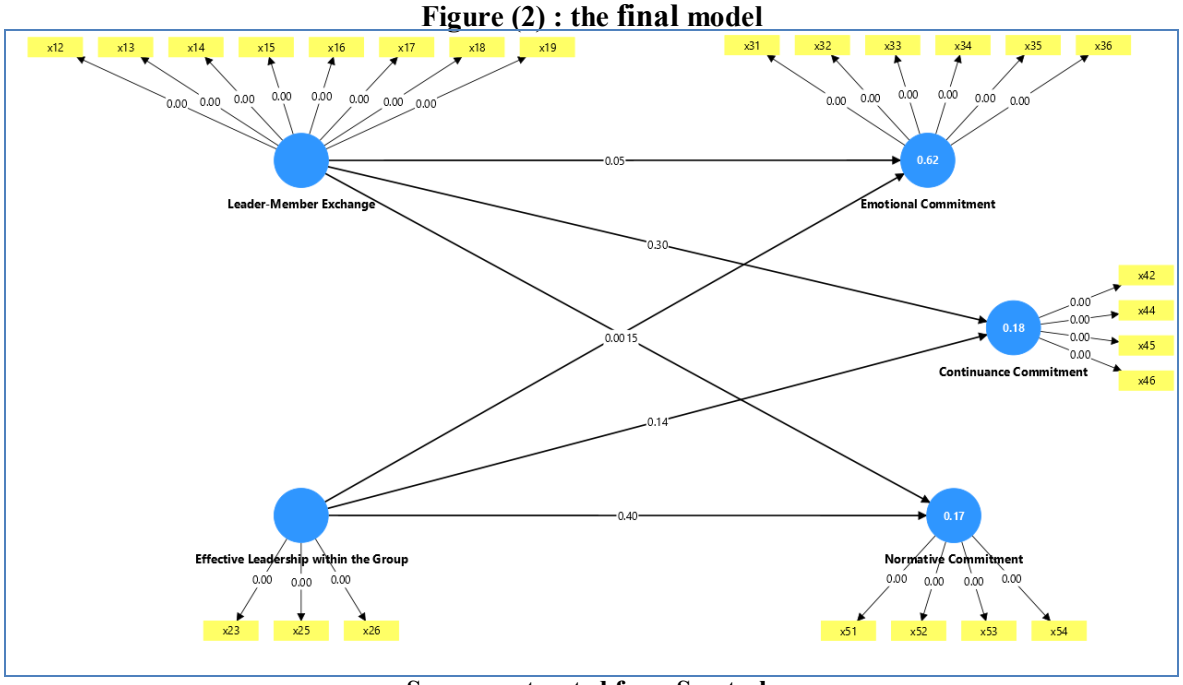
correlations exceeding 0.7. Specifically, the correlation between effective leadership among groups and leadership among organizational members recorded a value of 0.91. To address this issue, statements with correlations exceeding 0.7, namely X21, X22, and X24, were excluded.

2.3. Evaluation of the Structural Model and Hypothesis Testing

After confirming the validity of the measurement model, the next step is to evaluate the structural model by analyzing the relationships between variables and testing the proposed hypotheses. This involves examining the model's indicators, its predictive power, and testing the main and subsidiary hypotheses based on statistical coefficients and their significance.

First. The Structural Model of the Study: The following diagram illustrates the structural model after applying convergent and discriminant validity evidence, with ambiguous statements removed.

Figure (2) : the final model



Source: extracted from Smat-pls

Second. Analysis of the Indicators Related to the Structural Model

Before discussing the testing of the study hypotheses, it is essential to first examine the quality indicators of the structural model. These indicators include: (^{2}f, R^2), PLS predict, and SRMR. The purpose of this is to evaluate the indicators of the structural model before proceeding to test the hypotheses.

Table 4: Span, Acceptance, and Quality Indicators of the Structural Model

	Indicator	Definition	Acceptance Range
Some Structural Model Indicators	Coefficient of Determination (R^2)	Measures the ability of independent variables to explain the dependent variable	According to Hair (1998) Greater than 0.67 Large effect Between 0.33 and 0.67 Medium effect Less than 0.33 Weak effect
	Effect Size (F_2)	Indicates whether the removal of a construct significantly impacts the endogenous variables	Greater than 0.35 Large effect More than 0.15 Medium effect More than 0.02 Weak effect Less than 0.02 No effect
	Predictive Relevance (PLS-predict)	Used to determine the model's ability to predict the values of the dependent variable based on the independent variables	High predictive power for all values Moderate predictive power for most values Low predictive power for some

			values
	Model Fit Index (SRMR)	Used to assess the model's goodness of fit	Good fit when the recorded value is less than 0.08 (or less than 0.10 in some studies)

Source: (Hair, Hult, Ringle, and Serstedl, 2020, pages 65-83).

Below are the recorded results for the structural model of the study:

Table 5: Results of the Structural Model Indicators

Coefficient of Determination (R^2)			Effect Size (f_2) for Group Leadership		Effect Size (f_2) for Organizational Members Leadership		SRMR Value	
Construct	R^2 Value	Observation	f_2 Value	Observation	f_2 Value	Observation	Final Model	Predictive Model
Continuance Commitment	0.16	Weak	0.04	Weak	0.01	None	0.08	0.12
Emotional Commitment	0.62	Moderate	0.34	Strong	0.07	Weak		
Normative Commitment	0.17	Weak	0.02	Weak	0.03	Weak		

Source: (Prepared by the researchers based on outputs from Smart-PLS)

From the table above, we observe that the R^2 values are 0.16, 0.62, and 0.17 respectively, indicating that the independent variables explained 16% of the variance in continuance commitment, 62% in emotional commitment, and 17% in normative commitment. This suggests a varying influence of the leadership model (LMX) across its dimensions on organizational commitment.

Regarding the other structural quality indicators of the study's model, the proposed model did not meet the standard quality thresholds recommended for structural model assessment using the least squares method.

Third. Hypotheses Testing

Hypotheses will be tested at a significance level ($\alpha = 0.05$), based on the outputs of the Smart-PLS program, which yielded the following results:

Table 6: Sub-Hypotheses Testing Results

Hypotheses	Regression Coefficient	Standard Deviation	T-Value	P-Value	Decision
Group Leadership → Continuance Commitment	0.28	0.19	1.46	0.14	No Effect
Group Leadership → Emotional Commitment	0.57	0.11	4.96	0.00	Effect Exists
Group Leadership → Normative Commitment	0.19	0.22	0.84	0.40	No Effect
Organizational Members Leadership → Continuance Commitment	0.17	0.16	1.04	0.30	No Effect
Organizational Members Leadership → Emotional Commitment	0.26	0.13	2.00	0.05	Effect Exists
Organizational Members Leadership → Normative Commitment	0.25	0.17	1.43	0.15	No Effect

Source: (Prepared by the researchers based on outputs from Smart-PLS)

Based on the statistical analysis outputs in Table 6, it is observed that the sub-hypotheses related to the effect of effective leadership using the (LMX) model on the dimensions of organizational commitment, specifically emotional commitment are verified by the significance value (α=0.05) being less than or equal to 5%, indicating partial validation of the main hypotheses. The influence of effective leadership using the (LMX) model on the other two dimensions, continuance and normative commitment, is weak and not statistically significant, showing weak impact of the independent variables of group leadership and organizational members' leadership on the abovementioned commitment dimensions.

III- Results and discussion :

3. Discussion of Results and Interpretation

Starting from the hypotheses of the study, which aim to answer whether there is an effect of university administrative leadership on staff's organizational commitment, the discussion will be

approached from two perspectives. The first relates to the model and its quality as an administrative measure capable of accurately assessing leadership according to the exchange relationship model between the leader and the member (LMX), and the measure of organizational commitment translated into Arabic based on validity and reliability standards of the measurement concepts, as well as structural validity standards that determine whether the measure is suitable for assessing the impact and the nature of relationships between variables.

The second perspective concerns a scientific discussion of the obtained results through hypothesis testing. It is important to note that the comparison will be limited to previous studies that examined the same dimensions of leadership (LMX) and organizational commitment.

First. On the methodological level, the validity results showed that the average extracted variance (AVE) was 0.74, a value exceeding the acceptable statistical threshold. This indicates that the variable explains a significant proportion of the variance in the measurement indicators and confirms the convergent validity of the scale. Additionally, the discriminant validity value (0.75) reflects a clear and strong distinction between the variables, indicating no overlap between the dimensions and confirming the discriminant validity. From this, we conclude that the study model possesses a solid structure regarding the quality of the selected variables, meeting the criteria for convergent and discriminant validity. The model also demonstrated the ability to verify the proposed hypotheses related to the research problem, leveraging its quality features despite the noted limitations in the presentation of results.

Second. On the research level, this study aligns with numerous previous studies that confirmed the existence of correlational and causal relationships between leadership and organizational commitment (Power, 2013). For example, a study conducted on employees at Indonesian ports found that leader-member exchange (LMX) could serve as a means to enhance work relationships and increase organizational commitment, thereby improving overall organizational performance. This was examined through a model combining the two variables of leader-member exchange and their impact on employee performance, with organizational commitment acting as a mediating variable. The study concluded that the reciprocal relationship between the leader and the member is beneficial for increasing employee performance when organizational commitment is present as a mediator (Shanty, Triyani, & Sadikin, 2022).

Similarly, another study (Hsieh, 2012) conducted among college faculty and an Islamic institute analyzed the relationship between leader-member exchange and its impact on organizational commitment and job satisfaction. The study found several practical results, most notably that the exchange relationship positively influences organizational commitment and job satisfaction. The researchers also discovered that virtual work could modify the effect of the leader-member exchange on organizational commitment but was unable to alter its impact on job satisfaction.

Furthermore, other studies have identified the influence of effective leadership on organizational commitment. For instance, a study by Eisenberger et al. (2010) examined the relationship between leader-member exchange and organizational interaction among employees in sports organizations in Turkey. The study found a statistically significant positive relationship between leader-member exchange. It also noted that emotional and normative commitment were affected by the exchange, whereas continuance commitment was not. Although all results indicated a relationship between effective leadership and organizational commitment, previous research did not address the impact of effective leadership based on the leader-member exchange theory (LMX) on organizational commitment, which presents a research gap that this study aims to address.

In our current study, some results were obtained regarding the effect of effective leadership on the dimensions of organizational commitment (affective, normative, continuance). We found that the hypotheses related to the impact of effective leadership using the LMX model on the two dimensions had a partial effect on affective commitment only. This indicates a statistical significance level of 5% or less, meaning the main hypotheses were partially supported. The other two dimensions showed no significant influence from the independent variables of intra-group leadership and leadership among organizational members.

This is logical because effective leadership is highly related to an individual's emotions, feelings, and perceptions. Within groups and among organizational members, emotions, cooperation, and bonds develop outside formal organizational frameworks, making employees feel they are integral parts of the

group. This is a result of the reciprocal leader-member exchange, which fosters a sense of work spirit and belonging, making the organization an essential part of their goals and priorities.

References

Allen, N., & Meyer, j. (1990). The measurement and antecedents of affective, continuance and normative commitment to the organization. Journal of Occupational Psychology, 63, 1-18.

Buch, R. (2015). Leader–member exchange as a moderator of the relationship between employee–organization exchange and affective commitment. The International Journal of Human Resource Management, 26(1), 59-79.

Cole , M., & Bedeian, A. (2007). Leadership consensus as a cross-level contextual moderator of the emotional exhaustion–work commitment relationship. The Leadership Quarterly, 18(5), 447-462.

Colquitt, J., Lepine, J., & Wesson, M. (2013). organizational behavior (4e ed.). New-York: Mc-Grow Hill.

Duchon, D., Green, G., & Taber, D. (1986). Vertical dyad linkage: a longitudinal assessment of anticedents, measures, and consequances. Journal of Applied Psychology, 71(1), 56-60. doi: https://doi.org/10.1037/0021-9010.71.1.56

Eisenberger, R., & al., e. (2010). Leader–Member Exchange and Affective Organizational Commitment: The Contribution of Supervisor's Organizational Embodiment. journal of Applied Psychology, 95(6), 1085-1103.

Farr-Wharton, R., Brunetto, Y., & Shacklock, K. (2011). Professionals' supervisor–subordinate relationships, autonomy and commitment in Australia: a leader–member exchange theory perspective. The International Journal of Human Resource Management, 22(17), 3496-3512. doi:10.1080/09585192.2011.599681

Gerstner, R., & Day, V. (1997). Meta-Analytic review of leader–member exchange theory: Correlates and construct issues. Journal of Applied Psychology, 82(6), 827-844.

Graen, G., & Uhl-Bien , M. (1995). relationaship-based approach to leadership: development of leader-member exchange (LMX) theory of leadership over 25 years applying multi level multi level domain perspective. Leadership Quarterly, 6(2), 219-247.

Hair, J., Hult, T., Ringle, C., & Serstedl, M. (2020). PLS-SEM modelization. Oman: Academic Book Center.

Hsieh, H.-L. (2012). Building employees' organizational commitment with LMX: the mediating role of supervisor support. Global Journal of Engineering Education, 14(3), 250-255.

Johns, G., & Saks, A. (2011). Organizational Behavior: Understanding and managing life at work (8e ed.). Toronto: Pearson Prentice Hall.

Locke, E. (2009). Handbook of principles of organizational behavior (2e ed.). West Sussex: John Wiley & Sons, Ltd.

Macafarlane, B. (2013). Intellectual leadership in higher education Renewing the role of university professor .Routledge.

Meyer, J., & Herscovitch, L. (2021). Commimtment in the workplace Toward a general model. Resource manegement Review.

Mowday, R., & Poter, L. (2021). The measurement of organizational commitment. Journal of Vacational Behavior.

Niklas, S., & al., e. (2018). How feedback about leadership potential impacts ambition, organizational commitment, and performance. The Leadership Quarterly, 29(6), 637-647.

Power, R. (2013). Leader-Member Exchange Theory in Higher and Distance Education. the international review of research in open and distance learning, 14(4), 277-284.

Robbins, S., & Judge, T. (2017). Organizational Behavior (17e ed.). Essex: Pearson Education Limited.

Robbins, S., Judge, T., & Vohra, N. (2013). Organizational Behavior (15e ed.). New-Delhi: Pearson Education Inc.

Shanty, D., Triyani , T., & Sadikin, M. (2022). Analysis of The Relationship of Leader-Member Exchange (LMX) Towards Employee Performance Mediated by the Employee Commitment. International Journal of Environmental, Sustainability, and Social Sciences, 3(3), 544 – 555.

How to cite this article by the APA method:

Hassina TALEB (2026), The Impact of Effective Leadership on Organizational Commitment Among Higher Education Etaff: Leader-Member Exchange Theory Perspective, Journal of Quantitative Economics Studies, Volume 12 (Number 01), Algeria: Kasdi Marbah University Ouargla, PP. 115-126.

The copyrights of all papers published in this journal are retained by the respective authors as per the **Creative Commons Attribution License**.

Journal Of Quantitative Economics Stadies **is licensed under a** Creative Commons Attribution-Non Commercial license **(CC BY-NC 4.0).**