

Examining Principals' Leadership Styles Association with Teachers' Professional Commitment

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ABSTRACT

Keywords:

Principals
Leadership Styles
Association Teachers
Professional Commitment.

The prime goal of the study was to examine the relationship of principals' leadership styles with the teachers' professional commitment at college level. The study hypotheses were formulated to examine the study objectives. Descriptive research design with survey approach and quantitative method was adopted. The population of study consisted of all the lecturers (PE) of public colleges of Sargodha and D.G. Khan Divisions, Punjab, Pakistan. The total numbers of teachers (PE) working in public colleges of both divisions were 185, the male teachers (PE) were 90 and females' teachers (PE) were 95. As the 185 LPEs list was accessible and supposed to be easily contacted, so Census method of research was used and the study respondents surveyed for data collection completely. Two self-designed Likert type scales (leadership styles & professional commitment scales) were prepared and used for data collection. 89 % return rate of responses was recorded. Inferential statistics were used to draw the conclusion. The analyzed data found a positive significant correlation among all the principals' leadership styles and teachers' job commitment yet, the transformational leadership role is more powerful and dominant as compared to others. So, the research study suggested that the Principals may constantly observe teachers' performance/activities concerned to their allotted duties with distinguishing mistakes. It will lead to improve the teachers' commitment level regarding their job.

INTRODUCTION

An effective leadership has a key role in developing organization reputation and in producing a positive motivating, committing and job environment for workers and for the students (Bello, 2012). Workers can achieve and show the highest commitment and performance level by an effective leadership (Alvarado & Vargas, 2019). Likewise, the organizational leadership breaks or makes the level of teachers' commitment and costiveness as well as the learners (Tschannen-Moran, 2014). Thus, organizational commitment and motivation in every walk of life are depending on a friendly and peaceful

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environment and positive leadership. Chirchir et al. (2014) found a positive association of transformational leadership with teachers' professional commitment. Similarly, Afshari & Gibson, (2016) also indicated that there is a significant correlation between transactional style of leadership and organizational commitment of employees.

Similarly, positive relationship between leadership style of HOIs and lecturers' (PE) commitment and motivation is essential for an institute's reputation and success. There has been a positive relationship between effects of leadership and organizational commitment in the different studies (Saeed et al., 2013). Leadership style and components of commitment vary the level of impact. In the educational sector of Pakistan reveals that transformational and transactional leadership, both are collectively proved as a positive approach towards teachers' commitment (Ahmad, (2016). On the other side, the low professional commitment level of teachers determines that they have low appreciation can affect the loyalty and attachment feelings to their jobs or institution. Low relationship among above mentioned variables was due to other factors like overpowering, bad behavior of heads, the poor job condition and shortage of teaching apparatus (Chirchir et al., 2014). Research study by Kamola and Phoebe (2016) described that transformational leadership style of leader's has a vital role to make any institution a better place of working, especially at school level as they are the change dynamics for the society/culture in which they act. So this particular study highlighted the different leadership styles association with organizational commitment's of teachers. The basic purpose of highlighting such a relationship is to make the new ways open for the college principals to consider how their leadership styles create a strong foot prints on the teachers' attitudes towards their job by creating a fluctuating effect on the teachers' commitment. The main purpose of this research is to make the HOIs aware with the fact that their leadership style is not only limited to their personality but has a strong remarkable influence on the organizational performance and also providing an information about the human behavior. Following are the main objectives of the study:

1. To examine the association between the Transformational leadership of principals and professional commitment of the Teachers (PE) (hypothesis # 1).
2. To examine the association between the transactional leadership style of principals and professional commitment of the Teachers (PE) (hypothesis # 2).
3. To examine the association between the laissez-faire style of principals and professional commitment of the Teachers (PE) (hypothesis # 3).
4. To examine the leadership styles association with professional commitment (hypothesis # 4).
5. To examine prediction of professional commitment over the leaderships styles (hypothesis # 5).

Statement of the problem

There are some imperative factors that can increase the reputation of any educational institution such as a positive behavior and leadership style of HOI (Robbins & Judge, 2012). Different types of objectives of an organization can be achieved through optimistic leadership. Furthermore, commitment level of the working community can be maintained through positive leadership. On the other hand, reduction of job commitment and poor performance of the lecturers (PE) are caused by the HOI's leadership style in Punjab (Grant 2012). No research study has so far been done about the HOIs' leadership styles association with job commitment of teachers (PE) in public sector colleges of Sargodha and D.G. Khan Divisions, Punjab, Pakistan. Keeping in view current situation, the researchers selected the topic for research to examine the leadership styles association with professional commitment of teacher (PE) at college level.

Significance of the study

An ideal leadership plays a very important role in shaping the destiny of an institution. HOIs have performed a role as change agents in establishing a positive, committing and working environment for teachers, and increasing students' motivation. The endeavor of the researchers in connection with present research study proved momentous in exploring different administrative behavior, including transformational, transactional and laissez-faire. This study will also help the HOIs to enhance level of knowledge like skills, theories, and behaviors by conducting seminars and conferences in different educational institutions and arranging leadership training programs with the collaboration of the Directorate of Staff Development (DSD) Punjab. In addition to that, it will help the HOIs to be aware of their styles which may cause low levels of teacher's commitment and as the practitioners. HOIs will be able to make an efficient practice of leadership styles for the sake of enhancing teachers' job commitment. Furthermore, this effort of researchers in the field also helps to explore the magnitude of the relationship between leadership styles and the commitment level of teachers (PE) towards their profession. This study will contribute to social change by maintaining colleges with an inference of how their leadership styles of HOIs can affect the whole educational environment of the colleges as well as commitment and motivation levels of its teachers especially physical education teachers.

Hypotheses of the study

The main objective of this article is to examine the relationship between leadership styles and employees' commitment in public sector colleges in Punjab, Lahore. In line with the reviewed literature, the following hypotheses stated in an alternative form were tested in this study:

1. Transformational leadership of principals is correlated with job commitment of teachers (PE) (H₁).
2. Transnational leadership of principals is correlated with job commitment of teachers (PE) (H₂).
3. There is a negative correlation of laissez-faire style of leadership of principals with the job commitment of teachers (PE)(H₃).
4. The leadership styles are correlated with teachers' job commitment. (H₄).
5. The professional commitment is predicted through the leadership styles of the head of the institutions (H₅).

LITERATURE REVIEW

The Concept of Leadership Styles:

Organizations around the world, in both the private and public sectors, are established principally to accomplish predetermined set objectives and goals. In obtaining these objectives and goals, the role of the human resources (teachers) cannot be overemphasized (Gberevbie, 2017; Mottoh, 2015). This is simply because organizations, irrespective of other resources (financial, land, technological) at their disposal, cannot obtain anything meaningful in terms of achieving its fixed goals, without the human resources galvanizing all other resources (Gberevbie, at el., 2017; Jain & Duggal, 2015). Leadership literature is proliferated with numerous definitions, styles, and theories. For the purpose of this article, emphasis is on transformational, transactional, and laissez-faire leadership styles as the basis for employees' commitment in an institution.

Path-Goal Theory

Robert House developed the model of the contingency of leadership is known as Path-Goal theory and totally based upon the tasks of the commitment expectancy theory. It is also based upon the work of a group of OSU. This type of theory was developed like an approach that could describe how the head can increase the level of commitment and performance of his/her workers successfully (House, 1971). The path-goal theory explains the part of the leader in developing a connection between the personal goals

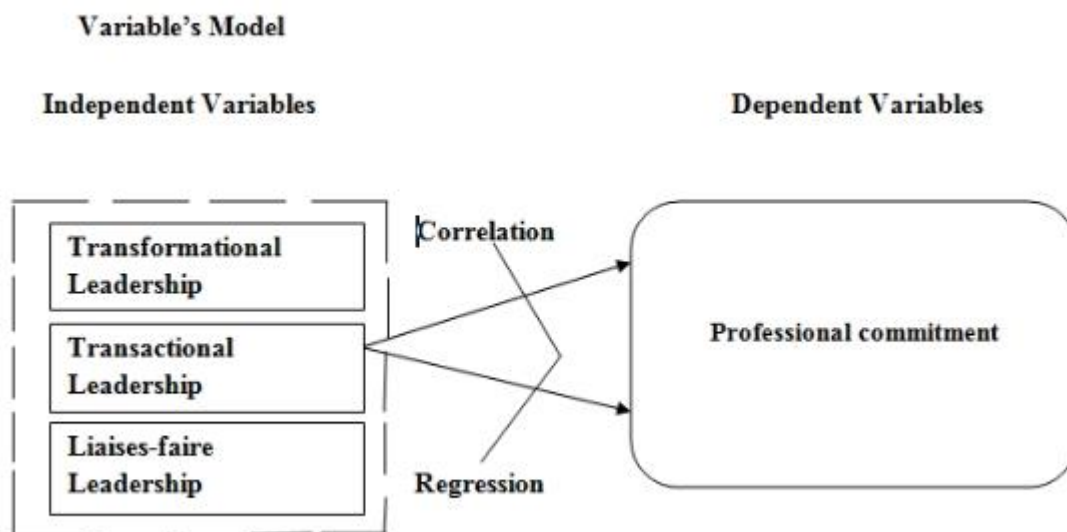
of workers and the goals of work. The type of theory was developed upon two schemes. According to the first scheme the leader's behavior would be committing, satisfying and acceptable for his/her workers to the degree that the workers supposed it like direct main source of commitment for them or consider it as an influential source for future satisfaction and performance. The second one scheme was that leader's behavior must be motivational to the degree on which, it prepared satisfaction level of workers' contingent on successful performance and that it balanced the environment of work for workers by offering proper guideline, support, clear direction and incentive for the achieving of effective level of performance or set targets.

With reference to college HOIs always try to harvest maximum grades of commitment in respect of their staff. This commitment graph is directly influenced by the level of motivation among the teachers to perform their jobs warmly. Gcaza at el. (2018) found that if managers or heads of institution stimulates employees, arrange training to increase skills, make an investment for education, give importance to their personal objectives and empowered workers positively, it will certainly enhance the level of employees' organizational commitment. A research investigation by Dariush et al. (2016) found that transformational and transactional leadership styles of managers have a significant positive effect on employees' commitment, but laissez-faire leadership has a negative effect on employees' commitment. The finding implies that not all leadership styles would have a similar kind of relationship with employees' commitment. The relationship could be either positive or negative. Also, Dahie, Mohamed, and Mohamed's (2017) study indicated that employees' commitment is positively related with transformational and transactional leadership styles. No educational organization can achieve the highest performance unless all individuals are motivated and committed for attaining organizational goals and show an active and effective participation (Senge, 2014). So, it can be said that the organizational commitment of teachers significantly plays a chief role in organizational success and failure. Keeping in view the considerations of above-mentioned studies the researchers decided to take a Pakistani prospective on a similar topic entitled: "Examining the relationship of Different Leadership Styles of Principals with the Professional Commitment of Teachers (PE)".

Research Gap

The concentrated literature review reveals that there is no shortage of studies that focused on the leadership style and employees' commitment. But it is very rare to find research studies that had been conducted for investigating the leadership style association with professional commitment and in public sector colleges generally and especially in province Punjab, Pakistan. Due to some uncertain

circumstances like, poverty, idleness, and migrations, Pakistani environment changed dramatically which has badly affected each individual in the country. Along with, majority of the studies had been done upon such areas as banks, industries, companies' employees and university and primary and secondary school teachers and students, but had not found a single study which had so far been conducted on lecturers including lecturers in physical education at college level. In the present scenario, the researcher intended to investigate the leadership styles (transformational, transactional & laissez-faire styles) association with professional commitment of lecturers (PE) as well as the researcher also intended to investigate that how the LPEs can enhance their commitment level. It also helped to produce loyalty and trust for the organization which may cause higher levels of the job performance of the employee.



RESEARCH METHODOLOGY

The current research was carried out to examine the different principals' leadership styles' association with the teachers 'job commitment at college level. Main five hypotheses were formulated to examine the study objectives. Following methodology was adopted for this purpose.

Research Design

A research design is a blueprint/sketch for conducting a research with maximum control over factors that may influence the validity of the outcomes. Descriptive research design is the best form of research in which the nature or conditions and degree of research study are described in detail of the present

situation. The researcher used descriptive research design with the simple survey method in current study.

Population and Sample of Study

The population of the study consisted of all the teachers (PE) of public colleges (male and female) of Sargodha and D.G. Khan Divisions, Punjab, Pakistan. The total number of LPEs performing in public colleges of both divisions was 185. The male teachers (PE) were 90 and female teachers (PE) were 95. As the 185 LPEs list was accessible and supposed to be easily contacted, so Census method applied and all the study respondents surveyed for data collection.

Table 1: Detailed description of Population before and after data collection

SNO:	Total number of degree colleges	Male teachers	Female teachers	After data collection
01	185	95	90	165

Web Source: www.hed.punjab.gov.pk(2019)

Research Instrumentation

Two self-designed Likert type scales (leadership styles scale & professional commitment scale) were designed and used for data collection. In this particular research, surveying method with cross sectional approach was also applied for data collection. Required information was obtained from 185 teachers (PE) of sample colleges. The researcher adopted following procedure for preparation of research instruments.

Pilot Testing

A pilot study was conducted for assessing the feasibility, cost and time, and understand the ability of research instruments by the respondents. In the present study, the sample of 20 respondents (these lecturers were not included in final data collection) were selected for the piloting testing. Prior to final collection of the required data, two initial drafts of leadership styles scale and the professional commitment scale were filled by 20 lecturers (PE) of different public sector colleges in which 10 were male and other 10 were female lecturers (PE). The complications, possible flaws and ambiguities were removed with consultation of research supervisor.

Validity of the instrument

Validity assesses that how correctly the requisite data will be attained for adequate representation of research variables (Drost, 2011). The initial drafts of the research instruments made valid through the authentic observations and recommendations of the field experts (5) accordingly. Content and face validity approach was applied for this purpose.

Reliability of the instrument

Cronbach's alpha can be used to determine the average inter-correlation among the variables. To check out the reliability of collected information, the Cronbach alpha method was used and found 0.89.

Table 2: Cronbach's Alpha Reliability of the Questionnaires

SN	Questions/ Instrument	N of Items	Cronbach's Alpha
1	Transactional Leadership Styles [TSL]	10	.818
2	Transformational Leadership Styles [TFL]	8	.804
3	Laissez-faire Leadership Styles [LF]	10	.800
4	Professional Commitment [PC]	10	.889
6	Questionnaire	38	.896

Mode of Data Collection

For the purpose of data collection, formal approval was taken from the Departmental Supervisory Committee of social sciences of Gomal University, Dera Ismail Khan and Directorate of Public Instruction (DPI) Lahore and has been forwarded to Director of colleges, and the same sent to the heads of department of sampled Government colleges. Consent form from LPEs was filled, Time and date were fixed for survey; the researcher also ensured the secrecy of lecturers in Physical Education for completion of assignment then distributed the scales among them. After that, the researchers visited the specific sample colleges for distribution of scales. The scales were collected back after the needful was done by the subjects.

The filled scales were to then be processed through SPSS for analysis. Overall 80% (439 out of 546) return response rate was obtained. The researchers used Pearson’s Correlation Coefficient, Linear Regression and Stepwise Regression to test the formulated hypotheses. According to the research analyst /experts, whenever the researcher desires to check out the association or correlation between predictor and criterions then the research will apply the Pearson’s Correlation Coefficient test on obtained data. In the present study, the researcher was also suggested by research supervisor to use correlation co-efficient for the following hypotheses. According to Ranganathan et al. (2018) Correlation analysis is a statistical method used to evaluate the strength of relationship between two quantitative variables

STUDY RESULTS

Table No 3. Factor Analysis on Transformational Leadership

KMO and Bartlett's Test			Component Matrix	
Kaiser-Meyer-Olkin Measure of Sampling Adequacy		.876	Item	Score
Bartlett's Test of Sphericity	Approx. Chi-Square	1336.125	TFL1	.574
	Df	55	TFL2	.490
	Sig.	.000	TFL3	.375
			TFL4	.634
			TFL5	.721
	Required	Computed	TFL6	.608
KMO test	= > 0.7	.876	TFL7	.725
Bartlett's test	= < 0.05	.000	TFL8	.708
Factor Loadings	= > 0.4		TFL9	.614
			TFL10	.667
			TFL11	.460

Table No 4. Factor Analysis on Transactional Leadership

KMO and Bartlett's Test			Component Matrix	
Kaiser-Meyer-Olkin Measure of Sampling Adequacy		.821	Items	Score
Bartlett's Test of Sphericity	Approx. Chi-Square	768.058	LF1	.625
	Df	15	LF2	.714
	Sig.	.000	LF3	.762
	Required	Computed	LF4	.782
KMO test	= > 0.7	.821	LF5	.702
Bartlett's test	= < 0.05	.000	LF6	.692
Factor Loadings	= > 0.4			

Table No 5. Analysis on Laissez-faire Leadership

KMO and Bartlett's Test			Component Matrix	
Kaiser-Meyer-Olkin Measure of Sampling Adequacy		.821	Items	Score
Bartlett's Test of Sphericity	Approx. Chi-Square	768.058	LF1	.625
	Df	15	LF2	.714
	Sig.	.000	LF3	.762
	Required	Computed	LF4	.782
KMO test	= > 0.7	.821	LF5	.702
Bartlett's test	= < 0.05	.000	LF6	.692
Factor Loadings	= > 0.4			

Table No 6. Factor Analysis on Professional Commitment

KMO and Bartlett's Test			Component Matrix	
Kaiser-Meyer-Olkin Measure of Sampling Adequacy		.889	Items	Score
Bartlett's Test of Sphericity	Approx. Chi-Square	1105.275	CMT1	.708
	df	28	CMT	.694
	Sig.	.000	CMT	.740

			CMT	.746
	Required	Computed	CMT	.690
KMO test	= > 0.7	.889	CMT	.715
Bartlett's test	= < 0.05	.000	CMT	.727
Factor Loadings	= > 0.4		CMT8	.479

In the exiting research study the researchers done reliability from their respondent to measuring internal consistency of the items

Association analysis

H1: HOIs' transformational leadership is correlated with job commitment of teachers (PE).

Table 7: Correlations Matrix

Testing Variables		Transformational leadership style	Organizational commitment	Commitment to Learner	Commitment to profession
Transformational leadership style.	P- Correlation	1			
	Sig. 2-tailed				
	N	165			
Organizational Commitment	P- Correlation	.386**			
	Sig. 2-tailed	.000			
	N	165			
Commitment to learner	P- Correlation	.321**	.716**		
	Sig. 2-tailed	.000	.000		
	N	165	165		
Commitment to profession	P- Correlation	.348**	.677**	.655**	1
	Sig. 2-tailed	.000	.000	.000	
	N	165	165	165	165

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

The above table reveals the positive association of transformational leadership of principals with the job commitment of teachers (commitment to learners, organizational commitment & commitment to profession). It also indicated the existing correlation between the transformational leadership with all the sub variables of professional commitment i.e. Commitment to learner, organizational commitment and commitment to the profession is positive ($r = .321, .386$ and $.348$) at significant level that is less than to the alpha level ($P = .000, .000$ and $.000 < .01$). Likewise, the above table also shows there is a positive association among all the sub variables of professional commitment such as organizational commitment,

commitment to learner and commitment to profession etc., because the r value is optimistic in nature ($r = .677$ and $.716$) at significant level that is $P = .000$ & $.000 < .01$. The table also reveals a positive association between commitment to profession and commitment to learner is positive ($r = .655$) and the alpha level is greater than p-value ($0.01 > .000$). Hence, There is a positive correlation between Transformational styles of leadership with job commitment of teachers (PE). So, the H1 is hereby accepted.

H2: HOIs' Transactional leadership is significantly correlated with job commitment of teachers (PE).

Table No.8 Correlations Matrix

Testing Variables		Transactional Leadership Style	Organizational commitment	Commitment to learner	commitment to profession
Transactional Style	P- Correlation	1			
	Sig. 2-tailed				
	N	165			
Organizational Commitment	P- Correlation	.428**			
	Sig. 2-tailed	.000			
	N	165			
Commitment to Learner	P- Correlation	.367**	.716**		
	Sig. 2-tailed	.000	.000		
	N	165	165		
Commitment to Profession	P- Correlation	.434**	.677**	.655**	1
	Sig. 2-tailed	.000	.000	.000	
	N	165	165	165	165

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

The above table indicates a positive correlation of transactional leadership of principals with teachers' job commitment (Commitment to learners, organizational commitment & Commitment to profession) of physical Education's teachers. The above table also illustrated the existing association between the transactional style of leadership with all the sub factors of professional commitment i.e. commitment to learner, organizational commitment, and commitment to profession is positive ($r = .367$.428 and .434) at significant level that is less than to the alpha level ($P = .000$, $.000$ and $.000 < .01$). Likewise, the above table also indicates there is a positive significant association among all the professional commitment's sub factors (commitment to learner, organizational commitment and commitment to profession), because the r value affirmative in nature ($r = .716$ & $.677$) at significant level ($P = .000$ & $.000 < .01$). The table also indicated a positive significant association between commitment to profession & commitment to learner is positive $r = .655$ and the alpha levels greater than p-value ($0.01 > .000$). Therefore,

transnational leadership of HOIs is positively associated with the professional commitment of teachers (PE). Hence, the H2 is hereby accepted.

H3: There is a negative correlation of laissez-faire style of leadership of principals with the job commitment of teachers (PE).

Table No. 9 Correlations Matrix

Testing Variables		Laissez-faire Leadership	Organizational commitment	Commitment to Learner	Commitment to profession
Laissez-faire Style	P- Correlation	1			
	Sig. 2-tailed				
	N	165			
Organizational commitment	P- Correlation	-.355**			
	Sig. 2-tailed	.000			
	N	165			
Commitment to learner	P- Correlation	-.314**	.716**		
	Sig. 2-tailed	.000	.000		
	N	165	165		
Commitment to profession	P- Correlation	-.360**	.677**	.655**	1
	Sig. 2-tailed	.000	.000	.000	
	N	165	165	165	165

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

As the above table reveals a negative association between principals' laissez-faire leadership and job commitment of teachers (PE). The above table shows that laissez-faire style of leadership of HOIs has a negative relationship with all the sub factors of professional commitment .i.e. commitment to learner, organizational commitment & commitment to profession (r =-.314, -.355 and -.360) at a significant level that is less than alpha level(P = .000, .000 and .000 < .01). Likewise, this table also shows there is the positive association among all the sub variables of professional commitment (commitment to learner, organizational commitment, and commitment to the profession), because the r value is significant in nature (r = .677, .716, and .655) at significant level which is less as compare to alpha level (P = .000 and .000 < .01). Therefore, it can be described that there is a negative correlation of laissez-faire leadership of HOIs with the job commitment of teachers (PE). Hence, the H3 is hereby accepted.

H4: The leadership styles are positively and significantly correlated with teachers 'job commitment.

Table No. 10 Correlations Matrix

		Transformational	Transactional	Laissez-faire
Transformational	P-Correlation	.255**	1	.512**
	Sig. (2-tailed)	.000		.000
	N	439	439	439
Transactional	P-Correlation	.386**	.512**	1
	Sig. (2-tailed)	.000	.000	
	N	439	439	439
Commitment	P-Correlation	.689**	.335**	.419**
	Sig. (2-tailed)	.000	.000	.000
	N	439	439	439

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

The above was about the correlation between leadership styles (transformational, transactional & laissez-faire) and professional commitment. The results show that all the three predictors are significantly associated with the criterion variable. Transformational leadership's style is highly correlated with professional commitment (.689) as compared to transactional leadership style (.335) and laissez-faire leadership style (.419). Therefore, results confirmed the existence of association between leadership styles and professional commitment. Therefore, the H1 is substantiated and accepted as true.

Predicting Professional commitment

H5. The professional commitment is significantly predicted through the leadership style of the head of the institutions,

Table No 11. Model Summary (Reression-Stepwise-1)

Model	R	R2	Adjusted R	SEE	Change Statistics				
					R2-C	F Change	df1	df2	Sig. F-C
1	.689 ^a	.474	.473	.523	.474	394.20	1	437	.000
2	.708 ^b	.501	.499	.510	.027	23.793	1	436	.000
3	.715 ^c	.512	.508	.505	.010	9.161	1	435	.003

Table 11a ANOVA Statistics (Regression- Stepwise-2)

Model		Sum Squares	Df	Mean ²	F	Sig.
1	Regression	107.715	1	107.715	394.206	.000 ^b
	Residual	119.408	437	.273		
	Total	227.124	438			
2	Regression	113.894	2	56.947	219.280	.000 ^c
	Residual	113.229	436	.260		
	Total	227.124	438			
3	Regression	116.230	3	38.743	151.977	.000 ^d
	Residual	110.894	435	.255		
	Total	227.124	438			

Table 11b Coefficients of (Regression- Stepwise-2)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.093	.140		7.781	.000
	Transformational	.720	.036	.689	19.855	.000
2	(Constant)	.453	.190		2.390	.017
	Transformational	.675	.037	.645	18.452	.000
	Transactional	.192	.039	.171	4.878	.000
3	(Constant)	.319	.193		1.654	.099
	Transformational	.639	.038	.611	16.791	.000
	Transactional	.130	.044	.116	2.957	.003
	Laissez-faire	.129	.043	.124	3.027	.003

Predictors: Transformational, Transactional & Laissez-faire styles

Dependent Variable: Professional Commitment

The fifth hypothesis was related with prediction of professional commitment of teachers through leadership styles (transformational, transactional & laissez-faire) over stepwise regression to examine the dominance of particular leadership style. The results provide the R square for all three models (47%, 50% & 51%) respectively. Similarly, coefficient of regression shows that among the three models, the first model is more effective as in this model the Beta value for transformational leadership is greater than other leadership styles in other two regression models. Therefore, results confirmed that transformational leadership style is more dominant predictor in determining the professional commitment of teachers (PE). Thus, H5 is accepted.

RESULTS AND DISCUSSION

The current study provides significant information to determine the existence relationship between the study variables such as the transactional, transformational and laissez-faire leadership of principals and teachers' job commitment. In this regard, four hypotheses had been emerged from the conceptual framework and relevant literature to examine the possible association among the study variables under positive considerations. The study hypotheses were set to investigate. The study findings found a positive significant correlation of transformational style of principals with the teachers' professional commitment. Chirchir et al. (2014) found that there is a positive association between transformational leadership and workers' professional commitment. The study results also found that under transformational leadership supervision, the LPEs have the loyalty & attachment feelings and true spirit for institutions and performed their duties with great interest. Kamola and Phoebe (2016) indicated that transformational leadership style of leader has a key role to make any institution a better place of working, especially at school level as they are the change dynamics for the society/culture in which they act.

Similarly, the study found a positive correlation between transactional leadership of heads and job commitment of teachers. Whereas, the analyzed data also demonstrated that laissez-faire style of principals' leadership has negative correlation with teachers' commitment level. Research studies by Gberevbie, et al. (2017) and Gcaza et al. (2018) supported the current study results, the role of HOIs is passive and inactive as he/she do not make struggles to monitors the needs of subordinates and even then do not provide feedback and do not take responsibilities.

Furthermore, fourth hypothesis was about relationship among transactional, transformational, and laissez-faire leadership and teachers' job commitment. The study results reveal that there is a significant relationship among study variable but transformational style of leadership is highly associated with teachers' professional commitment than others. These study outcomes have been validated and supported through previous studies as carried out to explore the same issues with the passage of time (Chowdhury, 2014; Jain & Duggal, 2015; 2010; Franklin, 2016 & Dahie, Mohamed, and Mohamed's, 2017). Since the participants also answered those HOIs behave in such manners which create their honor for them and also sets the vivid & clear objectives (teaching and sports) to be achieved.

The fifth hypotheses were about the prediction of professional commitment over stepwise regression. The results show that transformational leadership is more effective in predicting the professional commitment as compared to the other leadership styles. It means that the transformational leadership style is more effective towards the commitment of teachers (PE) through its artistic attributes. The results of the current study are in lined with the results of the previous studies from different dimensions as conducted by the researcher in similar or diverse contexts (Mottoh, 2015; Sharif, Nazarudin, & Fauzee, 2015; Dariush et al. 2016; Fedirko & Campo, 2018). Therefore, study provides enough evidence about the prediction of the professional commitment through leadership styles.

CONCLUSION

The current study was carried out to examine the existence association between the study variables such as the transactional, transformational & laissez-faire leaderships of principals and teachers' job commitment at college level. Main three different leadership styles (transformational, transactional & the laissez-faire) of HOIs entertained as independent variables and professional commitment of teachers taken as dependent variable of study. By using the correlation tools, the study results indicated significant relationship between all leadership styles and teachers' professional commitment. The analyzed data found a positive significant correlation among the all transformational, transactional and laissez-faire leadership styles with teachers' job commitment yet, the transformational leadership roles more powerful and dominant as compared to others. Therefore, it's concluded that the artistic traits of transformational style of leadership such as Inspirational motivation, Idealized influence, Individualized consideration and Intellectual stimulation are very effective to determine the commitment of the LPEs. Moreover, the particular research also concluded that under kind administration of transformational leadership, the teachers (PE) have feelings of attachment, loyalty and true spirit for their organization and performed with well. Likewise, the transformational leadership style develops a good belonging

sense for their institute. The teachers having transformational principals are very committed with institution and use their energies for the institutional development enthusiastically. So the research study suggested that the Principals should constantly observe teachers activities concerned to their allotted duties with distinguishing errors and mistakes. It will lead to improve the teachers' commitment level.

So the researchers also recommended that the HOIs should take an advocating approach to develop a trustworthy association between the teaching faculty and learners to produce a productive and friendly atmosphere in institutions. it was also recommended that seminars and workshops should be arrange for leadership styles, especially for the Laissez-faire style to enhance the level of knowledge like skills, theories and behaviors of HOIs and to decrease the negative association with the commitment level of LPEs.

Furthermore, by this study, the principals will be aware of the type of leadership style that is significant and is positively related with teachers' commitment in the institutions. Ultimately, based on the recommendations proffered, organizational policies and strategies will be recalibrated for optimal teachers' commitment that will enhance institutional performance. The implication of the findings is that this study has provided a valuable extension to leadership theory in the organizational leadership literature and has also opened up a new research vista that explains the imperatives of the role of transformational leadership in achieving employees' commitment in Punjab, Pakistan. In addition, employees' commitment is more likely to be achieved when the appropriate leadership style is adopted regarding the role they play in the relationship between leadership styles and employees' commitment at the college level.

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