

**EFFECTS OF LEADERSHIP STYLES ON SECONDARY  
SCHOOL TEACHER'S ORGANIZATIONAL  
COMMITMENT: A DESCRIPTIVE STUDY**

**BY**

**AKHTAR ABBAS**



**NATIONAL UNIVERSITY OF MODERN  
LANGUAGES, ISLAMABAD**

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COMMITMENT: A DESCRIPTIVE STUDY**

**By**

**Akhtar Abbas**

**Masters in Educational Planning & Management, National University of**

**Modern Languages Islamabad, 2020**

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## THESIS AND DEFENSE APPROVAL FORM

The undersigned certify that they have read the following thesis, examined the defense, are satisfied with the overall exam performance, and recommend the thesis to the Faculty of Social Sciences for acceptance.

**Thesis Title:** EFFECTS OF LEADERSHIP STYLES ON SECONDARY SCHOOL TEACHERS' ORGANIZATIONAL COMMITMENT: A DESCRIPTIVE STUDY

**Submitted by:** AKHTAR ABBAS

**Registration #:** 24MPhil/Edu/F21

Master of Philosophy

Degree name in full

Education

Name of Discipline

**Dr. Obaid Ullah**

Name of Research Supervisor

\_\_\_\_\_  
Signature of Research Supervisor

**Prof. Dr. Muhammad Riaz Shad**

Name of Dean (FSS)

\_\_\_\_\_  
Signature of Dean (FSS)

\_\_\_\_\_  
Date

## AUTHOR'S DECLARATION

I Akhtar Abbas

Son of Allah Ditta

Registration # 24MPhil/Edu/F21

Discipline Education

Candidate of **Master of Philosophy** at the National University of Modern Languages do hereby declare that the thesis **“EFFECTS OF LEADERSHIP STYLES ON SECONDARY SCHOOL TEACHERS’ ORGANIZATIONAL COMMITMENT: A DESCRIPTIVE STUDY”** submitted by me in partial fulfillment of the MPhil degree, is my original work, and has not been submitted or published earlier. I also solemnly declare that it shall not, in the future, be submitted by me for obtaining any other degree from this or any other university or institution.

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AKHTAR ABBAS  
Name of Candidate

---

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## ABSTRACT

**Title: EFFECTS OF LEADERSHIP STYLES ON SECONDARY SCHOOL TEACHERS' ORGANIZATIONAL COMMITMENT: A DESCRIPTIVE STUDY**

Transformational Leadership (TF) emphasizes inspiration, vision, growth, and commitment. Transactional Leadership (TS) emphasizes structured systems, task-oriented approaches, and rewards or punishments for performance. Organizational Commitment (OC) denotes employees' dedication and loyalty to their workplace. Both leadership styles impact individuals' commitment and loyalty. Committed teachers demonstrate dedication, increased productivity, and a more profound emotional attachment to the school. Due to a lack of research, this study investigates the correlation between TF and TS style exhibited by secondary school principals and teachers' organizational commitment (OC) in public schools in Pakistan. The objectives were to determine whether TF and TS have a significant impact on teachers' commitment to their organizations. A quantitative method, utilizing a validated 5-point Likert scale questionnaire, was employed to collect data from 260 teachers (130 male and 130 female) via a cluster sampling technique in public sector secondary-level schools. The reliability of the instrument was checked through Cronbach's alpha of 0.90. The statistical analysis included mode, correlation tests, linear regression, and analysis of variance (ANOVA). The findings indicate a substantial positive relationship between TF and OC ( $r = 0.53$ ,  $p < 0.01$ ) and TS and OC ( $r = 0.60$ ,  $p < 0.01$ ). The linear regression analysis confirmed the TF and OC relationship (Beta = 0.53,  $p < 0.001$ ) and the TS and OC (Beta = 0.60,  $p < 0.001$ ), rejecting the null hypotheses. The study recommends that the findings of the study may be used by educational administration and policymakers to take advantage of TF for intrinsic motivation, to set the ground for long-term goals, the preplanning and planning phase of the project, and TS to achieve operational tasks, well-defined project execution, and structured operations. For future research, it recommends qualitative exploration of additional factors, expanding beyond small sample sizes and diverse geographical areas, and assessing principals' personal attributes and leadership training impact.

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## **LIST of ABBREVIATIONS**

|        |                                                         |
|--------|---------------------------------------------------------|
| TF     | Transformational Leadership                             |
| TS     | Transaction Leadership                                  |
| OC     | Organizational Commitment                               |
| TCM    | Three Components Model                                  |
| SA     | Strongly Agree                                          |
| A      | Agree                                                   |
| N      | Neutral                                                 |
| DA     | Disagree                                                |
| SDA    | Strongly Disagree                                       |
| IV     | Independent Variable                                    |
| DV     | Dependent Variable                                      |
| SW     | Shapiro Wilk Test                                       |
| ANOVA  | Analysis of Variance                                    |
| VIF    | Variance Inflation Factor                               |
| CEO    | Chief Executive Officer                                 |
| PIE    | Pakistan Institute of Education                         |
| FDE    | Federal Directorate of Education                        |
| HED    | Higher Education Department                             |
| NUML   | National University of Modern Languages                 |
| MOFEPT | Ministry of Federal Education and Professional Training |

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**AKHTAR ABBAS**

**DEDICATION**

**Dedicated  
To  
My Beloved  
Parents**

# **CHAPTER 1**

## **INTRODUCTION**

The world is continually evolving and being updated widely (Fulop et al., 2022). This change has a great impact on people's intention and their behavior, especially towards work, whether individually or collectively. The behavior towards work has changed and become more complex, especially where people work together, due to a dynamic workplace (Jabbar, Mahmood, & Qambar, 2020). Effectively managing this phenomenon poses a challenge for the management. For that purpose, leadership styles within the organization need to be studied in a new manner and they should address this issue in a productive manner.

Leaders are responsible for running organizations appropriately to achieve their goals by managing manpower safely and ensuring efficient work. The workforce represents a vital and primary asset essential for the success of any organization (Purwanto, et al, 2021). The responsibility of dealing with employees lies with leadership, which is the backbone of the company or organization, determining how well they engage with employees in an organized manner. In this regard, leaders ought to be well-equipped with emerging skills and have a good understanding of their employees. They need to stay informed about changes and the new behavioral expectations for employees. Eliyana and Ma'arif (2019) also share the same view that only skilled leadership can achieve better results, and accordingly, studies could be conducted from various perspectives of organization and leadership. One of the aforementioned aspects is the relationship, perception, and behavior of employees towards leadership and the organization. This includes how employees think about their leadership and their loyalty to their organization, which is important for managing employees effectively. These various aspects of leadership and organizational dynamics are equally important to study, irrespective

of the sector or type to which they belong. In this regard, this research has addressed the aforementioned issue within an educational context. The aim of the present research is to assess teachers' perceptions of their organizational commitment concerning the leadership styles of principals at the secondary school level.

Administrative branches are accountable for the performance of schools, which comprise educational authorities, principals, coordinators, and head teachers. They need appropriate ways of leading and encouraging teachers to allow them to work willingly and give their best for organizational purposes. Principals hold the primary authority within the school administration to engage with both teaching and non-teaching staff toward institutional goals. Their leadership style is significant for teachers, as it is perceived, rather than how they perform; this domain is the focus of the present research.

Teachers need growth, development, satisfaction, and commitment to the school to teach willingly and efficiently. Several factors, such as the organizational environment, financial assistance, and leadership approach, can positively or negatively affect their teaching (Iqbal, Fatima, Naveed, 2019). They further mentioned that non-financial factors can influence them even more, with leadership being one of them. The major attraction for teachers lies in leadership, where they are involved every day. Leadership styles have a deep and significant impact on teachers' commitment to the school (Shahab, & Nisa, 2014). In the current era, sharing leadership can contribute to this by making teachers willing to work to their full potential, considering their efforts, and keeping them motivated toward the school's benefits (Guay & Choi, 2015). Motivated employees give their best for their organization (Iqbal, Fatima, Naveed, 2019).

There is a variety of leadership styles and theories of leadership. Authors claim that some leadership styles are much more popular and preferred than others (Amoroso, 2002). This

demonstrates the complexity of organizations and the continually evolving nature of management practices. The ultimate purpose is to achieve organizational goals in different manners, which depend on the progress of employees.

Teachers' commitment can be understood as their faithfulness and devotion to their job and the organization. Being honest with the school's vision defines their commitment to the school. Committed teachers are ready to accept changes in the school's administration, policies, and rules for the betterment of their organization. They place importance and value on its goals and vision (Zacharo, Marios, & Dimitra, 2018). They also promote cooperation instead of competition, and all are willing to develop themselves to work more efficiently.

Leadership and teachers' commitment are highly interlinked, having a great impact within the organization. Employees are found to be more loyal and committed where leadership is practiced successfully. Their professionalism, workability, productivity, and responsibility will increase and develop if leaders encourage them and give due importance to being part of an organization. Teachers can bring and adapt any changes needed to address issues and foster further development.

This research aims to explore the role of leadership style on teachers' organizational commitment concerning their perceptions. The present research describes the principals' transformational and transactional leadership styles, teachers' organizational commitment, and their relationship by gathering data from teachers through a questionnaire. Secondary school teachers were selected for the study.

## 1.1 Rationale of the Study

The present research investigates teachers' organizational commitment in relation to the leadership styles of principals, as perceived by teachers at the secondary school level. While various studies have explored these variables in different contexts, there appears to be a lack of research examining teachers' organizational commitment specifically concerning principals' leadership styles in public secondary schools in Islamabad.

Researchers assert that some leadership styles are more effective than others. For instance, Ali (2020) found that levels of organizational commitment vary depending on the leadership style. Moreover, leadership in education is shifting from instructional to transformational models. Some studies identify instructional leadership as effective for fostering teacher collaboration and enhancing student outcomes (Mora-Ruano, Schurig, & Wittmann, 2021). Arshad, Ullah, and Malik (2021) examine bureaucratic leadership in relation to employees' professionalism in higher education institutions.

Other studies have concentrated on single leadership styles or specific higher education contexts, often viewing commitment as a mediating variable (Jabbar, Mahmood, & Qambar, 2020), while not incorporating a comprehensive array of leadership styles within one study. Ali (2020) examined autocratic, democratic, and laissez-faire leadership by directly observing the practices of principals. In contrast, the current study assesses transformational and transactional leadership styles from the perspective of teachers, focusing on their perceptions of principals' leadership behaviors.

It is also important to distinguish between closely related concepts such as organizational commitment and psychological ownership. While both reflect employees' connections to their institutions, they differ in their psychological underpinnings. Organizational commitment refers to emotional attachment, loyalty, and willingness to contribute to organizational goals (Meyer & Allen, 1991), whereas psychological ownership reflects a sense of personal possession and responsibility toward the organization (Pierce, Kostova, & Dirks, 2001). An employee may be committed due to values or necessity, but ownership involves internalizing the organization's goals as personal goals (Zhang et al., 2021). Understanding this distinction helps clarify the specific focus of this research on organizational commitment.

In the Pakistani context, limited research exists on organizational commitment from the perspective of teachers regarding perceived leadership styles at the public secondary school level in Islamabad. Therefore, this research aims to address that gap by examining the relationship between the perceived leadership styles of principals and teachers' organizational commitment.

As recommended by Eliyana and Ma'arif (2019), leadership should be studied from broader perspectives to enrich understanding. In line with this, the present research investigated principals' leadership styles through the lens of teachers' perceptions, thereby extending the scope of leadership studies in the educational context.

## **1.2 Statement of the Problem**

Providing quality education is the goal of every reputable educational institution. Schools are the entities responsible for developing and delivering quality individuals back to their respective societies. Motivated and committed teachers can enhance student performance and school success. A significant factor in teachers' commitment is leadership. Leaders are known

as principals at the school level. Principals inspire and motivate teachers to teach more effectively to achieve learning outcomes. Various leadership styles are practiced by secondary school principals. Numerous researchers have concluded that transformational and transactional leadership styles significantly influence teachers' organizational commitment and motivation to achieve institutional goals. These studies have been conducted across different dimensions and sectors. This study examines the transformational and transactional leadership styles of principals and their effects on teachers' organizational commitment at the secondary level within the context of Pakistan. Teachers, as direct followers of school leadership, have perceptions that are crucial to explore, which has not been emphasized in several studies, particularly in the context of Pakistani schools. Therefore, the present study investigates what teachers think about the transformational and transactional leadership styles of principals in relation to their commitment to the school's vision.

### **1.3 Research Objectives**

The objectives of the present study were to: -

1. Identify the principals' practices of transformational and transactional leadership styles from the teachers' perspective at the public secondary school level.
2. Assess the level of organizational commitment among teachers under the transformational and transactional leadership styles of principals in public secondary schools.
3. Assess the effect of principal leadership style on teachers' organizational commitment levels with reference to a gender perspective at the public secondary school level.

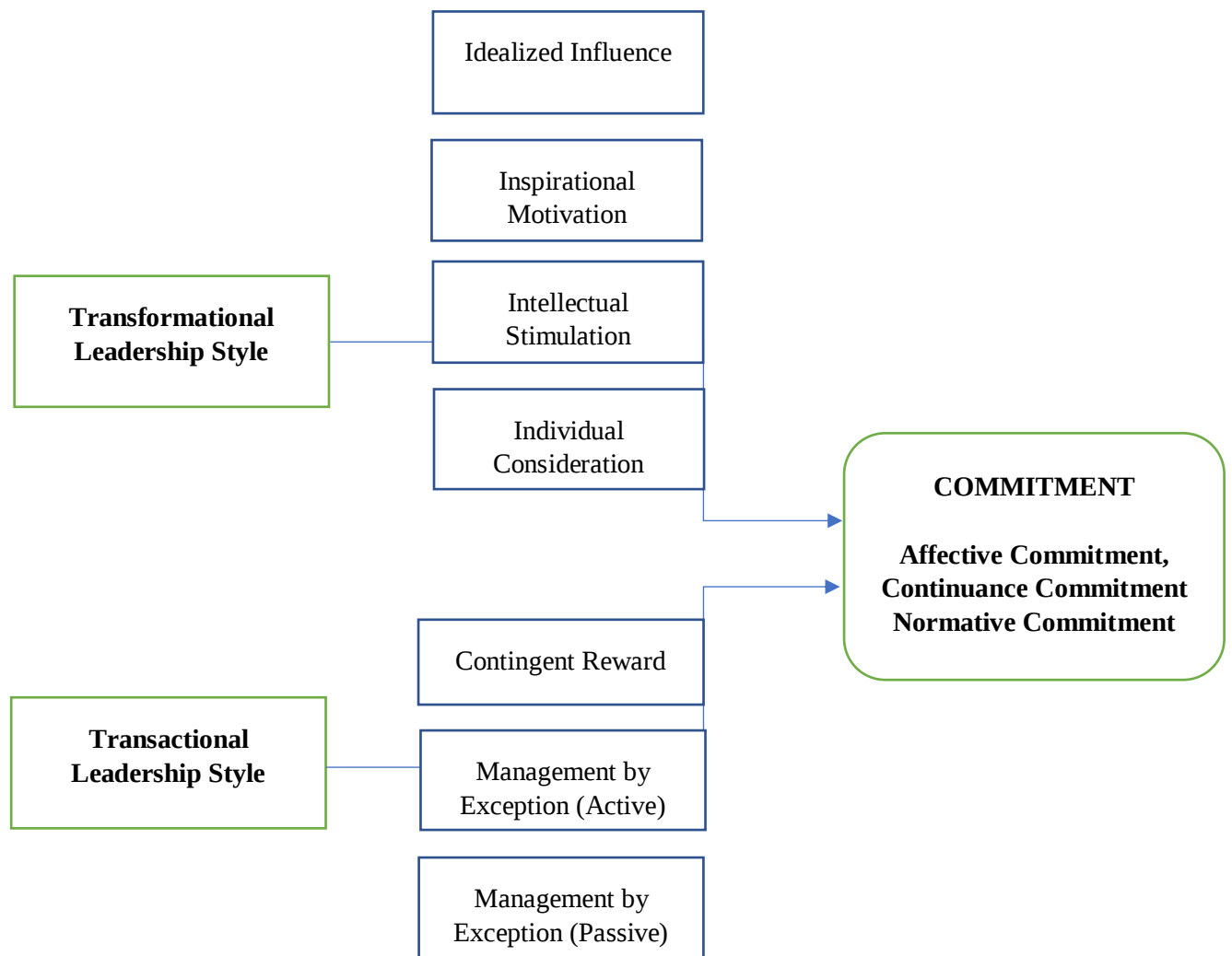
## 1.4 Null Hypotheses

Following hypotheses were tested:

1.  $H_0$ : There is no statistically significant evidence of the practice of transformational and transactional leadership styles by principals at the public secondary school level.  
 $H_1$ : There is statistically significant evidence of the practice of transformational and transactional leadership styles by principals at the public secondary school level.
2.  $H_0$ : There is no statistically significant effect of the transformational and transactional leadership styles of principals on teachers' organizational commitment at the secondary school level.  
 $H_1$ : There is a statistically significant effect of transformational and transactional leadership styles of principals on teachers' organizational commitment at the secondary school level.
3.  $H_0$ : There is no statistically significant difference between the effects of the leadership styles of male and female principals on teachers' organizational commitment at the secondary school level.  
 $H_1$ : There is a statistically significant difference between the leadership styles of male and female principals regarding teachers' organizational commitment at the secondary school level.

## 1.5 Conceptual Framework

There is a variety of leadership theories and leadership styles. The concept of transformational leadership style was introduced by James MacGregor for political leaders in his research paper “Leadership” (Burns, 1978). He identified four basic elements of leadership: idealized influence, inspirational motivation, intellectual stimulation, and individual consideration. When teachers experience supportive and encouraging leadership, it boosts their professionalism, performance, and commitment, fostering a sense of responsibility and productivity (Kouni, Koutsouko, & Panta, 2018), which indicates their commitment to the organization. The transactional leadership style (Weber, 1947), which has three components, is also studied in relation to employees’ organizational commitment. These two models have been examined as independent variables, with organizational commitment as the dependent variable in various domains. The Three Components Model (TCM) includes three dimensions of organizational commitment, known as the Tri-Dimensions Model, and is also referred to by the names of its founders as the Meyer and Allen Commitment Model. It describes three aspects of organizational commitment: Affective Commitment, Continuance Commitment, and Normative Commitment (Allen & Meyer, 1990), which is still being used in research (Diamante, Buday, Gabutero, & Lee, 2024).



**Figure 1. Conceptual Framework**

*This figure shows the effects of leadership style on the teachers' organizational commitment.*

## 1.6 Significance of the Study

The stakeholders of this study are as follows:

Educational leaders, managers, and administrators can benefit from this research. They can discover effective leadership practices identified by the subject itself, especially in school or college settings. They will become aware of the actions that inspire teachers toward the school's goals. This study may also assist them in maximizing the abilities of teachers and other staff under their command while fostering commitment. The findings of the study may also provide insights into teachers' perspectives. It may offer direction on how to ensure teachers' commitment and affiliation with the school to create a healthier learning environment. Managing change, resolving conflicts, and reducing resistance to change management and the implementation of new policies can be effectively addressed by understanding how teachers perceive the administration's new policies and instructions, as well as their behavior and reactions in this regard. This understanding may aid in adapting appropriate contemporary management approaches.

*Trainers* may use this research to enhance the capacity of school administrations to ensure the provision of quality education in their schools by encouraging teachers to commit to giving their best to learners. They can also use the study's findings to identify weak areas in leadership, allowing school leaders to receive guidance. Effective leadership styles suggested by the teachers enable the development of training programs accordingly. Educational leadership may become aware of teachers' organizational commitment, along with the practices, actions, and decisions that influence this commitment, encouraging teachers to prioritize the school.

*Policy* makers can propose various strategies and guidelines for administration, adapting the findings and suggestions of this research while developing professional collaboration training. They can incorporate teachers' perspectives on their commitment to the organization.

*Teachers* are leaders for their students; they can use this study to inspire learners in their tasks and work. By adapting appropriate leadership practices and styles, teachers also prepare students to learn more, contribute in class, cooperate with peers, and commit to their assigned duties and school. Through this study, teachers may recognize how essential their lesson planning is to communicate the topics that will be discussed and the goals of the current lesson by including objectives and other elements in the lesson plan that prepare students to learn and make them conscious of achieving those goals.

### **1.7 Philosophical Paradigm for The Study**

The philosophical direction guiding this research is positivism, which aligns with the study's focus on testing hypotheses and analyzing quantifiable data. Positivism is appropriate for this study because it emphasizes objective measurement and the use of statistical techniques to understand the relationships between leadership styles and teachers' organizational commitment. This paradigm supports the study's aim of identifying and establishing causal links between independent variables and dependent variables, i.e., how transformational and transactional leadership styles affect teachers' commitment to their schools. The use of a quantitative approach and a descriptive research design aligns with positivism, as these methods focus on gathering measurable data to test predefined hypotheses.

The choice of positivism also aligns with the study's conceptual framework, which examines leadership styles (transformational and transactional) as independent variables and organizational commitment as the dependent variable. This framework builds on established

theories of leadership and organizational commitment, such as the work of Burns (1978) and Allen & Meyer (1990), positioning these variables within a structure that can be empirically tested. Positivism supports this framework by facilitating the collection and analysis of data that confirms (accepts) or challenges (rejects) the hypotheses regarding the influence of leadership styles on teachers' commitment.

Furthermore, positivism ties directly to the research objectives. The study's objectives aim to assess the effects of leadership styles on organizational commitment, with the goal of providing statistically significant findings that can be generalized to other similar settings. The clear, hypothesis-based nature of the objectives reflects the positivist approach, ensuring that the study remains focused on empirical evidence and measurable outcomes. By applying this philosophy throughout, from conceptualization to data collection and analysis, the study maintains a consistent and clear approach that aligns with both its theoretical underpinnings and research goals.

## **1.8 Delimitations**

Due to limited time and resources, the study was delimited to only:

- Public secondary school
- Urban area of Islamabad
- Record teachers' perceptions
- Two paradigms of principal leadership: i.e., transformational and transactional leadership styles

## **1.9 Operational Definition**

- **Organizational Commitment**

It is a psychological state of employees' involvement with the organization in which they seek a close relationship by adopting its goals, feeling a desire to stay, and giving their best for the success of the esteemed organization. Committed employees consider organizational goals their own, which keeps them motivated to exert great effort toward achieving them, and they feel a strong desire to remain in the organization.

- **Leadership**

A leader is someone who provides vision to their followers, develops a sense of purpose, and creates meaning by sharing that vision, which attracts and influences others. Leaders set an example to be followed and inspire their followers toward a common goal. In return, followers give their best by obeying instructions and supporting them in the pursuit of a greater purpose.

- **School Leadership**

School leadership refers to the personnel responsible for managing, guiding, and directing the school toward its goals. They oversee time management, curriculum, pedagogical activities, staff, and evaluation programs. This includes chief executives, principals, head teachers, headmasters, and coordinators in both the public and private sectors.

- **Transformational Leadership**

Transformational leaders inspire, motivate, and influence followers by articulating a vision, respecting individual differences, and valuing their opinions.

- **Idealized Influence**

Leaders demonstrate a strong moral and ethical character, inspiring followers by considering everyone's needs and sharing a compelling vision. Consequently, followers develop deep respect for their leaders.

- **Individualized Consideration**

Leaders acknowledge individual differences, actively listen to their followers, and cultivate a supportive environment that allows everyone to work towards shared goals.

- **Inspirational Motivation**

Leaders inspire followers by sharing their vision and values, aligning them with the organization's mission and goals. This fosters teamwork and strengthens their commitment to the organization.

- **Intellectual Stimulation**

Transformational leadership inspires followers to use their knowledge and skills in novel situations and accept change. Leaders foster development opportunities, promote innovation, and exemplify desired behaviors for others.

- **Transactional Leadership**

Transactional leaders exercise authority to achieve organizational goals. They correct employees when necessary and may impose penalties for poor performance. Additionally, they reward high achievers and occasionally adopt a hands-off approach when tasks are progressing smoothly.

- **Contingent Reward**

Leaders set work standards and establish a reward system in which high-performing employees earn rewards, while low performers may face consequences.

- **Management by Exception (Active)**

Management by Exception involves leaders actively monitoring employees to identify and correct mistakes as needed. They intervene when issues arise, ensuring tasks adhere to established rules and standards.

- **Management by Exception (Passive)**

These leaders are less involved and do not interfere unless a problem escalates. only act when issues arise or are about to escalate.

## **CHAPTER 2**

### **REVIEW OF RELATED LITERATURE**

Organizational theory underpins leadership theory, which in turn pinpoints the proper role for leadership within an organization. Leadership entails guiding a group of individuals toward a common objective, which is often defined by the organization's mission and vision. Leadership ensures that everyone has the necessary resources to follow the specified process and work together to achieve a shared goal. The key to a good outcome is directing employees on the correct path so that they can successfully accomplish their assigned tasks. Just as it is necessary to provide employees with resources, it is equally crucial to use those resources wisely by implementing effective techniques. A good leader takes good care of their people resources, which are the most valuable asset any company has (Cilek, 2019; Crisol Moya et al., 2020). From a school perspective, having a principal who exemplifies integrity and leadership can inspire and guide instructors to educate in an honest and loyal manner, in accordance with school policy. Because it is their own work, they take pride in their schoolwork. When leaders adopt an uplifting style, they create a positive environment. This group of dedicated educators goes above and beyond the call of duty to support their school. They can be a great asset to the school when led appropriately and effectively (Eliyana & Muzakki, 2019).

Leadership and organizational commitment are complex issues in the field of education, influenced by new pedagogical techniques, cultural shifts, and technological developments (Cahyono et al., 2020). This thesis will simplify the subject by examining the effects of transactional and transformational leadership styles on teachers' loyalty to their schools. Enhancing existing knowledge about educational leadership and illuminating ways for school administrators to increase staff engagement and passion are the principal goals of this research.

For modern educational institutions to successfully address the challenges they encounter and thrive in today's globalized and competitive world, it is crucial that educationists possess a thorough understanding of leadership and organizational commitment. It is essential that students have a thorough understanding of this notion.

## **2.1 Importance of Leadership in Educational Settings**

The research summary in this study highlights the importance of educational leadership, particularly in promoting educational equity. For students to succeed in school and for professionals to develop, effective leadership is essential. Ezzani (2019) found that leadership plays a crucial role in addressing issues of educational inequality. It is believed that leaders must approach educational challenges from a social justice perspective to resolve problems in professional learning environments. The study indicates that leadership is a key factor influencing professional learning decisions and practices (Poekert et al., 2020).

It is crucial to provide teachers with ample opportunities to learn new things and enhance their skills so that all students can succeed. A fair and balanced perspective on problems is essential to being an effective leader (Galloway & Ishimaru, 2019). People believe that school leaders can help create a fairer environment by steering conversations to cover topics of social justice. The review by Poekert et al. (2020) emphasizes the importance of leadership in promoting dialogue and research.

According to Hill (2019), leaders are crucial for guiding their teams through the complex web of internal and external elements that impact career advancement. When faced with issues such as accountability systems and socioeconomic consequences, leaders must respond with thoughtful and deliberate judgments. According to Haslinda et al. (2019), effective leadership is key to engaging students in their own learning. It is the responsibility of leaders to address

issues related to school and workplace cultures so that inclusiveness and shared leadership become the norm (Miled, 2019).

The findings emphasized that effective educational leadership extends beyond mere administrative duties. Being able to navigate diverse classroom environments confidently is essential for every educator committed to fostering meaningful discourse, building their professional identity, and advocating for social justice.

## **2.2 The Connection Between Leadership Styles and Organizational Commitment**

To understand the underlying dynamics, it is essential to comprehend the relationship between leadership styles and organizational commitment. The quality of leadership directly correlates with the extent of people's dedication to their tasks.

### **2.2.1 Transformational leadership**

A transformational leader is someone who inspires their team members and helps them reach their full potential, according to Ardi et al. (2020) and other researchers. By encouraging participation from every member of the group and facilitating consensus on a common goal, this leadership style transcends simple one-on-one encounters.

The capacity of transformational leadership to increase employee dedication to a company has been demonstrated in research (Aljileedi et al., 2023). Leaders who employ this approach often create a supportive workplace, provide their staff members with clear guidance, and strive to build personal relationships with them (Bakker et al., 2022). Since their values and goals align with those of the company, employees are more likely to demonstrate loyalty.

### **2.2.2 Transactional Leadership**

In contrast, the hallmark of transactional leadership is a focus on conventional outcomes and the fulfillment of duties (Karyono et al., 2023). Establishing specific duties and setting clear success criteria are at the forefront of this leadership style. There are benefits and drawbacks to both individual and team performance (Purwanto, 2021).

Although transactional leadership promotes accountability and organized processes, it primarily has a transactional effect on organizational commitment (Sims et al., 2020). Receiving praise and incentives for accomplishing objectives encourages workers to perform better (Suyudi et al., 2020).

### **2.2.3 Leadership Styles and Varied Organizational Commitment**

Decisions about leadership styles can significantly influence employee commitment. When leaders adapt their approach to fit the team's needs and circumstances, their employees are more likely to remain committed in the future.

#### **2.2.3.1 Understanding Diversity in Employee Needs**

There may be a wide range of opinions, expectations, and say among workers at any given company (Al-Mamary, 2020). A leadership style that tries to follow a set pattern can miss these distinctive qualities. A flexible leader can meet the demands of their team members and understands that different people in the team may be motivated by different things (Alrowwad et al., 2020).

#### **2.2.3.2 Adaptability to Situational Dynamics**

There is a vast variety of scenarios and difficulties that can arise in the workplace. Anastasiadou and Anastasiadis (2019) note that the diverse and intricate character of various situations makes

a top-down leadership style potentially problematic. A versatile leader is one who can adapt their approach to leading based on the current situation. While a more direct and practical approach may be required in an emergency, a more collaborative and interactive approach could be more effective for everyday work.

#### **2.2.3.3 Enhancing Employee Engagement**

Commitment to the organization is a vital component of employee engagement. An employee who is dedicated and diligent is more likely to align themselves with the objectives and values of the organization (Hill, 2019).

A flexible leader exhibits key characteristics such as frequent communication with team members, a focus on providing constructive feedback, and fostering a collaborative work environment (Galloway & Ishimaru, 2019). This approach creates a positive work atmosphere, thereby enhancing employee commitment.

#### **2.2.3.4 Promoting Autonomy and Empowerment**

While some employees thrive under increased guidance, others excel when given greater autonomy to pursue their own methods. A flexible leader recognizes and appreciates these distinct preferences (Ezzani, 2019). By assigning suitable responsibilities and providing assistance when necessary, a leader can foster a sense of ownership among individuals. Employees who feel respect and trust are more inclined to invest their full effort into their tasks when granted greater independence (Farrukh et al., 2019).

#### **2.2.3.5. Building Trust through Consistency**

Consistency in leadership behavior is as important as flexibility. Leaders who align their actions with their behavior are held in higher regard by their employees. A leader who can adapt when needed does so without compromising their core values and principles. Establishing trust

among team members increases the likelihood of long-term commitment to the organization (Ardi et al., 2020).

The fundamental elements of a flexible leadership style involve acknowledging the unique characteristics of team members, having a thorough understanding of the team's dynamics, and adapting effectively to changing situations (Basu & Mukherjee, 2020). Leaders can create an atmosphere that promotes wholehearted dedication and long-term commitment by employing this approach. Consequently, this contributes to the organization's success and cohesion (Crisol Moya et al., 2020).

### **2.3 Leadership in Education**

Schools aim to achieve efficiency and effectiveness through similar methods as other institutions. Every community aspires for its inhabitants to possess high levels of intelligence and education. Individuals, nations, economies, and societies place a high value on the importance of youthful culture, education, and training (Anastasiadou & Anastasiadis, 2019).

The societal expectations for education to achieve exceptional standards and pursue excellence are evident. Educational quality encompasses various components, including the role of leadership in managing the organization and the strategies employed by individual school units to address academic matters, such as the curriculum and the satisfaction of internal and external stakeholders (parents, society, and faculty; Juvonen et al., 2019).

Minimizing service quality occurs when a service, such as education, is modified to align with customer expectations but fails to fulfill the requirements of children, parents, education systems, and society as a whole (Goetsch & Davis, 2021). According to Ishikawa, utilizing basic statistical methods might potentially resolve 95% of the issues faced by any organization; in 1985, he posited that understanding and fulfilling consumer demands is a sufficient and

indispensable prerequisite for achieving quality development (Anastasiadou & Anastasiadis, 2019). The leadership tasked with developing the strategy and policies of the business or school plays a vital role in ensuring the achievement of academic excellence and educational objectives (Haslinda et al., 2019).

The leadership bears responsibility for the quality of education. The leadership of an educational organization primarily establishes and communicates the policies and practices that are put into effect (Hill, 2019). Leadership plays a crucial role in shaping the aims, vision, and future of a system by prioritizing and encouraging ongoing development, fostering a culture of quality, and striving for business excellence. A proficient leader inspires and directs the implementation of programs that emphasize ingenuity and cultivate innovation (Miled, 2019). When leading an organization towards success, various crucial variables must be taken into account, such as the leadership's talents, actions, morality, vision, culture, and training (Goetsch & Davis, 2021).

## **2.4 Leadership Styles and Their Impacts**

The choice of leadership styles significantly impacts employees' levels of commitment to the organization and their inclination towards entrepreneurial conduct in the workplace. The integration of transformational leadership with transactional leadership, which emphasizes a reciprocal process, enhances performance in both the designated work and the surrounding environment (Farrukh et al., 2019). The latter fosters an enduring commitment by engaging employees beyond their typical duties; it has a motivating and charismatic approach (Goetsch & Davis, 2021). Authentic and ethical leadership promotes commitment through enduring relationships, while passive and avoidant leadership negatively impacts productivity and self-esteem (Mansor et al., 2021). Psychological empowerment enhances autonomy and intrinsic

motivation by focusing on an individual's perception of their own authority (Inandi et al., 2020). Transformational leaders play a crucial role in promoting intrapreneurial conduct by creating an organizational environment that encourages risk-taking and innovation through their idealized influence and support (Haslinda et al., 2019). Key elements of leadership that enhance and positively impact organizational commitment and creativity include acknowledging employee needs, cultivating confidence, promoting self-determination, and advocating for inclusive decision-making. To cultivate a supportive and innovative learning environment in educational institutions, it is essential to understand and implement effective leadership styles (Mekpor & Dartey-Baah, 2017).

## **2.5 Impact of Different Leadership Styles on Educational Institutions**

In 2015, the United Nations adopted the Sustainable Development Goals to tackle the most significant challenges faced by people worldwide. One objective retained from the Millennium Development Goals is the advancement of high-quality education.

Education offers the potential for an improved quality of life and sustained economic success. Providing residents access to inclusive and fair education not only enhances their quality of life but also empowers them to directly address global challenges with innovative solutions (Mansor et al., 2021). Multiple extensive assessments of leadership have demonstrated that strong leadership is a crucial element in ensuring the continuous improvement of educational quality.

Leadership significantly influences the efficacy of leaders, school organization, teaching techniques, and student outcomes (Inandi et al., 2020). School administrators should primarily focus on the attitudes of the teaching staff. Their actions directly impact the quality of instruction and education, as well as the academic achievements of students.

The responsibility of leadership in schools is increasingly distributed among multiple individuals rather than being solely held by the principals. To achieve a balance between the external and internal orientations of the organization, as well as between its flexibility and control, management must assume a variety of functions. An optimal social environment can be attained by integrating individuals, accomplishing goals, and striking a harmonious balance between authority, order, rationality, and internal coordination (Kadiyono et al., 2020). It is crucial for them to formulate policies that align with the environment.

In addition, the teaching practices of educators are significantly influenced by transformational leadership, underscoring its crucial role in the field of education. To guarantee high-quality education, the Transformational School Leadership paradigm is essential. This paradigm comprises several components, including Organizational Redesign, Goal Setting, and People Development. By enhancing classroom procedures, optimizing the work environment, increasing teacher motivation, and expanding capacity, this paradigm fosters progress. Learning occurs through attending a classroom and taking a class. Three of the seven components of transformational school leadership—organizational redesign, classroom practice assessment, and individual development—were found to significantly impact Greek secondary school teachers in a recent study (Zacharo et al., 2018). The findings highlight the substantial influence of transformational leadership on transforming the educational landscape by enhancing instructional strategies, boosting teacher morale, and improving the overall learning environment. Keeping up with the rapid pace of change in the education sector necessitates the application of various leadership styles to maintain a consistently high standard of education.

### **2.5.1 Role of Principals in School Leadership**

Knowing how different types of leadership affect work morale and output is important for schools looking to hire a new principal (Muhammad et al., 2020). Centralization of power and subordinate dominance are hallmarks of a principal's leadership style. The concept of leadership is the utilization of a leader's influence to inspire and guide followers towards a specific goal, as stated by Nworgu (1991). Ololube (2018) defines leadership as the process of creating and enhancing a comprehensive and transparent system that enables the identification, utilization, and development of key resources within an organization, with the primary focus on its people. Effective school leadership refers to the principal's ability to consistently and enthusiastically inspire the staff, students, and other stakeholders to collaborate towards shared goals (Baptiste, 2019).

#### **2.5.1.1 The Concept of Principals as Role Models and Motivators**

While attaining the position of principal grants an individual the utmost level of power within a school, it does not ensure their proficiency in effectively managing all aspects of the institution, providing guidance to staff members, and implementing creative initiatives. As per the work of Alblooshi et al. (2021), the only way to gain insight into a leader's character and leadership style is through careful observation of their behaviors. According to Khan et al. (2020), leadership styles refer to the specific ways in which a leader behaves to supervise their team members and determine the best approach to achieve the group's goals and objectives. Leadership style refers to the specific manner employed by administrators and leaders to execute their plans, issue directives, and inspire followers to attain predetermined goals. Clearly, the efficacy of leadership styles and the quality of relationships between superiors and subordinates are the primary aspects in establishing organizational success (Muhammad et al.,

2020). Leadership styles vary throughout companies, indicating that no two leaders can manage or achieve their organizations' objectives in an identical manner (Jain et al., 2019). Effective leadership arises from possessing a strong ethical disposition and demonstrating a selfless commitment to prioritizing the needs of others. A competent school administrator understands the importance of offering consistent and authentic emotional and personal support to teachers to uphold their respect, dignity, and self-assurance. The satisfaction of teachers in their employment has a beneficial impact on the success of students in that particular setting (Mansor et al., 2021).

### **2.5.2 Transformational Leadership in Education**

Transformational leadership is a crucial aspect of effective leadership in educational institutions (Mansor et al., 2021). A broad viewpoint, inspiration, and motivation are hallmarks of this approach (Al-Mamary, 2020). This review explores the theoretical foundations, effects on educator performance, and practical applications of this style (Muhammad et al., 2020).

Adapting this leadership style to different cultural and organizational contexts is crucial, as the diverse impact of transformational leadership in educational settings is underscored by the thorough investigation.

#### **2.5.2.1 Empirical Studies and Their Findings on Transformational Leadership**

The focus of transformational leadership, as proposed by Burns and developed by Bass, is to motivate and enable subordinates (Cahyono et al., 2020). In schools, this means having leaders who do more than just show the way; they also encourage teachers to think critically and creatively so that everyone involved can learn and advance (Bass & Riggio, 2006).

Studies from many places around the world, like Yemen, Turkey, and Jakarta (Aljileedi et al., 2023), demonstrate that transformational leadership can be applied universally. However, it

highlights the importance of adapting this style of leadership to fit different cultures and institutions. According to Erden and Yaşlıoğlu (2020) and Alzoraiki et al. (2018), these adaptations ensure that the leadership style remains effective in various school settings.

Transformational leadership significantly influences teachers' job performance. When aspects such as idealized influence, inspiring drive, and intellectual stimulation enhance teachers' motivation, classroom outcomes improve (Alzoraiki et al., 2018). This connection suggests that the manner in which school leaders engage with teachers directly impacts student success and the overall classroom environment.

When COVID-19 broke out in Jakarta, a study was conducted that demonstrated the importance of innovative leadership in fostering new ideas and adaptability. Aboramadan and Kundi (2020) state that strong leadership is essential to navigate tough times and sustain educational processes. Leaders who employ transformational leadership must be capable of change and adaptation. Transformational leadership is a creative and effective approach in education. While its intellectual foundation is significant, what matters even more is its practical application in real-life school settings and its ability to adapt to various cultural contexts. A review of the research on transformative leadership in education reveals several key effects, emphasizing the necessity of understanding current circumstances. In Yemen, it enhances the learning environment and boosts teacher efficacy. However, in other regions, the same may not hold true (Alzoraiki et al., 2018). A study from Turkey illustrates the challenges leaders face in building relationships. It suggests that transformational leadership may benefit certain organizations but not others and might not address all issues, such as resistance to change. Although transformational leadership stimulates creativity, the COVID-19 research in Jakarta indicated that its effectiveness varies depending on the specifics of the crisis situation (Purwanto, 2020b). The results of the study highlight that theory and practice do not always

align, implying that transformational leadership, despite its potential, requires a profound understanding and the capability to adapt to diverse learning contexts. This review presents a comprehensive overview of transformational leadership, highlighting its strengths and weaknesses while underscoring the importance of its application in various educational settings.

## **2.6 Dimensions of Transformational Leadership**

There are four main components of transformational leadership: Idealized Influence, Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration.

### **2.6.1 Idealized Influence (Attributed Charisma)**

Idealized influence, also known as attributed charisma, is an important aspect of transformational leadership. It arises from a leader's ability to serve as a good example for their followers (Erden & Yaşlıoğlu, 2020). This aspect reveals not only the leader's management skills but also their morals and personal traits.

Leaders demonstrate that their actions align with their beliefs, setting an example for those who follow them (Cahyono et al., 2020). Others are inspired by their exemplary behavior, characterized by a strong commitment to the organization's values and the maintenance of very high moral standards (Hilton et al., 2021). The most important factor is not the charisma of a leader, but the respect and trust that their followers have for them based on their consistent performance (Parveen et al., 2022).

The influence that a leader is thought to have is closely linked to the respect and trust that their people have in them (Alzoraiki et al., 2018). The most important aspects for fostering trust in this case are honesty and aligning what the leader says with what they do. The people who

work will respect a leader who prioritizes the needs of their team and the company above their own.

When we discuss attributed charisma, we refer to leaders who possess this trait and inspire people to prioritize the needs of the group or company over their own (Fiaz et al., 2017). Often, this type of drive energizes individuals and instills hope for the future. These leaders serve as excellent examples because they effectively communicate a compelling vision that aligns with the core beliefs and values of both the company and its followers.

Furthermore, the leader's moral and ethical compass serves as a crucial component of this feature. Their choices and behaviors are guided by a robust moral compass, which in turn influences the organization's code of ethics (Campbell, 2018). Beyond shaping the ethical culture of the organization and serving as a role model for others, they also contemplate the ethical implications of their decisions.

Leaders who exhibit idealized influence have a significant impact on the culture of an institution. The organization places a high priority on integrity, respect, and ethical behavior, as these concepts and ideals are deeply ingrained within it (Aboramadan & Kundi, 2020). This culture strengthens the identity and unity of the company, fostering a sense of shared objectives and a collective mission.

Leaders who possess exceptional influence often have a long-lasting effect on future generations of leaders. The concepts and standards they set significantly shape the organization's culture and values, even after they depart (Alzoraiki et al., 2018).

### **2.6.2. Inspirational Motivation**

Leaders with inspirational motivation skillfully articulate a clear, compelling, and appealing vision for the future to their followers. This vision serves as a roadmap that guides and aligns the efforts of the team or organization (Cahyono et al., 2020).

These leaders are known for their enthusiasm and positivity. They communicate in a manner that is both useful and engaging (Erden & Yaşlıoğlu, 2020). Their positive mindset, even when faced with challenges, serves as a strong motivator for the team and helps them remain resilient and determined.

Leaders who inspire others make tasks seem more significant by linking them to a larger goal. They help their followers understand how their contributions align with the broader objectives of the group or team (Hilton et al., 2021). Furthermore, they motivate their followers to exceed their perceived limitations, fostering growth, new ideas, and innovation. Alzoraiki et al. (2018) assert that such leaders cultivate a strong sense of team unity. They create an environment where individuals feel included and share a common identity, facilitating collaboration and cohesion within the team. A robust group dynamic can lead to substantial enhancements in performance when everyone is passionate about and dedicated to the goal (Campbell, 2018).

Leaders encourage people to work harder by empowering them and allowing them to make choices. They also seek feedback on the goals and the plans for achieving them. This type of involvement not only fosters greater dedication to the group's objectives but also gives team members a sense of ownership and responsibility for their work (Fiaz et al., 2017).

Company culture can be reshaped by leaders who inspire and motivate others (John Paolo R. & Leveric T, 2018). It values imagination, fresh ideas, and the drive to excel (Campbell, 2018). When people unite around a shared goal, the business culture grows stronger (Erden &

Yaşlıoğlu, 2020). Transformational leadership relies on inspiring motivation, empowering leaders to instill a strong sense of purpose, enthusiasm, and group identity in their teams (Aboramadan & Kundi, 2020). These leaders encourage others to reach new heights by sharing a compelling vision and maintaining a consistently positive and upbeat attitude. This motivates people to excel individually and contribute to the organization's larger mission.

### **2.6.3 Intellectual Stimulation**

A key part of creative leadership is keeping the mind active. It involves encouraging people to solve problems in new ways and think outside the box. It's important to think critically about things and inspire others to do the same (Cahyono et al., 2020). This quality is essential for individuals to form teams that can generate novel solutions and engage in innovative thinking.

Leaders who are intellectually stimulating prompt their followers to reflect on their own convictions, objectives, and presumptions. This encourages individuals to challenge and protest the status quo. The objective is to inspire adherents to critically examine the motivations behind individuals' actions and consider alternative courses of action (Aboramadan & Kundi, 2020). This helps prevent them from readily embracing circumstances as they are. Want to acquire new knowledge and fresh perspectives? We must ultimately be willing to challenge our own beliefs. Creating an environment that encourages individuals to explore and undertake risks is not only permissible but also encouraged by these leaders (Erden & Yaşlıoğlu, 2020). Individuals are encouraged to experiment with unconventional approaches, even if they do not consistently adhere to established protocols. An environment that fosters innovation is one in which individuals are receptive to novel concepts and recognize the significance of creativity for the growth and prosperity of the organization (Fiaz et al., 2017).

To stimulate the intellectual capabilities of team members, it is necessary to motivate them to examine difficulties and impediments from multiple perspectives. This disparity in viewpoints leads to more comprehensive and effective solutions (Hilton et al., 2021). An environment that is more inclusive, where every individual feels that their contributions are highly valued, can be achieved by leaders exhibiting a genuine appreciation for a wide range of viewpoints. Leaders who demonstrate this behavior prioritize creating a conducive learning environment. Rather than perceiving losses as reasons to surrender, we view them as opportunities to acquire knowledge and enhance our abilities (Rivera & Ng, 2018). This strategy not only enhances the overall flexibility of the organization but also improves the knowledge and skills of the followers.

Intellectual stimulation is beneficial for the growth of both one's character and career. Leaders foster the development of their team members by encouraging them to think outside the box and discover inventive solutions to challenges. Furthermore, in addition to facilitating individual professional growth, this development also benefits the company's pool of skilled individuals (Rivera & Ng, 2018).

Adaptability and responsiveness to new challenges are crucial in the contemporary, ever-changing business environment (Alzoraiki et al., 2018). Leaders who foster employees' intellectual development create a workforce that is more versatile and resilient. In the current dynamic business environment, maintaining a competitive edge requires workers who are consistently intellectually stimulated (Campbell, 2018).

Intellectual stimulation, a crucial element of transformative leadership, fosters an environment conducive to the flourishing of creativity, analysis, and flexibility. Exceptional leaders not only motivate their followers to think innovatively and be imaginative but also establish the foundation for an organization that can endure any adversity (Erden & Yaşlıoğlu, 2020). To

thrive in today's fast-paced and ever-changing corporate landscape, it is vital to adopt this strategy, as it emphasizes the importance of creative thinking and adaptability.

#### **2.6.4 Individualized Consideration**

Individualized Consideration is a crucial element of transformational leadership, emphasizing the leader's duty to recognize and cultivate the distinct talents, qualities, and potential of each follower (Alrowwad et al., 2020). A leader who genuinely cares about each of their followers is not so much an autocrat as they are a coach or mentor. They genuinely prioritize the development of their followers, both in their professional and personal lives (Erden & Yaşlioğlu, 2020). This involves providing guidance, advice, and offering valuable feedback, both in the workplace and in relation to long-term objectives and growth. Effective leaders comprehend that their followers are unique individuals with distinct talents, flaws, aspirations, and needs (Cahyono et al., 2020). They adapt their tactics in accordance with these distinctive attributes. By enabling each follower to achieve their utmost potential, it is possible to enhance morale and productivity in the workplace.

Transparent and efficient communication is regarded as the fundamental basis for individualized consideration (Hilton et al., 2021). Leaders create an environment that encourages and supports followers' willingness to voice their thoughts, opinions, and concerns (Fiaz et al., 2017). This form of discourse fosters a perception of recognition and appreciation from all parties involved, thereby enhancing confidence and understanding (Campbell, 2018).

Leaders provide followers the opportunity to acquire and develop additional competencies and skills. This category may include training programs, intellectually stimulating assignments, and financial aid intended to support advanced education and professional development. These

options enhance the talent pool of the organization as well as that of the individual (Ismail & Mydin, 2019).

The advancement of self-determination takes precedence in individualized consideration (Hilton et al., 2021). By gradually increasing the degrees of responsibility and authority that subordinates are entrusted with, leaders foster a climate of empowerment (Alzoraiki et al., 2018). Increasing employees' autonomy in the workplace leads to higher job satisfaction, a sense of accomplishment in their duties, and a stronger commitment to the organization (Erden & Yaşlıoğlu, 2020).

An additional component of individualized consideration is recognizing and supporting followers in maintaining a healthy work-life balance (Hilton et al., 2021). Leaders can enhance the morale and welfare of their teams by acknowledging the importance of fostering a balanced and harmonious relationship between their professional and personal lives (Rivera & Ng, 2018). By implementing this strategy, fatigue is effectively mitigated, turnover rates decrease, and the overall quality of work improves.

A leader can foster a culture of caring and support by demonstrating authentic concern for every employee. This type of culture is characterized by personal development, reciprocal respect, and care for each other's well-being (Campbell, 2018). A business with a strong culture can enhance employee engagement, loyalty, and productivity.

Individualized consideration is a crucial element of transformational leadership, as it is vital for the advancement of followers in both their professional and personal lives (Hilton et al., 2021). By assuming the roles of coaches and mentors, leaders can effectively address employees' individual requirements, foster transparent communication, and delegate responsibilities, cultivating a cohesive team that collaboratively attains organizational triumph

(Rivera & Ng, 2018). In today's workplace, the personalized approach is increasingly important due to its significant impact on organizational success, considering the vital role of employee engagement and growth.

## **2.7 Transactional Leadership**

Bass (1985) asserts that transactional leadership is built around both monetary and non-monetary exchanges. This leadership style is distinguished by the leader's use of either praise or punishment to address inadequate performance or effort from subordinates (Bass, 1985). Incentive systems are implemented to motivate individuals to exert greater effort in order to attain the objectives established by the company. Transactional leadership includes three dimensions: (a) contingent reward, (b) active management-by-exception, and (c) passive management-by-exception.

Transactional leadership is defined as the practice of utilizing contingent rewards and sanctions to establish a system of transactions between leaders and employees. Transactional leaders deploy contingent rewards and penalties to motivate individuals to act in their own self-interest, thus facilitating the accomplishment of organizational objectives (Berkovich & Eyal, 2019). The fundamental assumption is that by providing appropriate incentives, the personal interests of employees may align with those of the company. Sanctions and dependent incentives are the only significant factors: Any transactions related to employee rewards or punishments must be explicitly linked to the individual's effort or performance. If this is not the case, the efficacy of the transactions is highly questionable.

### **2.7.1 Examination of transactional leadership and its characteristics**

In a transactional leadership style, leaders and followers engage with one another based on their respective interests. This leadership style is distinguished by its focus on reciprocal exchanges

between the two parties. Moreover, it reveals that, fundamentally, the principle of transactions involves exchanging rewards for work, which can be strengthened by the implementation of punishment, whether it takes the form of psychological or financial benefits granted to the president's supporters (Alrowwad et al., 2020).

This leadership approach is based on the principle that effective leaders should inspire their followers to align with their desires while discouraging those who are reluctant to comply, using both positive and negative reinforcement, including physical and psychological punishments (Bass & Riggio, 2006). Bass (1985) identified three distinct forms of transactional leadership: active management-by-exception, contingent reward, and passive management-by-exception. A leader's effectiveness in clearly defining their goals to followers and communicating the corresponding results and benefits relies on contingent reward, which serves as a key motivator (Raziq et al., 2018). According to Raziq et al. (2018), project team members are more likely to exceed expectations when their management provides them with incentives for doing so. On the other hand, active management-by-exception involves quality management, with the leader's goal being to maintain organizational stability. However, issues will only be addressed when passive management-by-exception becomes apparent.

Transactional leadership is characterized by the establishment of clear objectives and standards, which are enforced through a system of rewards and penalties. This strategy promotes task efficiency and policy adherence by creating an organized atmosphere. However, placing excessive emphasis on following rules and achieving predetermined results may hinder innovation and creativity (Antonakis & House, 2019). Moreover, due to the lack of inherent incentive in this regard, it may fail to motivate teachers and students to exceed expectations in their tasks.

On the other hand, the objective of transformational leadership is to invigorate and motivate subordinates to achieve exceptional accomplishments (Bakker et al., 2022). Creating a positive school environment and setting a common goal are two elements that make this approach stand out. This method can increase engagement, which may lead to more input from teachers and better outcomes for students. Additionally, individuals are encouraged to enhance their adaptability and generate innovative ideas (Inandi et al., 2020). Conversely, employees may experience burnout due to the significant mental effort required, and a lack of clear organization can result in inefficiency or confusion.

On one hand, transactional leadership focuses on getting things done and may be more effective in emergencies when quick decisions are necessary. Conversely, transformative leadership excels at making schools more inviting, fostering new ideas, and shifting perspectives on education.

Most of the time, a mix of the two is best for educational institutions. The optimal approach will depend on the specific needs of the organization, the current situation, and the long-term goals. For instance, a rule-based system may benefit more from transactional leadership, while a rapidly changing educational environment may necessitate transformational leadership.

## **2.8 Leadership and Organizational Commitment**

Organizational commitment is significantly important for organizations in various aspects. Organizations that experience low employee engagement may face time-consuming and costly tasks, such as conducting polls, advertising, and recruiting new employees to replace those who quit (Banjarnahor et al., 2018).

The aforementioned research findings demonstrate that these categories of organizational commitment serve as indicators for assessing and forecasting the value, success, sustainability, and competitive position of the business in both the present and the future.

The performance of employees depends on the quality of their work, as well as their responsibility and timely task completion. Diligent and dedicated educators effectively cover their curriculum within the designated timeframe, meeting its goals and ensuring educational achievements. They establish and maintain a positive educational atmosphere within the school (Ma'arif & Muzakki, 2019). One factor contributing to school performance is the commitment of its employees to the institution (Banjarnahor et al., 2018).

Job satisfaction is correlated with one's level of contentment and fulfillment in their job, while organizational commitment refers to the degree of emotional attachment and loyalty to the organization. In their study, Banjarnahor et al (2018) discovered that a leadership style might exert a detrimental impact on job satisfaction while simultaneously fostering a strong correlation with organizational commitment. This indicates that these two terms are distinct.

### **2.8.1 Organizational commitment in education**

Teachers who are committed and devoted are more likely to remain with their current employers and contribute to achieving the organization's specified objectives. Organizational commitment refers to the attitudes of teachers and the cohesive force that keeps them attached to the organization (Purwanto, 2020b; Purwanto, 2020c). A teacher who is enthusiastic and dedicated to working toward the institution's goals, and who has a strong desire to stay employed within the same organization, demonstrates organizational commitment. To exemplify organizational dedication, Kartika and Pienata (2020) and Kadiyono (2020) assert that individuals should desire to remain with the company, be motivated to achieve its goals,

trust, and feel accepted. Both Purwanto (2020) and Ardi et al. (2020) indicate that teachers' feelings toward their group reflect their level of care for it. When individuals work for a company, their organizational commitment reveals how emotionally connected they are to it and how much they care about its successes and failures. Malik et al. (2010) conducted research at a teacher university in Pakistan and found that employees are more committed to their organization when they are satisfied with their compensation and the quality of their supervision. Commitment is vital for organizations to reach their goals because it unites individuals at work, enhancing performance (Cahyono et al., 2020). An individual is organizationally committed if they wish to stay with the same organization, are determined to work hard to achieve the organization's objectives, and are open to adopting the organization's views and values.

From what was said above, it is clear that the level of organizational loyalty can serve as a measure of how effectively an organization operates. Several studies have shown that when workers are not fully committed to their jobs, it negatively impacts the organization's effectiveness. Luthans (2011) provided more information about the three components of organizational commitment: (3) normative commitment, which indicates that individuals feel obligated to remain with the company; (4) continuity commitment, which is influenced by the number of employees who leave; and (5) affective commitment, which reflects the emotional connection workers feel towards the company. Employees are responsible for maintaining high levels of organizational productivity, and fostering organizational commitment is an effective strategy for retaining them. Insufficient organizational dedication may lead employees to consider resigning from the company. This could result in the organization incurring both time and financial losses during the recruitment of new employees, ultimately leading to a detrimental effect on productivity (Karyono et al., 2023).

## **2.8.2 Types of organizational commitment**

Understanding the intricate concept of organizational commitment is crucial for grasping the essence of the relationship between employers and workers (Antonakis & House, 2019). It encompasses the emotional dedication and loyalty that employees feel towards their organization. This review provides a comprehensive analysis of the various types of organizational commitment.

### **1. Affective Commitment**

An employee exhibits affective commitment when they possess a profound emotional attachment to their organization (Jain et al., 2019). Genuine trust in the principles upheld by the organization, along with an intense desire for its success, surpasses mere satisfaction with one's job (Hadi & Tentama, 2020). This level of commitment becomes evident when employees establish a deep connection with the organization's values and objectives to the extent that they perceive their own objectives as being linked to those goals (Kanwal et al., 2021).

Employees with high degrees of affective commitment may demonstrate additional exertion. An abundance of enthusiasm and determination characterizes their work, and they consistently avoid any form of laziness (Hadi & Tentama, 2020). The work they engage in is intrinsic to their personality rather than an additional aspect of it. Their commitment is apparent in the substantial effort they are ready to invest, both to fulfill their job duties and to contribute to the company's attainment of its goals (Keskes et al., 2018). They are individuals who persist in working late to accomplish tasks, willingly assume additional responsibilities, and consistently seek opportunities to make a positive impact.

When employees experience a sense of recognition and value in their workplace, it typically results in a greater degree of emotional attachment and dedication to their job. An individual's

emotional commitment to their job increases when they see recognition and appreciation for their contributions and when they have clear prospects for professional progression (Kanwal et al., 2021). A supportive and optimistic work environment further enhances this connection (Hadi & Tentama, 2020). A conducive work environment is characterized by favorable interpersonal relationships among colleagues, the fostering of leadership qualities, and a corporate culture that places a high importance on the well-being of its staff (Zacharo et al., 2018).

The organization tremendously benefits when employees exhibit a high level of affective involvement. The personnel turnover rate has been greatly impacted. Employees are more inclined to remain in their positions when they possess a personal stake in the organization they are employed by (Nurjanah et al., 2020). Organizations derive major advantages from this stability as it reduces costs and mitigates disruptions associated with substantial staff turnover. Enhanced overall performance is driven by a workforce characterized by a strong sense of emotional attachment and dedication (Ardi et al., 2020). These individuals are the unacknowledged champions of their organizations, fostering innovation and excellence in productivity and ingenuity, ultimately resulting in the expansion and enduring success of the company.

Emotional commitment fundamentally indicates the extent to which an employee's values align with the objectives of the organization (Aljileedi et al., 2023). A mutually beneficial scenario arises when both the individual and the corporation prosper together, driven by shared goals and mutual respect.

## **2. Continuance commitment**

When educators and personnel discuss continuance commitment in the educational sector, they refer to the significant costs associated with leaving their institution. Before making such a commitment, it is essential to have a clear understanding of the consequences of discontinuing (Purwanto et al., 2021). When teachers consider their long-term commitments, they often think about aspects such as their tenure, professional growth, and the relationships they have formed at their school. They also possess a deep understanding of how challenging and limited it can be to find similar opportunities elsewhere, especially in specialized academic areas where there may not be many options (Keskes et al., 2018).

People remain with an organization because they understand it intellectually, not because they have an emotional connection to it (Malik et al., 2010). If teachers and administrators don't love their jobs or believe in the institution's purpose, they may choose to stay in their positions due to the serious personal and professional consequences they would face if they quit (Mansor et al., 2021). This practical perspective may lead workers to feel obliged to remain in their jobs rather than motivated, which can result in decreased commitment and productivity (Zacharo et al., 2018). A lack of passion and creativity in work and school environments could indicate that individuals are not truly committed.

Offering equitable remuneration and well-defined, attainable career progression opportunities can help organizations mitigate the potential adverse effects of increased employee loyalty (Purwanto, 2021). This approach can alleviate the sense of being restricted by financial limitations and promote a more positive form of ongoing dedication, where professors and staff choose to remain because they see a favorable future for themselves at the institution (Kanwal et al., 2021).

### **3. Normative commitment**

Normative commitment, in contrast, activates a specific cognitive aspect of individuals. It arises from a sense of duty or dedication to the institution or its students. The dedication observed in individuals is influenced by their moral and cultural norms regarding the importance of education and teachers (Zacharo et al., 2018). The rationale for employing an educator could be rooted in their personal beliefs or in the societal recognition of teaching as a noble and consequential profession (Mansor et al., 2021).

As stated by Jain et al. (2019), moral commitment may contribute to establishing a sustainable and stable learning environment; however, it does not assure innovation or adaptability. While some educators may experience internal pressure to maintain their current positions, that does not mean they are immune to novel ideas or alternative methodologies (Nurjanah et al., 2020). This methodology promotes an intellectually engaging and pioneering academic environment consistent with the pedagogical obligations of instructors. By offering individuals motivation to surpass ordinary compliance with regulations, it stimulates them to actively participate in the development and progress of the organizations. Consequently, educational institutions place significant emphasis on both consistency and standardization of responsibilities. To foster a workforce that can effectively adapt to the changing requirements of the education sector, it is imperative for leaders in this field to possess a thorough comprehension of these obligations and conceive streamlined approaches for supervising them (Schedlitzki, 2019).

#### **2.8.3 Impact of Leadership Styles on These Commitments**

A measure of the effectiveness of transformative leadership, as stated by Boamah et al. (2018), is the degree of employee dedication to the organization. Employees are significantly more motivated and inclined to provide support for the organization when the CEO implements

transformational leadership, according to a growing body of scholarly literature (Kim & Zimmerman, 2023). Cahyono et al. (2020) assert that it is expected individuals and organizations involved in the transformation process will demonstrate unwavering commitment to the leaders and the overarching objective throughout the results phase. This finding, which aligns with previous investigations, suggests that transformative leadership may enhance employee commitment to the organization. Cahyono et al. (2020) further indicate that individuals who possess deep dedication to their work exhibit tremendous zeal in their efforts to contribute to achieving the organization's objectives and goals. This statement aims to motivate and inspire individuals to engage wholeheartedly in their assigned responsibilities. Moreover, it is deliberately designed to align with the objectives of executives who modify the mission of the organization and assemble a workforce invested in its prosperity. An employee's allegiance to the organization is enhanced when they perceive their leader navigating a personal development journey that grants them the ability to impact the group's determination regarding the mission. Job satisfaction mediates the relationship between transformative leadership and organizational commitment, according to a number of studies. It appears that the correlation between organizational commitment and transformative leadership could be influenced by job satisfaction (Cahyono et al., 2020).

This review demonstrates that leadership is crucial for assisting teachers in their professional development and transforming the way schools operate. It shows that both transactional and transformational leadership styles impact organizational commitment, which in turn affects employee loyalty, job satisfaction, and the institution's overall effectiveness. Additionally, this review examines how cultural changes, new technologies, and various learning environments influence leaders' collaboration. Leadership significantly affects employee engagement, independence, and trustworthiness. Therefore, leaders must be adaptable to meet their

employees' needs in diverse situations. Ultimately, the paper supports implementing leadership styles in schools that are inclusive and flexible. Significant attention is given to the importance of leadership in shaping the future of schools and the quality of education they provide.

## **2.9 Theory of Change**

This study aims to examine how transformational and transactional leadership styles affect teachers' organizational commitment in public secondary schools. It is based on the hypothesis that leadership behaviors, particularly those involving teacher support, motivation, and recognition, impact teachers' attitudes and their commitment to the school. These factors play a key role in shaping how teachers feel about their work and their dedication to the school. Transformational leadership, with its focus on inspiration, support, and growth, is expected to foster a positive work environment, while transactional leadership emphasizes rewards for meeting short-term goals, which may have a less profound impact on long-term commitment.

### **Inputs and Assumptions**

This study assumes that principals practice either transformational or transactional leadership styles, which are key to influencing teachers' organizational commitment. Leadership behaviors, such as how principals inspire or hold teachers accountable, play a crucial role in shaping teachers' commitment. It is important to understand that teachers' perceptions of these behaviors directly impact their motivation and dedication to the school. Contextual factors, like gender and local conditions, may influence how leadership is perceived. However, the study focuses mainly on the leadership styles and their direct impact on teacher commitment.

### **Activities Driving Change**

Key actions in this theory focus on developing leadership skills, particularly in transformational and transactional practices. Principals are encouraged to support teachers' professional

development, provide regular feedback, and involve them in decision-making processes. These activities may enhance teachers' job satisfaction, motivation, and sense of belonging. This, in turn, will contribute to greater organizational commitment.

### **Outputs**

As a result of these leadership efforts, schools with strong transformational leadership are expected to experience improved teacher morale, increased commitment, and higher retention rates. Teachers in such environments feel more valued and inspired to contribute to their schools' success. On the other hand, transactional leadership may lead to short-term compliance but might not generate the same depth of engagement in the long run.

### **Outcomes**

Over time, committed teachers are more likely to perform well, stay in their positions, and actively contribute to the school's success. The organizational commitment fostered through transformational leadership can lead to improved job performance, reduced turnover, and ultimately, better student outcomes.

### **Assumptions and Risks**

While the theory assumes that teachers will perceive leadership styles as genuine and effective, there are risks associated with the implementation. If leadership training is poorly executed, it could limit its impact. Additionally, teachers may resist leadership styles that do not align with their personal values or preferences. Broader societal factors, such as socio-political instability, could also affect the overall effectiveness of leadership strategies.

## **Long-Term Impact on Schools and Students**

The long-term goal of this theory is to build a stable and motivated teaching workforce. In turn, it contributes to improving student outcomes and fostering a positive school culture. As teacher satisfaction and commitment increase, student achievement also improves. This creates a cycle of growth that benefits both teachers and students and contributes to a positive educational environment.

### **2.10 Research Gaps**

The previous studies discussed in this section highlight the research gap and justify the relevance of the current research area. School leadership behavior, including principals' leadership styles, has been found to impact various aspects of teachers' experiences, such as their work lives, sense of efficacy, job satisfaction, and organizational commitment. Transformational and transactional leadership styles have been examined in relation to teachers' job involvement, motivation, work quality, and innovation capabilities. Comparative studies have shown that transformational leadership tends to have a positive influence on creativity and performance, whereas transactional leadership focuses on short-term goals and operational maintenance. However, there is a lack of research specifically examining the impact of transformational and transactional leadership styles on teachers' organizational commitment from their own perspectives, particularly in the context of public secondary schools in Pakistan. Therefore, the present study aims to address this gap by rigorously examining the relationship between these leadership styles and teachers' organizational commitment in secondary-level public educational institutions in Pakistan.

School leadership behavior significantly impacts teachers in various aspects (Kars, M., & Inandi, Y, 2018). Numerous studies have examined the relationship between leadership

behavior and teachers, including their work lives (Ch, Ahmad, Malik, & Batool, 2017), sense of efficacy (Mehdinezhad & Mansouri, 2016), and organizational commitment (Baptiste, 2019). Principal leadership styles have been analyzed as factors influencing teacher job satisfaction and student success (Baptiste, 2019).

The connection between principal behavior and teacher organizational trust has been established (Kars, M., & Inandi, Y, 2018). Moreover, a study by Ch et al. (2017) found that principal leadership styles, particularly democratic leadership, which values teachers' perspectives and fosters a supportive environment, positively influence teachers' job satisfaction. Aydin, Sarier, & Uysal (2013) also discovered that principal leadership impacts teachers' organizational commitment.

The transformational leadership style has been investigated regarding teachers' job satisfaction (Fiaz, Su, Amir, & Saqib, 2017), performance (Ahmad et al., 2019), and lecturer innovation capability (Putra et al., 2021). However, there is a lack of research that directly examines the relationship between transformational and transactional leadership styles and teachers' organizational commitment, particularly in the context of gender-based comparative analysis in the public sector.

Comparative studies have shown that transformational and transactional leadership styles can be contrasted. Fletcher et al. (2018) examined transformational leadership styles in the healthcare sector. They found that transformational leaders motivate subordinates, enhance work efficacy, and promote long-term goals, whereas transactional leaders concentrate on short-term objectives and uphold the status quo. Feranita et al. (2020) conducted a study on small and medium enterprises in Indonesia. They concluded that transformational leadership has a more direct and positive impact on creativity and performance, suggesting its superiority over transactional leadership.

Other studies have explored the impact of transformational and transactional leadership styles on job involvement (Rana et al., 2016), organizational commitment (Algohani & Mydin, 2022), and teacher motivation (Duraku & Hoxha, 2021). The importance of including teachers as key stakeholders in educational research has been emphasized (Islami, 2018), and the effects of leadership styles on lecturer innovation capabilities have been examined (Putra et al., 2021).

Although there is a considerable body of research on the topic, no evidence was found that specifically measured the impact of transformational and transactional leadership styles on teachers' organizational commitment in the context of secondary education in Pakistan. Therefore, the current study aims to address this research gap.

The literature assessment reveals a research gap regarding the need for a more comprehensive study of leadership styles and their impact on organizational commitment within diverse cultural contexts in the educational sector. Although briefly mentioned, the assessment lacks an in-depth analysis of how leadership dynamics influence follower behavior.

The current study primarily focuses on leadership styles and their impacts within South Asian educational contexts. Limited research has been conducted on the effects of various leadership styles on employee commitment across different geographical areas, particularly regarding the context of Pakistan. It is important to understand how individuals perceive different leadership styles in order to develop inclusive leadership methods that can function effectively in today's global educational environment.

To address this knowledge gap with statistical confirmation, academics can compare and contrast different leadership styles across various national and geographical settings to examine how people perceive and respond to them. The study's results can help us adapt our leadership approach to better align with the diverse cultural norms and standards prevalent in various

classrooms. It can also assist educational leaders in enhancing their cross-cultural leadership skills, which is crucial for ensuring that leadership strategies are tailored to local cultures and beliefs, rather than relying on a one-size-fits-all approach.

In summary, this study gap highlights the importance of learning more about how various leadership styles affect commitment to an organization in school settings. The main goal is to promote global leadership styles that retain employees and foster their affiliation and commitment to the organization.

## **2.11 Summary of Key Findings**

This review demonstrates the critical role of leadership in academic settings, particularly in the classroom. According to Wang et al. (2018), leaders possess the ability to inspire, motivate, and engage staff and faculty beyond their regular responsibilities. Leadership is crucial for creating an environment that encourages learning, creativity, and progress. As a result, this influences the overall effectiveness of educational organizations. In the field of education, having organizational commitment is very important. The school's goals, vision, and principles are clearly valued by the teachers and staff who work there. High levels of commitment are associated with a positive institutional culture, lower staff turnover, and improved student outcomes. In many school settings, it is essential to understand the factors influencing this dedication, especially leadership. This thesis examines how organizational loyalty is affected by the transactional and transformational leadership styles employed by academic institutions. The primary aim is to investigate how these different leadership styles impact the commitment and involvement of school staff. The objective of the study is to contribute to the existing knowledge about school leadership. The purpose of this paper is to assist school administrators in developing strategies to motivate and inspire their staff. Today's schools face numerous

challenges due to the highly interconnected and competitive world. To overcome these challenges and achieve success, it is necessary to have a comprehensive understanding of how these elements interrelate. This literature review highlights the importance of effective leadership in creating positive learning environments for all. It explores the complex relationship between leadership and organizational commitment.

## **2.12 Reflection on Educational Leadership and Policy Implications**

Placing these results in the context of educational policy and leadership reveals several important lessons that could significantly impact the future of education.

**1. *Elevating Leadership Roles:*** It is crucial to examine leadership selection, education, and support because leadership significantly impacts learning environments. An essential policy goal should be to ensure that the next generation of leaders excels in inspiring and motivating teachers while managing them effectively. It may be necessary to invest in leadership training programs to ensure that school managers can address the complex and evolving needs and behaviors of teachers.

**2. *Fostering Organizational Commitment:*** A strong sense of identity and common goals among teachers and staff is very important. The link between leadership styles and organizational commitment highlights the need for policies that support teachers' belongingness to the school. Creating a positive organizational culture can be achieved through actions such as recognizing and rewarding loyalty, providing opportunities for career advancement, and encouraging everyone to participate in decision-making. These steps can enhance the institution's overall effectiveness and help retain employees while maximizing their potential.

**3. *Adapting to Evolving Educational Dynamics:*** To keep up with the rapid changes in education, technology, and society, education policies must be both flexible and forward-looking. As social needs evolve, schools must continue providing a high-quality education. To achieve this, leadership styles need to adapt to societal needs within school objectives and administrative policies. This highlights the importance of ongoing research and policy adjustments to ensure that leadership styles align with the continuous changes in schools.

**4. *Empowering Leaders for Global Challenges:*** The globalized and competitive educational landscape today requires leaders to effectively address and resolve a variety of staff-related issues. Educational policy should aim to assist school administrators in understanding societal changes on a global scale and how these changes impact individuals from diverse cultures in their workplaces.

**5. *Integrating Insights into Policy Making:*** The study's results must be considered when making decisions about school policy. Leadership is a key factor in fostering dedication within an organization, which in turn leads to academic success. Lawmakers should recognize this fact. They can create a flexible and complex mechanism to propose and offer various methods for addressing teaching challenges by involving educators in meetings, gathering and implementing their innovative and unique ideas by providing appropriate platforms for exploration, rewarding them tangibly and with recognition, and maximizing their time by offering paid work for the improvement of schools and students. Higher education institutions should focus on developing visionary leaders and cultivating a committed organizational culture to be more effective and adaptable in a rapidly changing and often unclear world.

## **CHAPTER 3**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter discusses the complete procedure for conducting the current research study. It explains the methodology of the present study by beginning with the justification for using the quantitative approach, followed by the descriptive research design, population, sample, sample size, and sampling technique. Additionally, the validation of the questionnaire, as well as data collection and analysis, are also addressed.

#### **3.2 Research Approach**

A quantitative research approach was used for the present study. Ontologically, the researcher aimed to generalize the findings to similar situations, as they are common, by testing the hypotheses. Epistemologically, the present research uncovered the existing truth about the effectiveness of school leadership from the teachers' viewpoint. This research aims to study the effects of the independent variables of transformational and transactional leadership styles on the dependent variable of teachers' organizational commitment and to describe their relationship through statistical analysis. Moreover, this study was intended to test hypotheses, if they were supported by the numerical data, as it sought to justify the empirical confirmation of the hypotheses. Therefore, for the aforementioned characteristics, a quantitative approach was the appropriate method for the present study (Johnson & Chritanson, 2017).

### **3.3 Research Design**

Descriptive research design was utilized in the current study as it describes the variables in their existing context by initially exploring facts about the variables and subsequently identifying the relationships between them as independent and dependent variables. The present research aimed to examine the variables in a controlled manner without manipulating the principal's leadership styles and teachers' organizational commitment; therefore, a non-experimental design is appropriate for the current study. Consequently, it is *ex post facto* research, where variables were studied retrospectively as they already exist in the natural setting. This research investigated the school principal's leadership styles as causal factors for teachers' organizational commitment. These variables were examined as antecedent events to explore the nature of the association between them in order to establish a causal link. The present study tested the hypotheses and effects of principal's leadership styles on teachers' organizational commitment as both were controlled. Furthermore, the present study began with two independent variables: the principals' leadership styles of transformational and transactional, and subsequently assessed the extent of their relationship with one dependent group, teachers' organizational commitment. Therefore, this study incorporated a correlational research design within the framework of descriptive or *ex post facto* research. The characteristics outlined in the present research align closely with the descriptive research design and its correlational component (Johnson., & Christensen, 2017; Creswell, 2012), as the aim of the study was to explore and describe the natural context of transformational and transactional leadership styles and organizational commitment, and further to investigate the effects of the aforementioned school principals' leadership styles on teachers' organizational commitment.

### 3.4 Population

The present study aimed to assess the effects of principals' leadership styles on teachers' organizational commitment at the secondary school level. As leadership is practiced with teachers, which is expected to impact their organizational commitment, secondary school teachers comprised the population of the study. All male and female teachers at public secondary schools in Islamabad city were included. According to educational statistical records, the total number of male and female teachers was reported as 801 in Pakistan Education Statistics 2021-2022 (Qadeer et al., 2023), published by the Academy of Educational Planning and Management. The population was rounded to 800 figures. In the absence of gender-specific data, equal representation (50% male, 50% female) was assumed, aligning with gender equality principles. This common practice ensures balanced representation.

**Table 3.1** *Population of the Study*

| Male Teachers | Female Teachers | Total |
|---------------|-----------------|-------|
| 400           | 400             | 800   |

### 3.5 Sampling Technique

Probability sampling techniques were employed to provide everyone with a chance for selection in the study. Furthermore, the cluster sampling technique was utilized to select the respondents. The targeted area of the present research was the urban area of Islamabad; consequently, the total population of both male and female teachers at secondary schools was vast, making it resource-intensive to visit them all. Sampling was the appropriate solution to this problem. For this reason, the researcher selected the cluster sampling technique, as it is used when the elements of the population are spread out. It is mentioned in the book of Educational Research, Quantitate, Qualitative, Mixed Method Research that geographical

blocks, schools, or even classrooms are examples of clusters (Johnson & Christensen, 2016, p. 265). The geographical blocks can function as clusters; therefore, the researcher considered the sectors of Islamabad city as the clusters. For simple random or systematic random sampling, which is a modification of simple random sampling, a detailed list of all subjects is needed; this list is usually not readily available and is a time-consuming and costly activity. In stratified sampling, after making strata, random selection is required, which again leads to either simple random sampling or cluster sampling. Therefore, cluster sampling was the best option as a sampling technique to save resources. This concept is also supported by Louis, Lawrence, and Keith (2007, p. 112). The researcher utilized a one-stage cluster sampling technique to make the sectors the clusters.

Due to time constraints and the large population of teachers in Islamabad's urban area, the researcher selected clusters based on convenience. This strategy allowed for efficient and timely data collection. Nearby and accessible clusters were chosen to minimize delays and coordination or field challenges. This also helped avoid the inconveniences of traveling to distant areas. The selected clusters covered different sectors of the city, ensuring a reasonable level of representativeness. The total number of clusters for the study was 9, with an average of 2 principals per cluster. Cluster sampling provided an effective solution within the limitations of time and resources. After that, the researcher visited the clusters until reaching a sufficient number of elements according to the sample size. Then, all teachers in the selected clusters were studied.

### **3.6 Sample Size**

Sample size must be at least 30 cases in correlational research, and no major group in survey research should have fewer than 100 cases (Cohen et al., 2007). The sample size for the present

research was determined using Krejcie and Morgan's (1970) Sample Size Determination Technique. The sample size was selected from Krejcie and Morgan's (1970) table first, determining the percentages of male and female teachers equally, as there was no discrimination in the total population. According to the Sample Size Determination table, the sample size was 260 teachers.

**Table 3.2** *Sample size of the study*

| Male Teachers | Female Teachers | Total |
|---------------|-----------------|-------|
| 130           | 130             | 260   |

### **3.7 Unit of Analysis**

The unit of analysis for this study consists of individual secondary school teachers working in public sector schools in Islamabad. Each teacher acted as a separate unit for data collection and analysis, as the study aimed to assess their perceptions of principals' leadership styles (transformational and transactional) and their own level of organizational commitment. Data were collected from the teachers individually and analyzed at the individual level to examine the relationship between the variables under investigation.

### **3.8 Development of Research Instrument**

The questionnaire was used to collect quantitative data since the study was quantitative or confirmatory in nature. Moreover, the researcher aimed to test hypotheses (Creswell, 2012). The questionnaire for the present study contained two sections: the first was self-designed, and the second was adapted with minor contextual changes developed by Allen and Meyer (1990). The first part of the questionnaire was self-developed in light of the objectives of the study. An empirical approach was employed in developing the instrument. By considering the study's

objectives and the respondents, the literature on the variables was examined alongside existing questionnaires. The researcher identified gaps and differences among the literature-based definitions and theoretical explanations of the variables and questionnaires. After reviewing the literature, theoretical explanations, and existing questionnaires related to transformational and transactional leadership styles in accordance with the study's objectives, the researcher created a comprehensive questionnaire to assess secondary school teachers' views on principals' leadership styles. The questionnaire consists of two sections: closed-ended questions and a five-point Likert scale; further details are provided below.

The first section has two subparts: the first part investigates the transformational leadership style, while the second examines the transactional leadership style of principals from the teachers' viewpoint. The second section measures the teachers' organizational commitment according to Meyer's Commitment Model and tool, which includes three components of commitment: affective commitment, continuance commitment, and normative commitment (Allen & Meyer, 1990).

The close-ended questionnaire was appropriate because the variables of the study were well defined, and all important statements were provided for responses. Subcategories of the research variables were adopted from models established by experts widely in the literature. Themes of transformational leadership style were drawn from the model presented by James MacGregor (Burns, 1978). The transactional leadership style, which has three dimensions studied in the present research, was defined by Max Weber (Weber, 1947), and the Three Components Model (TCM) of organizational commitment provided by Allen & Meyer in 1990 was also adapted. Consequently, the themes of the research variables were clear and well defined, making it unnecessary to explore new dimensions to define and support the research variables. Therefore, there was no need for an open-ended questionnaire. Additionally, the

close-ended questionnaire saved the researcher's time in collecting and analyzing data, which was sufficient to test the hypothesis of the study.

Response categories were numerical, and an ordinal scale was used. The five-point Likert scale, developed by Rensis Likert (Likert, 1932), was applied to rate the stems. Five categories of anticipated responses were sufficient because the questionnaire stems did not require in-depth answers; they were comparatively simple. Therefore, a greater number of categories was unnecessary to maintain simplicity and ensure ease and comprehension for the respondents.

**Table 3.3** *Items of Questionnaires for The Study*

| Variables                         | Factors                          | Item Code | No of Items |
|-----------------------------------|----------------------------------|-----------|-------------|
| Transformational Leadership Style | Idealized Influence              | TFII1-7   | 7           |
|                                   | Inspirational Motivation         | TFIM1-7   | 7           |
|                                   | Intellectual Stimulation         | TFIS1-7   | 7           |
|                                   | Individual consideration         | TFIC1-7   | 7           |
| Transactional Leadership          | Contingent Reward                | TSCR1-6   | 6           |
|                                   | Management by Exception (Active) | TSAM1-6   | 6           |
|                                   | Management by Exception (Active) | TSAM1-6   | 6           |
| Organizational Commitment         | Affective Commitment             | OCAC1-6   | 6           |
|                                   | Continuous Commitment            | OCCC1-6   | 6           |
|                                   | Normative Commitment             | OCNC1-6   | 6           |

### 3.9 Validity of the Instrument

The face, content, and construct validity of the research instrument were assessed. For construct validity, correlation statistical tests were conducted using SPSS. Face and content validity were evaluated by three field experts: one internal expert from the Department of Educational Sciences at NUML and two external experts, one each from Islamia College Peshawar and Sarhad University. The questionnaire file sent to the evaluators included a cover page, validation certificate, title, objectives, and theoretical framework of the study. After incorporating the observations provided by the evaluators and sending them back for the compliance report, the researcher received the validation certificate.

**Table 3.4** *List of Evaluators and Their Suggestions*

| Sr. | Evaluator Name          | Suggestions                    |
|-----|-------------------------|--------------------------------|
| 1   | Dr Jameela Ashraf       | Remove negative language items |
|     | NUML                    | Remove some unrelated words    |
|     |                         | Sequence the statements        |
| 2   | Professor Dr Wasal Khan | Check numbers of item          |
|     | Peshawar                |                                |
| 3   | AP.M Dr Niaz Muhammad   | Change some statements         |
|     | Peshawar                | Remove some words              |

The majority of the recommendations involved minor optimizations in the language, aiming to make the content more meaningful and clearer. After incorporating all the observations and verifying them with the evaluators, the research instrument was deemed ready for the pilot study.

### 3.10 Research Instrument Before and After Validation

#### Before Validation

The first draft of the instrument included a set of 71 items divided into categories such as Transformational Leadership, Transactional Leadership, and Organizational Commitment, which were adapted from existing literature and tailored to the study's specific objectives. The validation of the research instrument was conducted in multiple phases, incorporating feedback from three research professors to ensure face and content validity.

#### Validation Process

The research instrument underwent rigorous evaluation by three field experts:

- 1 **Dr. Jameela Ashraf (NUML):** Recommended removing negative language items and adjusting the sequence of statements to ensure a logical flow.
- 2 **Professor Dr. Wasal Khan (Islamia College, Peshawar):** Focused on verifying the correct number of items in each section.
- 3 **PM Dr. Niaz Muhammad (Sarhad University, Peshawar):** Suggested changes to certain statements for clarity and removal of unrelated words.

The validation process highlighted the progressive refinements in phrasing, structure, and the exclusion of certain items. However, certain elements in the first version included:

#### 1. Redundant Items:

Some items were repeated with minimal variation, leading to redundancy. These items were identified for removal to streamline the instrument and ensure each question offers distinct value.

#### 2. Negatively Worded Items:

Several items had negative phrasing, which could cause confusion. Revisions were made to simplify and clarify these statements, making the questions easier to understand and respond to accurately.

### **3. Lack of Clarity:**

Certain statements contained unclear or ambiguous language that risked misinterpretation. These were revised for clarity to ensure the instrument accurately captured participants' intended responses.

### **4. Item Sequence:**

The sequence of items lacked logical flow in certain sections. Evaluators recommended adjustments to the order of the questions, resulting in a more coherent and natural progression throughout the instrument.

### **5. Unnecessary Items:**

Some items were considered unnecessary or irrelevant to the research objectives. These were eliminated, ensuring the instrument concentrated on core constructs and included only pertinent items.

## **After Validation**

The suggestions made by the evaluators mentioned above were incorporated into the final version, which has been revised for clarity, theoretical alignment, and relevance.

### **Summary of Key Changes Made to the Instrument:**

Below is a summary of the key changes made to the instrument that resulted in the final version. This final version reflects all of the evaluators' feedback, with key revisions including:

#### **1. Simplification and Clarification of Items:**

A major focus was ensuring that the items were easily understandable to the participants. For instance, ambiguous items were replaced with clearer, more direct statements to enhance understanding.

#### **2. Removal of Negative Phrasing:**

Several items with negative phrasing were revised to reduce confusion and enhance response accuracy. For example, items that included negative constructions were reworded to be more straightforward, ensuring that participants could respond with greater clarity and confidence.

### **3. Adjustments to Item Sequence:**

The sequence of items was carefully reconsidered to enhance the logical flow of the questionnaire. Items were reordered to ensure a more coherent progression, improving the overall participant experience and making the instrument easier to complete.

### **4. Removal of Items:**

Some redundant or unclear items were removed to streamline the instrument and maintain its focus. This ensured that only relevant and meaningful items were included, which improved the instrument's efficiency and ensured more accurate responses.

### **5. Refinement and Alignment with Literature:**

Seven items were revised to align more closely with established theories and literature on leadership and organizational commitment. Terms were adjusted to reflect current research and practice, ensuring the instrument's theoretical grounding is robust and well-supported.

The final validated instrument, which consists of 64 items and includes sections on Transformational Leadership, Transactional Leadership, and Organizational Commitment, is presented in the appendices. The approved and finalized version of the instrument was utilized for both the pilot study and the main data collection (appendix A, B, C).

## **3.11 Pilot Study**

A pilot study is one of the principles of validating a questionnaire (Cohen et al., 2007). After validating the research instrument, the reliability of the questionnaire was assessed. The sample size for the pilot study can be between 5 to 10 people according to Johnson and Christenson (2017). Since this study was descriptive and correlational, it may have required a larger sample

size; therefore, as suggested, 10 to 30 percent of the total sample size should be selected for the pilot study. By following this rule of thumb, the researcher selected the middle limit to conduct a healthy pilot study. Twenty percent of the total sample size of 260 teachers amounted to 52 teachers, who were selected for the pilot study. For this purpose, 60 questionnaires were distributed, and 54 were collected from the respondents, with 52 included in the analysis as per the selected size of the pilot study. The sample size of the pilot study was not included in the actual study. In this study, an adaptive trial design was chosen for the pilot study because it allows flexibility and adjustments based on feedback, making it ideal for this correlational and descriptive study. The design ensured that the questions were clear and relevant to the study, and modifications were made after testing with 52 teachers. The cover page was updated accordingly (Appendix A and C). This approach made the instrument more robust, efficient, and suitable for diverse teacher responses.

**Table 3.5** *Sample Size for Pilot Study*

| Total Sample Size | Sample Percentage for Pilot | Sample Size for Pilot |
|-------------------|-----------------------------|-----------------------|
|                   | Study                       | Study                 |
| 260               | 20%                         | 52                    |

### **3.12 Reliability of the Instrument**

Following the pilot study, the researcher coded each item of the questionnaire and assigned the respective weights. Data were entered and analyzed using SPSS version 2023 to check Cronbach's Alpha and inter-item correlation to assess the strength of the items.

**Table 3.6** *Reliability Statistics*

| Cronbach's Alpha Based on |                    |            |
|---------------------------|--------------------|------------|
| Cronbach's Alpha          | Standardized Items | N of Items |
| 0.90                      | 0.94               | 64         |

Overall, the Cronbach Alpha value was 0.90, which is greater than a satisfactory level (Creswell, 2012).

**Table 3.7** *Summary Item Statistics*

|                            | Mean | Variance | N of Items |
|----------------------------|------|----------|------------|
| Inter-Item<br>Correlations | .20  | .03      | 52         |

The above correlation table shows a .20 mean, which indicates low correlations among items. Variance of .03 exhibits low variability among items (Creswell, 2012).

**Table 3.8** *Scale Statistics*

| Mean   | Variance | Std. Deviation | N of Items |
|--------|----------|----------------|------------|
| 253.63 | 662.46   | 25.73          | 64         |

A variance value of 662.46 and a standard deviation of 25.73 indicate that the data is moderately spread around the mean.

### 3.13 Administering Research Instrument

Data was collected from the respondents using an empirical approach by distributing questionnaires. For this purpose, the researcher obtained a reference letter from the Department

of Education Sciences to the Federal Directorate of Education (FDE) Islamabad and submitted it to the FDE along with an application letter seeking permission to visit secondary schools for collecting research data. They granted permission for boys' schools only due to certain policies regarding social and religious sensitivity.

The application was resubmitted to allow visits to both boys' and girls' schools, along with the complete synopsis to demonstrate that the current study requires consideration of both types of schools. It should be noted that in the girls' school, the researcher will not administer the questionnaires himself; instead, the questionnaires will be handed over to the principals, and the researcher will be present to explain and answer any queries. Subsequently, the researcher obtained the permission letter from the Federal Directorate of Education (attached in APPENDIX C) to visit male and female teachers of public secondary schools for research purposes. In boys' schools, questionnaires were distributed and collected during optimal visiting hours for teachers, with the approval and collaboration of the principals.

The self-administration technique was used to distribute the questionnaires among the teachers (Creswell, 2012). Both designs of self-administered questionnaires, one in the presence of the researcher and one without, were employed in different situations. The self-administered questionnaire technique with the researcher was utilized in a few instances when teachers were readily available in the staff rooms or meeting hall and were willing to complete the questionnaires while the researcher was present. This allowed for the opportunity to address any queries, and the researcher could verify entries and missing items on the spot to ensure completed questionnaires. Furthermore, certain challenges arose, pointing out that teachers often preferred to fill out the questionnaire privately, taking extra time to reflect and complete it in their comfort zone. Additionally, teachers were not always accessible at the same time or place due to various commitments, such as 8th class papers, pre-9th exams, census activities,

and result preparation, especially during their class hours. Furthermore, the requirement for the researcher to be present to collect the questionnaires on the spot created pressure to adhere to the agreed time and location, consuming a significant amount of my time and resources. The time frame needed to be extended considerably to gather the data, especially as summer holidays approached, which posed a risk that respondents might be unavailable. Given these circumstances, the researcher opted to use self-administered questionnaires without the researcher's presence to gather sufficient data, ensuring the respondents' anonymity and conserving resources. To address the potential issue of misinterpretation or incorrect responses in this format, the researcher implemented two solutions: carefully scrutinizing the questionnaire multiple times to enhance its clarity, as well as providing explanations of the main idea of the research and instructions on how to complete it. The researcher also ensured respondents of their confidentiality and the freedom to provide responses regarding this purpose.

### **3.14 Data Collection Procedure**

Questionnaires were collected from the respondents by the researcher himself, with the assistance of the Principal, Vice Principal, and the in-charge teacher.

### **3.15 Data Analysis Procedure**

Data was analyzed by applying correlation to examine the relationship between variables and linear regression to assess the effects of the independent variable on the dependent variable using SPSS version 2023.

### **3.16 Research Ethics**

Research ethics are a crucial part of any research activity or other social work involving people. They ensure the integrity, credibility, and responsible conduct of research. Here are some key research ethics to consider for the current study:

#### ***a) Informed Consent***

Consent forms were signed by the participants and principals. It was mentioned how their fair responses are meaningful and valuable for the study, along with their right to participate and withdraw (attached in APPENDIX F).

#### ***b) Privacy and Confidentiality***

Participants were assured that their identities are kept confidential and their provided data can be used for research purposes only (mentioned in the attachment in APPENDIX A). FDE was assured that teachers' data can be stored and handled securely to prevent unauthorized access.

#### ***c) Honesty and Integrity***

Present research maintains integrity by avoiding fabrication, falsification, and plagiarism. All sources are clearly cited (APPENDIX).

#### ***d) Research Methodology***

No designs or techniques were implemented that could threaten the well-being of participants or have negative effects on society.

#### ***e) Risk Assessment***

Throughout the entire process, no potential physical, emotional, or psychological risks to participants were identified.

***f) Beneficence***

The purpose of the research was communicated, and the possible benefits for the participants were also shared, particularly regarding how the teachers' community may benefit from it in terms of enhancing leadership policy for teachers.

***g) Approval from FDE***

A reference letter to the FDE Islamabad was obtained from the Department of Educational Sciences of NUML. The reference letter, application letter, and research synopsis were submitted to the FDE as required, and the permission letter to visit the schools was obtained from the academic branch of the FDE (attached in APPENDIX C).

***h) Respect for Participants***

Appointments were made with the principals to visit teachers at their convenience. Permission to meet with the teachers during their available time was secured. During the scheduled meetings, the study's purpose was explained to the teachers. Sincere gratitude was expressed to the principals for their permission and participation.

### **3.17 Delimitation of the Study**

Due to limited time and resources, the study was delimited only to:

- The public secondary school.
- Assess the teachers' perceptions.
- Two paradigms of leadership by principals: transformational and transactional leadership styles.

## **CHAPTER 4**

### **DATA ANALYSIS AND INTERPRETATION**

In this chapter, the researcher provides a statistical presentation of the parametric data. The data were analyzed using SPSS version 2023, collected from 260 respondents via a 5-point Likert scale.

#### **4.1 Introduction**

Results of statistical tests were presented in both tabular and graphical formats, along with their interpretations in descriptive form. The data analysis comprised three sections:

1. Section A presented a demographic analysis with percentages.
2. Section B confirmed all the necessary assumptions prior to conducting the actual data analysis, such as homoscedasticity, normality of data, independence of observation, multicollinearity, outliers, linearity, and correlation.
3. Section C incorporated an objective-wise analysis, including:
  - Mode for Objective 1
  - Simple Linear Regression Analysis and ANOVA for Objective 2
  - Levene's Test and ANOVA with III Sum of Squares for Objective 3

## 4.2 Section (A). Demographic Data Analysis

**Table 4.1** *Demographics of the Study*

| Demographics                    | Category     | Frequencies | Percentage |
|---------------------------------|--------------|-------------|------------|
| Gender of the respondent.       | Male         | 130         | 50%        |
|                                 | Female       | 130         | 50%        |
| Age of the respondent           | < 30 years   | 23          | 9%         |
|                                 | 31-40 years  | 85          | 33%        |
|                                 | 41-50 years  | 98          | 38%        |
|                                 | 50 >         | 54          | 21%        |
| Qualification of the respondent | BA / B.Ed.   | 14          | 5%         |
|                                 | MA / MEd     | 182         | 70%        |
|                                 | MPhil        | 58          | 22%        |
|                                 | PhD          | 6           | 2%         |
| Experience of the respondent    | < 2 years    | 15          | 6%         |
|                                 | 2 - 5 years  | 14          | 5%         |
|                                 | 6 - 10 years | 40          | 15%        |
|                                 | > 10 years   | 191         | 73%        |

Table 4.1 presents the demographic information of the study. This table shows that 130 (50%) male and 130 (50%) female respondents participated equally. In terms of age, the above table displays a maximum of 98 (38%) respondents who were between 41-50 years old, while the lowest participation of 23 (9%) came from teachers younger than 30 years. The qualifications demographic indicates that a maximum of 182 (70%) respondents held an MA/MEd, with a

minimum of 6 (2%) respondents being PhD holders. According to the respondents' experience, the highest rate of 191 (73%) was from teachers with more than 10 years of experience, while the lowest rate was from teachers with 2 to 5 years of experience working in public secondary schools in Islamabad. In conclusion, it is more likely to predict that the findings of the study apply to teachers aged 41-50, with MA/MEd qualifications, and over 10 years of experience in public secondary schools.

### 4.3 Section (B) An analysis of the 5-point Likert scale

**Table 4.2** *Analysis of Likert Scale*

| Theme                                        | N   | Mean | Std.<br>Deviation | Minimum | Maximum | Mean Rank |        |
|----------------------------------------------|-----|------|-------------------|---------|---------|-----------|--------|
|                                              |     |      |                   |         |         | Male      | Female |
| <b>Idealized Influence</b>                   | 260 | 3.98 | 0.61              | 1.29    | 5.00    | 135.33    | 125.67 |
| <b>Inspirational Motivation</b>              | 260 | 3.87 | 0.64              | 1.29    | 5.00    | 131.37    | 129.63 |
| <b>Intellectual Stimulation</b>              | 260 | 3.84 | 0.58              | 2.00    | 5.00    | 135.37    | 125.63 |
| <b>Individual Considerations</b>             | 260 | 3.67 | 0.75              | 1.14    | 5.00    | 131.43    | 129.57 |
| <b>Contingent Reward</b>                     | 260 | 3.54 | 0.66              | 1.67    | 5.00    | 133.12    | 127.88 |
| <b>Management by Exception<br/>(Active)</b>  | 260 | 3.73 | 0.56              | 2.00    | 5.00    | 130.12    | 130.88 |
| <b>Management by Exception<br/>(Passive)</b> | 260 | 3.46 | 0.64              | 1.33    | 5.00    | 139.32    | 121.68 |
| <b>Affective Commitment</b>                  | 260 | 3.82 | 0.59              | 2.00    | 5.00    | 131.37    | 129.63 |
| <b>Continuous Commitment</b>                 | 260 | 3.43 | 0.60              | 1.67    | 5.00    | 134.29    | 126.71 |
| <b>Normative Commitment</b>                  | 260 | 3.65 | 0.62              | 1.83    | 5.00    | 126.56    | 134.44 |

### **1. Idealized Influence**

The table 4.2 indicates that the mean value for Idealized Influence is 3.98, suggesting a generally positive perception of principals' transformational leadership style, leaning slightly towards "Agree" (ranked at 4). The standard deviation of 0.61 indicates moderate variability. Responses range from 1.29 to 5.00, reflecting diverse views. Male respondents have a slightly higher mean rank of 135.33 compared to 125.67 for females. The difference indicates a marginally more favorable perception from males.

### **2. Inspirational Motivation**

The table above indicates that the mean score for Inspirational Motivation is 3.87. This reflects a generally positive perception, with moderate variability (standard deviation = 0.64). The range from 1.29 to 5.00 reveals diverse opinions, with some respondents strongly disagreeing and others strongly agreeing. The mean ranks are 131.37 for males and 129.63 for females regarding their perception of Inspirational Motivation.

### **3. Intellectual Stimulation**

The table shows a mean score of 3.84 for Intellectual Stimulation. It indicates that respondents generally agree with the principal's efforts to intellectually stimulate their teachers, with moderate variability (standard deviation = 0.58). The range from 2.00 to 5.00 suggests some variability, with a few respondents rating the principal's efforts more negatively, while others rated them highly. The mean ranks for male (135.37) and female (125.63) respondents indicate a higher perception of Intellectual Stimulation among male respondents compared to female respondents.

### **4. Individual Considerations**

In the table above, the mean score for Individual Consideration is 3.67, indicating a general tendency to agree with the principal's behavior in providing individual attention to teachers. The perception is slightly lower than the neutral "Agree" level. The standard deviation of 0.75 suggests considerable variability in responses. The range from 1.14 to 5.00 further indicates

that perceptions vary widely among respondents. The mean ranks for male (131.43) and female (129.57) show that male respondents perceive Individual Consideration slightly more favorably than female respondents.

### **5. Contingent Reward**

The mean score for Contingent Reward is 3.54. This score indicates a general tendency to agree with principals' use of contingent rewards. It is slightly below the neutral "Agree" level. The standard deviation of 0.66 suggests moderate variability in responses, with some respondents feeling more positive or negative about the practice. The range from 1.67 to 5.00 shows a wide variation in how teachers perceive contingent rewards. The mean ranks for male (133.12) and female (127.88) respondents show a difference of 5.24. This difference indicates that male respondents perceive Contingent Reward more favorably than female respondents.

### **6. Management by Exception (Active)**

The above table shows a mean score of 3.73 for Management by Exception (Active). This suggests that respondents generally agree with the principals' active management style, but with moderate variability, as indicated by the standard deviation of 0.56. The range from 2.00 to 5.00 indicates that perceptions vary widely, meaning some respondents rate it more negatively while others are more favorable. The mean ranks for male (130.12) and female (130.88) respondents indicate that female respondents have slightly higher ranks compared to male respondents.

### **7. Management by Exception (Passive)**

Management by Exception (Passive) has a mean score of 3.46 in the above table. This score indicates that participants have a neutral to slightly positive view of principals' passive management style. The standard deviation score is 0.64, suggesting moderate variability in responses and reflecting diverse opinions. The range from 1.33 to 5.00 indicates broad variability in views on this leadership style. The mean ranks for male (139.32) and female (121.68) respondents show that male respondents perceive Management by Exception (Passive) more favorably than female respondents.

### **8. Affective Commitment**

The mean score for Affective Commitment is 3.82. This score suggests a general agreement with the idea that teachers feel emotionally connected to their school. The standard deviation is moderate at 0.59, indicating some variability in responses. The range from 2.00 to 5.00 illustrates a broad spectrum of views, showcasing notable diversity in perceptions. The mean ranks for male (131.37) and female (129.63) respondents reveal that male respondents perceive Affective Commitment slightly more favorably than female respondents.

### **9. Continuous Commitment**

In the above table, the mean score for Continuous Commitment is 3.43, indicating a neutral to slightly positive perception of teachers' commitment to staying in their school. The standard deviation is moderate, with a score of 0.61. The range from 1.67 to 5.00 reflects diverse opinions, with some respondents indicating lower levels of commitment while others express stronger commitment. The mean ranks for male (134.29) and female (126.71) respondents show that male respondents view Continuous Commitment more positively than female respondents.

### **10. Normative Commitment**

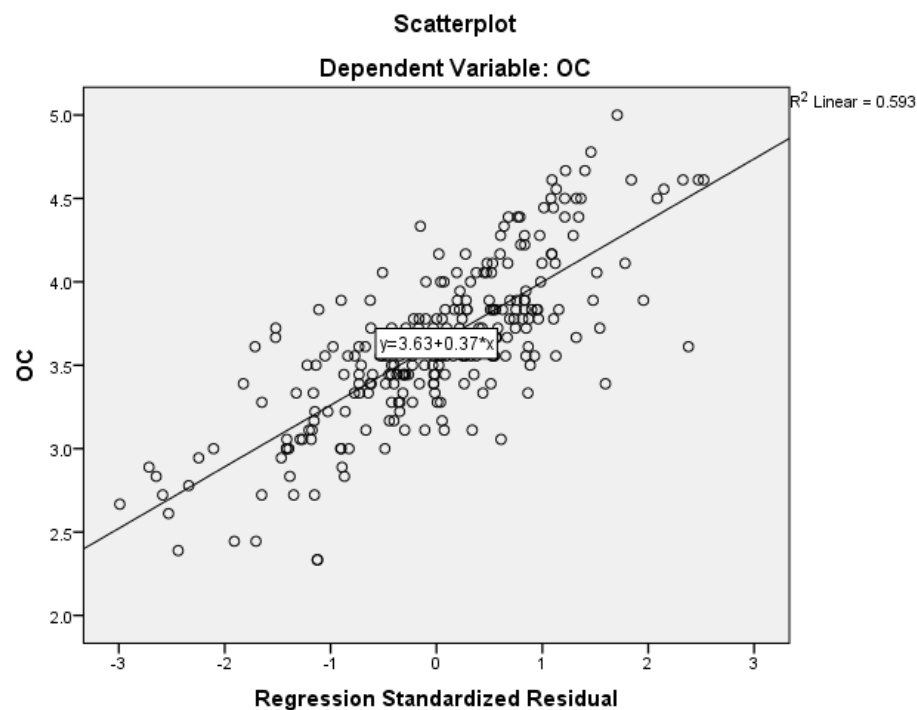
The mean score for Normative Commitment is 3.64, indicating a general tendency among teachers to agree that they feel a moral responsibility to remain at their school. The standard deviation is moderate at 0.62, suggesting some variation in the responses. The range from 1.83 to 5.00 reflects a spread of opinions, meaning that some respondents express lower levels of commitment, while others feel a stronger sense of obligation. The mean ranks for male (126.56) and female (134.44) respondents illustrate this difference, indicating that female respondents perceive Normative Commitment more positively than their male counterparts.

### 4.3 Section (C). Assessment of Assumptions

Before conducting correlation and multiple linear regression analyses, essential assumptions such as homoscedasticity, linearity, multicollinearity, independence of observations, and normality of data were carefully assessed and verified.

#### Assumption 1. Homoscedasticity

**Figure 4.1** *Scatterplot of Homoscedasticity*



It was necessary to confirm homoscedasticity in the data prior to conducting the regression analysis. In the above Figure 4.1 of the scatter plot, the residual points are roughly symmetrical and randomly dispersed around a horizontal line. This consistent pattern of residuals exhibits constant variance across all levels of the independent variables; this suggests homoscedasticity.

## Assumption 2. Normality of Data

**Table 4.3** *Normality of Data through Shapiro-Wilk (SW)*

| Tests of Normality |                                 |     |      |              |     |      |
|--------------------|---------------------------------|-----|------|--------------|-----|------|
|                    | Kolmogorov-Smirnov <sup>a</sup> |     |      | Shapiro-Wilk |     |      |
|                    | Statistic                       | df  | Sig. | Statistic    | df  | Sig. |
| TF                 | .07                             | 260 | .00  | .96          | 260 | .00  |
| TS                 | .06                             | 260 | .00  | .99          | 260 | .21  |
| OC                 | .07                             | 260 | .00  | .98          | 260 | .02  |

A SW test significance value of .00 ( $p < 0.05$ ) for TF and .02 ( $p < 0.05$ ) for OC indicated that the data was not normally distributed. In contrast, the SW test value of .21 ( $p > 0.05$ ) for TS suggested that the data was normally distributed. Since the SW values for TF and OC were not satisfactory, more presentation of normal Q-Q plots is required.

**Figure 4.2** *TF Normality of Data through Quantile-Quantile Plot (Q-Q Plot)*

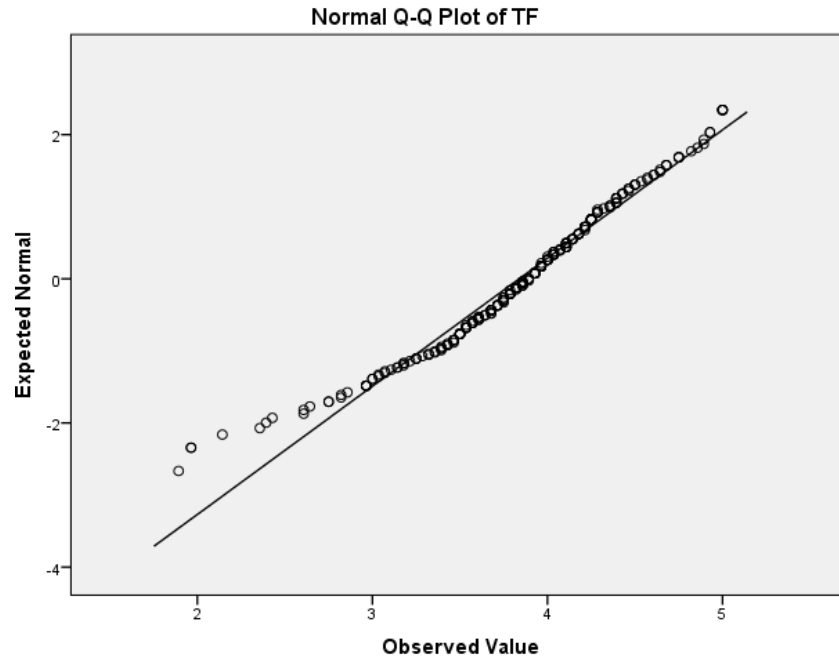
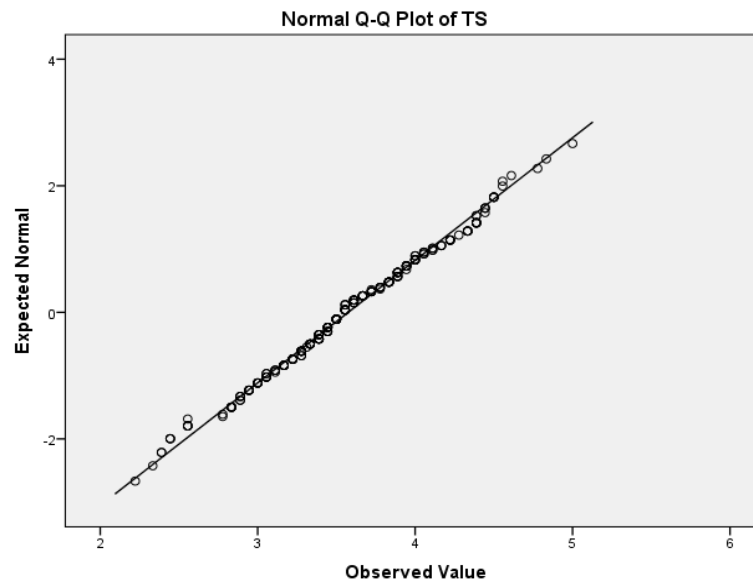


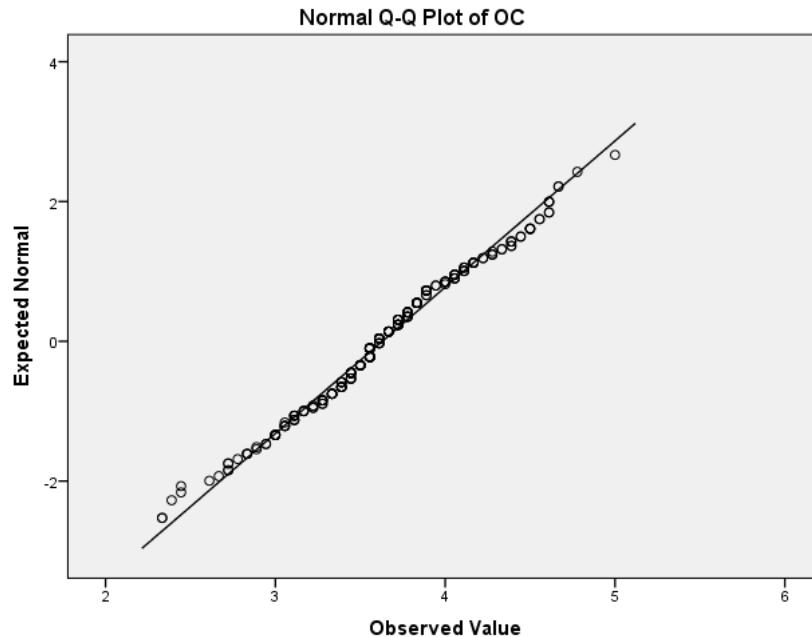
Figure 4.2 of the quantile-quantile plot presented above for TF illustrates the theoretical distribution of the data, showing no significant deviation of points from a straight line. The absence of upward or downward curves in the plots indicates that the data does not display skewness.

**Figure 4.3** *TS Normality of Data through Quantile-Quantile Plot (Q-Q Plot)*



The figure 4.3 of the quantile-quantile plot for TS illustrates the theoretical distribution of the data. The plot shows no substantial deviation of points from a straight line, indicating an absence of skewness in the data.

**Figure 4.4** OC Normality of Data through Quantile-Quantile Plot (Q-Q Plot)



The Figure 4.4 visualizes the theoretical distribution of the data through quantile-quantile plots for OC. This plot reveals no significant deviation of points from a straight line, suggesting that the data lacks skewness and shows no presence of upward or downward curves.

### **Assumption 3. Independence of Observation**

This assumption ensures that residuals remain uncorrelated. The Durbin-Watson test is utilized to detect serial correlation, where values close to 2 indicate independence, and values near 0 or 4 suggest positive or negative autocorrelation.

**Table 4.4** *Independence of Observation*

| Model | R                 | R Square | Adjusted R Square | Std. Error of the Estimate | Durbin-Watson |
|-------|-------------------|----------|-------------------|----------------------------|---------------|
| 1     | .638 <sup>a</sup> | .407     | .403              | .369                       | 1.884         |

Before performing the linear regression analysis, the assumption of independence of observations was evaluated using the Durbin-Watson test. The value of 1.884, which is close to the expected value of 2, indicates that the data points are not significantly influenced by one another, supporting the assumption of independence in the dataset.

#### **Assumption 4. Multicollinearity**

**Table 4.5** *Multicollinearity Assessment through Correlations*

|    |                     | TF | TS  |
|----|---------------------|----|-----|
| TF | Pearson Correlation | 1  | .62 |
|    | Sig. (2-tailed)     |    | .00 |
|    | N                   |    | 260 |
| TS | Pearson Correlation |    | 1   |
|    | Sig. (2-tailed)     |    |     |
|    | N                   |    |     |

Table 4.5 displays correlation coefficients of 0.621 for the variables of TF and TS, evaluated using a cut-off value of 0.7 (Creswell, 2012). This value indicates that the independent variables do not exhibit strong correlations.

**Table 4.6** Multicollinearity Assessment through Variance Inflation Factor(VIF) values

|       |    | Collinearity Statistics |      |
|-------|----|-------------------------|------|
| Model |    | Tolerance               | VIF  |
| 1     | TF | .61                     | 1.62 |
|       | TS | .61                     | 1.62 |

*Note: VIF > 10 (Vittinghoff et al., 2012) or VIF > 5 (James et al., 2013; Menard, 2002) are VIF cut-off values, while according to Johnston et al. (2018),  $VIF \geq 2.5$  indicates considerable collinearity.*

In Table 4.6, the cutoff value for tolerance was .2 and 5 for VIF. Consequently, this study, which has a large sample size, included a VIF of 1.62 for the independent variables, maintaining conservative VIF values across all cutoffs, thereby verifying the absence of multicollinearity.

### Assumption 5. Outliers

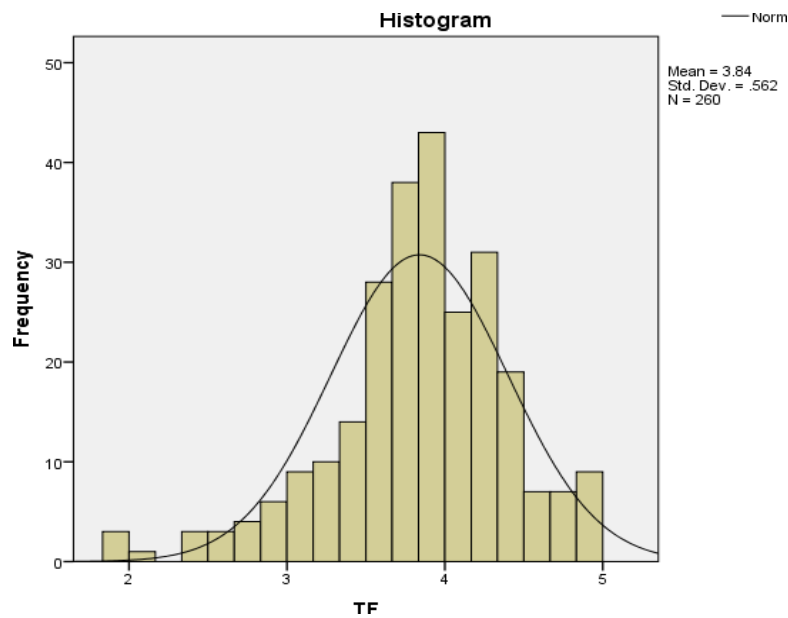
**Figure 4.5** Histogram for Assessment of Outliers for TF

Figure 4.6 illustrates that TF data is concentrated without extended tails. The normal curve shows a close alignment of observations, with no values significantly distant from the central cluster. All data points are grouped within a bin, with no gaps between them.

**Figure 4.6** *Histogram for Assessment of Outliers for TS*

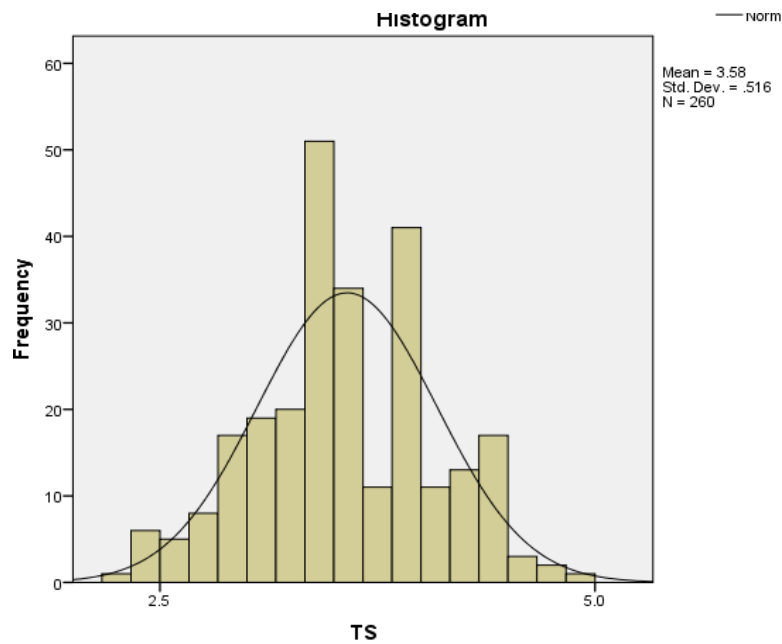
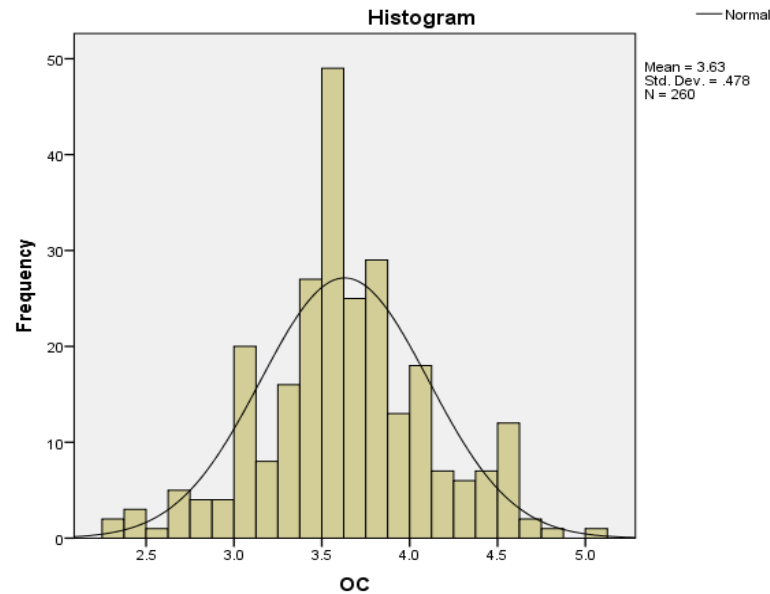


Figure 4.6 illustrates that TS data is concentrated without extended tails. The normal curve indicates a close alignment of observations. It displays no values significantly distant from the central cluster. All data points are grouped within a bin, with no intervals between them.

**Figure 4.7** Histogram for Assessment of Outliers for OC



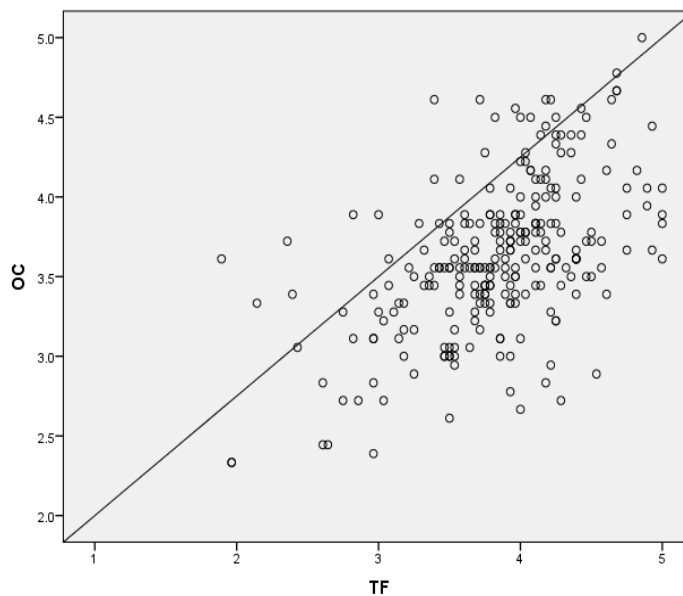
In figure 4.7, the concentration of data without extended tails is evident in the histograms for OC. The normal curve closely aligns with the observations, with no values significantly distant from the central cluster. All data points are grouped within a bin, with no intervals between them.

## Assumption 6. Linearity

**Table 4.7** ANOVA for Linearity of OC and TF

| ANOVA Table |                |                |         |     |        |            |
|-------------|----------------|----------------|---------|-----|--------|------------|
|             |                |                | Sum of  |     | Mean   |            |
|             |                |                | Squares | df  | Square | F Sig.     |
| OC          | Between Groups | (Combined)     | 37.67   | 102 | .36    | 2.70 .00   |
| TF          |                | Linearity      | 17.07   | 1   | 17.07  | 125.07 .00 |
|             |                | Deviation from |         |     |        |            |
|             |                | Linearity      | 20.60   | 101 | .20    | 1.49 .01   |
|             | Within Groups  |                | 21.43   | 157 | .13    |            |
|             | Total          |                | 59.11   | 259 |        |            |

Table 4.7 indicates that ANOVA results show a statistically significant relationship exists between OC and TF, providing evidence for a linear association between these variables ( $p < .00$ ). However, further analysis reveals a slight deviation from perfect linearity, marked by a statistically significant p-value of 0.01. Despite this observed deviation, the overall relationship between OC and TF remains linear.

**Figure 4.8** Scatter plot for Linearity for OC and TF

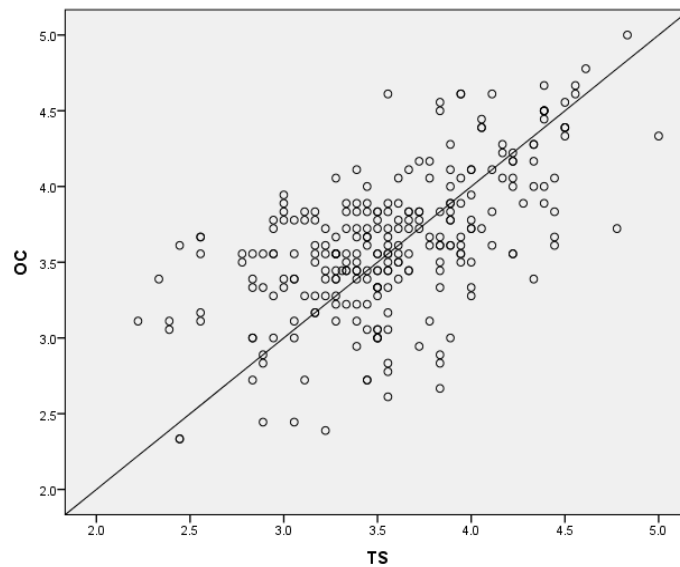
The scatter plot in Figure 4.8 shows that the data points surround the line quite evenly, indicating a linear relationship between TF and OC. This suggests that using regression analysis is appropriate for examining these variables.

**Table 4.8** ANOVA for Linearity of OC and TS

| ANOVA Table   |                |                          |                |     |             |        |      |
|---------------|----------------|--------------------------|----------------|-----|-------------|--------|------|
|               |                |                          | Sum of Squares | df  | Mean Square | F      | Sig. |
| OC<br>TS      | Between Groups | (Combined)               | 34.34          | 62  | .55         | 4.40   | .00  |
|               |                | Linearity                | 21.53          | 1   | 21.53       | 171.26 | .00  |
|               |                | Deviation from Linearity | 12.80          | 61  | .21         | 1.67   | .00  |
| Within Groups |                |                          | 24.77          | 197 | .126        |        |      |
| Total         |                |                          | 59.11          | 259 |             |        |      |

The ANOVA test results in a .00 value of linearity suggest a statistically significant relationship and linearity between the variables OC and TS. However, a p-value of .00 shows that there might be some minor deviation from perfect linearity, as indicated by the significant result for "Deviation from Linearity."

**Figure 4.9** *Scatter Plot for Linearity of OC and TS*



The figure 4.9 of the scatter plot reveals that data points are evenly distributed around the line, indicating a consistent linear relationship between TS and OC. This implies that the use of regression is suitable for analyzing these variables.

### **Assumption 7. Test Statistics for Correlation**

Before proceeding with the multi-linear regression analysis using TF and TS as independent variables and OC as the dependent variable, it is crucial to examine their correlations. This initial step aids in understanding how TF and TS might relate to changes in OC and lays the groundwork for a multiple linear regression analysis.

**Table 4.9** *Mean and Std between of TF, TS and OC*

The mean represents the average scores for each variable among the participants, while the standard deviations measure the scores and their dispersion around the mean for each variable.

| <b>Descriptive Statistics</b> |      |                |     |
|-------------------------------|------|----------------|-----|
|                               | Mean | Std. Deviation | N   |
| TF                            | 3.84 | 0.56           | 260 |
| TS                            | 3.58 | 0.51           | 260 |
| OC                            | 3.63 | 0.47           | 260 |

Table 4.9 indicates a higher mean value of 3.84, showing that respondents scored higher for transformational leadership compared to the other two variables. Furthermore, the higher standard deviation of 0.56 for transformational leadership reflects the variability of data from the mean and highlights the divergence in respondents' perceptions regarding the transformational leadership style. This may be due to the nature of the variable, as transformational leadership involves intrinsic motivation and inspirational factors that lead to more in-depth and long-term insights. Additionally, this variability was confirmed by validating the assumptions of normality and homogeneity of variance.

**Table 4.10** *Pearson Correlation between OC, TF and TS*

|    |                     | <b>Correlations</b> |       |       |
|----|---------------------|---------------------|-------|-------|
|    |                     | TF                  | TS    | OC    |
| TF | Pearson Correlation | 1                   | .62** | .53** |
|    | Sig. (2-tailed)     |                     | .00   | .00   |
|    | N                   | 260                 | 26    | 26    |
| TS | Pearson Correlation | .62**               | 1     | .60** |
|    | Sig. (2-tailed)     | .00                 |       | .00   |
|    | N                   | 260                 | 260   | 260   |
| OC | Pearson Correlation | .53**               | .60** | 1     |
|    | Sig. (2-tailed)     | .00                 | .00   |       |
|    | N                   | 260                 | 260   | 260   |

\*\* . Correlation is significant at the 0.05 level (2-tailed).

The Pearson correlation coefficient table presents correlations among the variables TF, TS, and OC. The correlation coefficient between TF and TS is 0.62, with a significance level of  $p = 0.00$ , which is less than 0.01. This indicates a strong positive correlation between these variables. Similarly, the correlation coefficient between TF and OC is 0.53, with a significance level of  $p = 0.00$  (less than 0.01, the conventional significance level). This reveals a moderate positive correlation between TF and OC. The correlation coefficient between TS and OC is 0.60, with a significance level of  $p = 0.00$ , which is less than 0.01, the conventional significance level. This shows a strong positive correlation between TS and OC. In conclusion, these

correlations demonstrate notable positive relationships among TF, TS, and OC. TF and TS display a strong positive correlation, while both TF and TS exhibit moderate to strong positive correlations with OC. These findings suggest that as TF and TS values increase, OC also increases correspondingly. The confirmation of the correlation between the dependent and independent variables justifies the use of Multiple Linear Regression Analysis.

#### 4.4 Section (D) Objective-Wise Data Analysis

##### A. Practices of Transformational Leadership Style of Principals

Objective 1, Part 1: **Identify the principals’ practices of transformational leadership styles from the teachers’ perspective at the public secondary school level.**

H<sub>0</sub>: There is no statistically significant evidence of the practice of transformational leadership style among principals at public secondary school level.

**Table 4. 11** *Statistics for Practice of TF*

| TF                     |         |      |
|------------------------|---------|------|
| N                      | Valid   | 260  |
|                        | Missing | 0    |
| Mode                   |         | 4    |
| Skewness               |         | -.66 |
| Std. Error of Skewness |         | .151 |
| Kurtosis               |         | 1.10 |
| Std. Error of Kurtosis |         | .30  |

The table 4.11 indicates that the mode is the most recurring value in the data, which is 4, while 4 in the present data means “to agree.” It shows that most of the teachers agreed upon the

existence of the practice of transformational leadership style among principals at the public secondary schools of Islamabad.

Skewness refers to how the data is spread to the left or right side. In this case, it has a value of -0.66 (between -1 and 1), which indicates that the data is moderately skewed to the left. Kurtosis serves as a metric for evaluating the peak and height of a dataset, with a calculated value of 1.10. This falls within the generally accepted range of -3 to 3, indicating a slightly peaked distribution of the data.

## **B. Practices of Transactional Leadership Style of Principals**

Objective 1, Part 2: **Identify the principals' practices of transactional leadership styles from the teachers' perspective at the public secondary school level.**

H<sub>0</sub>: There is no statistically significant evidence of the practice of transactional leadership style among principals at public secondary school level.

**Table 4.12** *Statistics for Practice of TS*

| TS                     |         |       |
|------------------------|---------|-------|
| N                      | Valid   | 260   |
|                        | Missing | 0     |
| Mode                   |         | 4     |
| Skewness               |         | .011  |
| Std. Error of Skewness |         | .151  |
| Kurtosis               |         | -.127 |
| Std. Error of Kurtosis |         | .301  |

Table 4.12 shows that the mode is 4, which indicates that most of the teachers agreed that transactional leadership style is being practiced by principals at the public secondary schools of Islamabad.

A skewness value of 0.01, which is close to zero, indicates a very slight deviation from a perfectly symmetric distribution toward the right. A negative kurtosis value (-0.12) suggests that the distribution is slightly less peaked compared to a normal distribution.

### **C. Effect of Transformational Leadership style on Teachers' organizational Commitment**

**Objective 2, Part 1: Assess the level of organizational commitment among teachers under the transformational leadership styles of principals in public secondary schools.**

H<sub>0</sub>: There is no statistically significant effect of transformational leadership style of principals on the teachers' organizational commitment at secondary school level.

**Table 4.13** *Probability of Effect of TF on OC*

| <b>Model Summary</b> |     |            |        |          |                   |        |     |     |        |
|----------------------|-----|------------|--------|----------|-------------------|--------|-----|-----|--------|
|                      |     | Std. Error |        |          | Change Statistics |        |     |     |        |
|                      | R   | Adjusted R | of the | R Square | F                 | Sig. F |     |     |        |
| Model                | R   | Square     | Square | Estimate | Change            | Change | df1 | df2 | Change |
| 1                    | .53 | .28        | .28    | .40      | .28               | 104.80 | 1   | 258 | .00    |

The table 4.13 indicates an r value of 0.53, showing a moderate positive correlation. R denotes the correlation coefficient, which measures the strength and direction of the linear relationship between the variables. Its range is classified as follows: 0.00 to 0.19 is very weak, .20 to 0.39 is weak, 0.40 to 0.59 is moderate, 0.60 to .79 is strong, and 0.80 to 1.00 is very strong (Lešták & Fůs, 2021). The positive side indicates a positive correlation, while the negative side exhibits a negative correlation among the variables.

R Square measures the proportion of the variance in the dependent variable explained by the predictor variable. A value of 0.28 indicates that 28% of the variation in the OC variable is predicted by the TF.

Adjusted R Square modifies R Square to prevent the inclusion of extra predictor variables that do not best fit the model. After the modification of R Square, the Adjusted R Square obtained a value of 0.28, indicating that the model explains 28% of the variation in the response variable.

Std. Error of the Estimate measures the average distance between the observed and predicted values of the response variable. A value of 0.40 indicates that predictions are closer to the actual observed values on average, suggesting improved accuracy in predicting the OC within the model.

R Square Change refers to the change in R Square resulting from the addition or removal of a variable in the model. R Square Change closely aligns with R Square. A value of 0.28 for R Square Change indicates an increase of 28 percentage points in OC due to TF.

F Change confirms that a change in the dependent variable is unlikely to occur by chance. A value of 104.80 for F change, which is much greater than the chosen alpha value, does not support the null hypothesis.

Sig. F Change measures the probability of obtaining the F-statistic. A very small p-value of 0.00 indicates that R Square Change is statistically significant; therefore, the null hypothesis is rejected.

In conclusion, the above statistics suggest that the TF model has an  $R^2$  of around 0.28, which means approximately 28% of the variance in the OC is explained by the TF. The change in the model is statistically significant due to a very low p-value (0.00) associated with the F Change statistic.

**Table 4.14** ANOVA for Effect of TF on OC

| ANOVA |            |                |     |             |        |      |
|-------|------------|----------------|-----|-------------|--------|------|
| Model |            | Sum of Squares | df  | Mean Square | F      | Sig. |
| 1     | Regression | 17.07          | 1   | 17.07       | 104.80 | .00  |
|       | Residual   | 42.03          | 258 | .16         |        |      |
|       | Total      | 59.11          | 259 |             |        |      |

The table 4.14 shows that the Regression Sum of Squares (Model Fit) accounts for a significant amount of total variance (SS = 17.07), explaining 17.07 units of the total variation in the OC (DV). Mean Square is calculated by dividing the Sum of Squares by df, which refers to the number of predictor variables; in this case, it is 1. The Mean Square indicates that, on average, the model explains 17.07 units of variance in OC. The high F-value (104.80) is associated with a very low p-value ( $p < .00$ ), suggesting that the regression model for TF and OC is statistically significant. The Regression Sum of Squares estimates the regression model's ability to explain variance in the dependent variable. The Residual Sum of Squares (Error Variance) is used to estimate the unexplained variance within the regression model, which is 42.03 (Sum of Squares). Given that the degrees of freedom were 258, it resulted in a .163 ( $= SS/df$ ) smaller mean square of residuals. This small .16 Mean Square in relation to the Regression SS indicates that the model's predictions are closer to the actual values.

The F-value is used to assess the model's significance by measuring the ratio between explained variance and unexplained variance in the dependent variable. The F-value (104.80) indicates that the explained variance is significantly larger than the unexplained variance in OC. The extremely low p-value ( $p < .00$ ) indicates that the TF and OC model is highly significant. It suggests that the observed change in OC is due to TF and that there is little chance for the change in OC to occur randomly.

In conclusion, the ANOVA table presented above demonstrates a highly significant effect of TF on OC, characterized by a high F-value and a low p-value. Thus, H0 is rejected, indicating that there is a significant effect of transformational leadership of principals on teachers' organizational commitment.

**Table 4.15** *Table of Coefficients of TF for OC*

| Coefficients |                |            |              |  |       |      |              |         |      |
|--------------|----------------|------------|--------------|--|-------|------|--------------|---------|------|
| Model        | Unstandardized |            | Standardized |  | t     | Sig. | Correlations |         | Part |
|              | Coefficients   |            | Coefficients |  |       |      | Zero-order   | Partial |      |
|              | B              | Std. Error | Beta         |  |       |      |              |         |      |
| 1 (Constant) | 1.87           | .17        |              |  | 10.84 | .00  |              |         |      |
| TF           | .45            | .04        | .53          |  | 10.23 | .00  | .53          | .53     | .53  |

Table 4.15 indicates that the TF coefficient is 0.45, implying that, on average, for every one-unit increase in TF, teachers' organizational commitment (OC) will rise by 0.45 units. This coefficient supports the study's third alternative hypothesis, which posits that the TF style influences OC.

The standardized coefficient (Beta) of 0.53 indicates that the relationship between TF and OC is moderate to strong. A positive Beta suggests that the direction of the hypothesis is also positive. In other words, an increase in TF is associated with a higher level of OC.

The t-statistic for TF is 10.23 ( $p < 0.00$ ), which is highly significant, suggesting that TF is a statistically significant predictor of OC. The t value is referred to as a predictor for the significance of the coefficient of the predictor variable. The estimated relationship between predictor variables and the outcome variable will be considered significant as the t value is high. In the table above, a t value of 10.23 for TF suggests that its coefficient is statistically

significant. Sig (p-value) assesses the probability that the null hypothesis is true; if it is greater than the taken confidence interval, it is less significant. In the present model, the p-value of .00 ( $p < 0.00$ ) indicates a significant effect of TF on OC. To confirm the significance and validity of the model, zero-order, partial, and part correlation are used to check the association of an explanatory variable and its direct and unique effect on a response variable while controlling for other predictors. In the table above, a value of .53 across all three types of correlations suggests a moderately strong positive significant relationship between TF and OC.

In conclusion, a coefficient of 0.45 indicates a relationship, while a Beta of 0.53 shows a positive direction, and a t-statistic of 10.23 with a low p-value of .00 demonstrates that this positive relation is statistically significant between the dependent variable of TF and the independent variable of OC. The suggestions from the other three zero-order, partial, and part correlations are aligned. As a result, the linear regression analysis supports the hypothesis to accept (H1) that there is a statistically significant effect of transformational leadership style (TF) of principals on teachers' organizational commitment (OC) at the secondary school level.

**Table 4.16** *Significance of Predicted Values of OC under TF*

| <b>Residuals Statistics</b>          |         |         |      |                |     |
|--------------------------------------|---------|---------|------|----------------|-----|
|                                      | Minimum | Maximum | Mean | Std. Deviation | N   |
| Predicted Value                      | 2.74    | 4.16    | 3.63 | .25            | 260 |
| Std. Predicted Value                 | -3.46   | 2.06    | .00  | 1.00           | 260 |
| Standard Error of<br>Predicted Value | .02     | .09     | .03  | .01            | 260 |
| Mahal. Distance                      | .00     | 11.97   | .99  | 1.74           | 260 |
| Cook's Distance                      | .00     | .12     | .00  | .01            | 260 |

The above table 4.16 demonstrates that a low Standard Deviation (0.257) indicates the predicted values of organizational commitment levels of teachers are clustered around the mean obtained from the transformational leadership style of principals. The low mean value (0.00) and Std (1.00) of Std Predicted Value Statistics estimate that the values of organizational commitment levels are normalized. This means OC values are comparable. The low mean (0.03) and Std (0.01) of Standard Error indicate the accuracy of predictions regarding the change in OC based on TF. The high Mahalanobis value of 11.97 suggests that there are some specific data points quite distant from the overall distribution, while the low mean (0.99) of Mahalanobis Distance Statistics indicates no significant specific data points deviate from the overall distribution. This means no significant outliers among teachers' organizational commitment levels were found. Cook's Distance Statistics, with a high value of .12, show that some data points might have a relatively higher influence on the regression model. Meanwhile, the mean (0.00) and Standard Deviation (0.01) indicate that no significant higher values regarding organizational commitment were found from a certain number of teachers, which may significantly affect the regression model of the overall relationship between transformational leadership and organizational commitment.

## D. Effect of Transactional Leadership style on Teachers' organizational Commitment

Objective 2, Part 2: Assess the level of organizational commitment among teachers under the transactional leadership styles of principals in public secondary schools.

H<sub>0</sub>: There is no statistically significant effect of transactional leadership style of principals on the teachers' organizational commitment at secondary school level.

**Table 4.17** *Probability of Effect of TS on OC*

| Model Summary |     |                   |          |            |          |          |     |     |               |
|---------------|-----|-------------------|----------|------------|----------|----------|-----|-----|---------------|
|               |     | Change Statistics |          |            |          |          |     |     |               |
|               |     | R                 | Adjusted | Std. Error | R Square |          |     |     |               |
| Model         | R   | Square            | R Square | of the     | R Square | F Change | df1 | df2 | Sig. F Change |
|               |     |                   |          | Estimate   | Change   |          |     |     |               |
| 1             | .60 | .36               | .36      | .38        | .36      | 147.85   | 1   | 258 | .00           |

Table 4.17 illustrates an R-value of 0.60, indicating a strong positive correlation. An R Square value of 0.36 means that 36% of the variation in the OC variable can be explained by TS. The 0.36 value of Adjusted R Square indicates that TS significantly accounts for 36% of the variation in the OC. The Standard Error of the Estimate is 0.38, which signifies a distance of 0.38 units between the predicted and observed values of OC, indicating the accuracy of OC prediction by TS. A 0.36 R Square Change shows that the change in OC is significantly assessed by R Square, meaning that TS increased OC by 36.4 percentage points. The F Change value of 147.85 suggests that the change in OC is unlikely to occur by chance, resulting in the acceptance of the null hypothesis. The P value of 0.00 indicates that the F statistic is significant, thus rejecting the null hypothesis and concluding that TS has a positive effect on OC. In

conclusion, the statistics above suggest that TS contributes approximately 36.4% to the changes in OC. The change in the model is statistically significant due to the very low p-value (0.00) associated with the F Change statistic.

**Table 4.18** ANOVA for Effect of TS on OC

| ANOVA |            |                |     |             |        |      |
|-------|------------|----------------|-----|-------------|--------|------|
| Model |            | Sum of Squares | df  | Mean Square | F      | Sig. |
| 1     | Regression | 21.53          | 1   | 21.53       | 147.85 | .00  |
|       | Residual   | 37.57          | 258 | .14         |        |      |
|       | Total      | 59.11          | 259 |             |        |      |

The above ANOVA table 4.7 contains the regression analysis that assesses a significant amount of variation in the dependent variable and confirms whether this change in the dependent variable (OC) is influenced by the predicted variable (TS).

There is a significant amount of total variance ( $SS = 21.53$ ), explaining 21.53 units of the total variation in the OC (DV). The degree of freedom (df) indicates the one independent variable (TS). The Mean Square estimates 17.07 units of average variance in OC. The high F-value (147.85) is associated with a very low p-value ( $p < .00$ ), suggesting that the regression model of TS and OC is statistically significant.

The sum of squares for residuals is 42.03, used to estimate the unexplained variance within the regression model. The small value of 0.146 for the mean square of the regression SS indicates that the model's predictions are closer to the actual values.

The F-value (104.80) assessing the significance of the overall regression model suggests that the explained variance is significantly larger than the unexplained variance in OC. The extremely low p-value ( $p < .00$ ) indicates that the TS and OC model is highly significant. This means that the observed change in OC is due to TS and that it is unlikely for the change in OC to occur randomly.

In conclusion, the ANOVA table above demonstrates the highly significant effect of TS on OC, characterized by a high F-value and low p-value. Therefore,  $H_0$  is rejected, indicating a significant impact of transactional leadership by principals on teachers' organizational commitment.

**Table 4.19** *Table of Coefficients of TS for OC*

|       |            | Coefficients   |            |              |       |              |            |         |      |
|-------|------------|----------------|------------|--------------|-------|--------------|------------|---------|------|
|       |            | Unstandardized |            | Standardized |       |              |            |         |      |
|       |            | Coefficients   |            | Coefficients |       | Correlations |            |         |      |
| Model |            | B              | Std. Error | Beta         | t     | Sig.         | Zero-order | Partial | Part |
| 1     | (Constant) | 1.63           | .16        |              | 9.84  | .00          |            |         |      |
|       | TS         | .55            | .04        | .60          | 12.16 | .00          | .60        | .60     | .60  |

Table 4.19 shows the coefficient for "TS" is 0.55. This signifies that, on average, for every one-unit increase in TS, there is an expected increase of 0.55 units in the OC. The standardized coefficient (Beta) of 0.60 suggests a relatively strong influence of TS on OC. A positive beta defines the positive direction of the effect, meaning an increase in TS leads to a rise in OC. The significantly high t-value (12.16) and associated p-value ( $\text{Sig} = .00$ ) indicate that this relationship is statistically significant. A higher t-value associated with a lower p-value decreases the type I error of rejecting a true null hypothesis. Both the zero-order, partial, and

part correlations of 0.60 support the notion that TS has a robust positive impact on the outcome variable, which may contribute to safeguarding against type II error by not accepting false alternative hypotheses.

**Table 4.20** *Significance of Predicted Values of OC under TS*

| <b>Residuals Statistics</b>          |         |         |      |                |     |
|--------------------------------------|---------|---------|------|----------------|-----|
|                                      | Minimum | Maximum | Mean | Std. Deviation | N   |
| Predicted Value                      | 2.87    | 4.43    | 3.63 | .28            | 260 |
| Std. Predicted Value                 | -2.62   | 2.75    | .00  | 1.00           | 260 |
| Standard Error of<br>Predicted Value | .02     | .07     | .03  | .01            | 260 |
| Mahal. Distance                      | .00     | 7.60    | .99  | 1.35           | 260 |
| Cook's Distance                      | .00     | .04     | .00  | .00            | 260 |

Table 4.20 demonstrates a low standard deviation (SD = 0.28), indicating that the predicted values of organizational commitment levels of teachers are estimated to be consistent and cluster around the mean derived from the transactional leadership style of principals. The low mean value (0.00) and standard deviation (1.00) of the Standard Predicted Value Statistics indicate that the values of organizational commitment levels are normalized, meaning OC values can be compared. Additionally, the low mean (0.03) and standard deviation (0.01) of the Standard Error reflect the accuracy of predictions regarding changes in OC based on TS, illustrating that the TS model is precise in predicting OC. A high value (7.60) for Mahalanobis indicates that there are some specific data points that are quite distant from the overall distribution, while the low mean (0.99) of Mahalanobis Distance Statistics suggests no significant deviation from the overall distribution was found among specific teachers'

responses regarding their level of organizational commitment, meaning no significant outliers were identified among teachers' organizational commitment levels. Cook's Distance Statistics, with a maximum value of .04, indicates that some data points might have a relatively moderate influence on the regression model. Meanwhile, the mean (0.00) and standard deviation (0.00) show that no significantly higher values regarding organizational commitment were found from a certain number of teachers, which may significantly affect the regression model of the overall relationship between transactional leadership and organizational commitment.

### **E. Principals' Leadership Effect on Teachers' Commitment: Gender Perspective**

**Objective 3: Assess the effect of principal leadership style on teachers' organizational commitment level with reference to gender perspective at public secondary school level.**

$H_0$ : There is no statistically significant difference between the effect of leadership style of male and female principals on the teachers' organizational commitment at secondary school level.

**Table 4.21** *Levene's Test of Equality of Error Variances*

| F   | df1 | df2 | Sig. |
|-----|-----|-----|------|
| .74 | 237 | 22  | .85  |

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

Design: Intercept + Gender + TF + TS + TF \* TS

Dependent Variable: OC

Table 4.21 presents the differences and equality of the errors or residuals' variances and changes in OC across TF, TS, and TF\*TS with the interaction variable of gender. Levene's Test of equality of error variances is used before comparing groups. It evaluates whether the

two or more groups of independent variables affect the dependent variable equally or differently by comparing the means of both groups. The F-ratio of .74 with a p-value of (0.85 > 0.05) indicates no statistically significant variability in OC scores between the groups of TF, TS, TF\*TS, and gender. Based on the above analysis, there is insufficient evidence to reject the null hypothesis.

**Table 4.22** *Levene's Test for Equality of Variances*

|    |                             | F    | Sig. | t    | df   | Sig. (2-tailed) | Mean Difference | Std. Error Difference |
|----|-----------------------------|------|------|------|------|-----------------|-----------------|-----------------------|
| OC | Equal variances assumed     | 2.34 | .12  | .91  | 258  | .36             | .22             | .24                   |
|    | Equal variances not assumed |      |      | 2.28 | 3.67 | .09             | .22             | .09                   |

Table 4.22 includes statistics from Levene's test for equality of variances. The F-value shows the ratio of the difference in variance between the groups. The F-value (2.34) indicates that the variance between TF and TS is almost twice the variance within the TF and TS variables. The associated p-value (.12 > .05) shows that this variance between TF and TS is not statistically significant. Under the assumption of equal variances, the lower t-value of .91, associated with a p-value of (.36 > 0.05), indicates no statistically significant difference in the mean (.22) of OC between TF and TS. The t-test resulted in a value of 2.28, with an associated p-value of (.09 > 0.05), suggesting that the mean score of OC (.22) is not statistically significantly different between TF and TS. In conclusion, the conducted Levene's Test for equality of variances and the t-tests for assuming equal and unequal variances suggest no statistically significant difference in the mean "OC" scores between TF and TS at the 0.05 significance level. Therefore, based on this analysis, there is insufficient evidence to reject the null hypothesis and it is concluded that there is no statistically significant difference between the effect of

leadership style of male and female principals on the teachers' organizational commitment at the secondary school level.

Table 4.23 *ANOVA Tests of Between-Subjects Effects*

| Source          | Type III Sum of Squares | df  | Mean Square | F      | Sig. | Partial Eta Squared |
|-----------------|-------------------------|-----|-------------|--------|------|---------------------|
| Corrected Model | 57.06a                  | 238 | .24         | 2.46   | .00  | .96                 |
| Intercept       | 17.15                   | 1   | 17.15       | 176.21 | .00  | .89                 |
| Gender          | .65                     | 1   | .65         | 6.71   | .01  | .24                 |
| TF              | 12.37                   | 94  | .13         | 1.35   | .21  | .85                 |
| TS              | 10.15                   | 54  | .18         | 1.93   | .04  | .83                 |
| TF * TS         | 9.89                    | 81  | .12         | 1.25   | .28  | .82                 |
| Error           | 2.04                    | 21  | .09         |        |      |                     |
| Total           | 3484.54                 | 260 |             |        |      |                     |
| Corrected Total | 59.11                   | 259 |             |        |      |                     |

a. R Squared = .96 (Adjusted R Squared = .57)

Dependent Variable: OC

Table 4.23 shows that gender, with a Type III Sum of Squares and a mean value of .65, demonstrates its unique contribution to OC's variance. The F-value of 6.71 with a p-value of (.01 < 0.05) indicates its significant effect on OC between TF and TS. TF, individually, contributes 12.37 to the proportion of OC but is not significant due to the p-value of (.21 > 0.05). In contrast, TS has a significant moderate effect on OC, shown by an F-value of 1.93 and a p-value of (0.04 < 0.05). However, both TF and TS, with a Type III Sum of Squares value of 9.89 and an F-value of 1.25, do not have a statistically significant effect collectively at the significance level of (.28 > 0.05).

## **CHAPTER 5**

### **SUMMARY, FINDINGS, DISCUSSIONS, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Summary**

This chapter provides a summary of the study's findings, along with a discussion and recommendations based on these findings. This descriptive study aims to investigate the impact of transformational (TF) and transactional leadership (TS) styles of principals on teachers' organizational commitment (OC) in public secondary schools. Additionally, it seeks to evaluate the difference in OC between TF and TS concerning gender.

The present study is based on a quantitative approach, and the descriptive method was chosen according to the study's objectives. There were three objectives, three null hypotheses, and three alternative hypotheses. The population of the study consisted of 800 public secondary school teachers in the urban area of Islamabad, based on the statistics from Pakistan Education Statistics 2021-2022 (Qadeer et al., 2023) published by the Academy of Educational Planning and Management. Cluster sampling, a probability sampling technique, was used to select the sample for the study. Krejcie and Morgan's (1970) Sample Size Determination Technique was employed to choose a significant representative sample size of 260 teachers, which is 32.5% of the population. The sample size was equally divided between male and female teachers, with 130 of each, as the population numbers of male and female teachers were defined. A close-ended questionnaire with a 5-point Likert scale was used to collect the data. It contained two sections: the first section included two parts for transformational and transactional leadership, while the second section focused on organizational commitment. The first section was self-

designed due to the unavailability of a comprehensive tool to assess both leadership styles. The second section for OC was adapted from its founders Allen and Meyer (1990) with minor contextual changes. Before validation, the instrument contained 80 items; after validation by three experts, it was reduced to 64 items.

Before collecting the data, a permission letter was sought from the Ministry of Federal Education Commission. It was piloted with 52 respondents. The overall Cronbach's Alpha value for reliability was 0.90, which is acceptable. After confirming the validity and reliability, the researcher personally visited the schools to distribute and collect questionnaires from the teachers with the permission of the principals and the respondents themselves at their convenience. Data was analyzed using SPSS version 2023. Several statistical tests were employed to analyze the data as the nature of the objectives demanded, such as percentages for demographic analysis, mode for the first objective, ANOVA, coefficients, and linear regression for the second objective, and ANOVA, coefficients, simple independent t-test, and Levene's test of equality of error variances for the last objective. Based on the statistical tests mentioned above, findings were obtained.

## **5.2 Findings**

The empirical findings derived from the comprehensive data analysis conducted in light of the objectives and hypotheses summarize the key outcomes that emerged during the investigation of the data regarding the effect of principals' leadership styles on teachers' organizational commitment in public secondary schools.

### **5.2.1 Findings Regarding Demographic Variables**

1. Table 4.9 shows that the ratio of 130 (50%) male and 130 (50%) female respondents was equal.

2. In the context of age, Table 4.9 displays that the maximum age of respondents was between 41 – 50 years, which was 98.38% of the sample, and 23 (9% the lowest participation was from those <30 years old.
3. The qualification demographic indicates that a maximum of 182 (70%) respondents held an MA or M.Ed. qualification, whereas the PhD holders comprised a minimum of 6 (2%) respondents in the sample.
4. Table 4.9 also shows that the highest rate, at 73% (191 respondents), was among teachers with more than 10 years of experience, and the lowest rate was among teachers with 2–5 years of experience working in public secondary schools in Islamabad.
5. In conclusion, the study's findings suggest that they apply to teachers aged 41-50, who hold a Master's in Education degree and have over a decade of teaching experience in public secondary schools.

### 5.2.2 Findings Regarding Research Objectives and Hypotheses

Findings related to the research objectives and hypotheses concern the principals' leadership style in terms of transactional and transformational.

**Objective 1, Part 1: Identify the principals' practices of transformational leadership styles from the teachers' perspective at the public secondary school level.**

H<sub>0</sub>: There is no statistically significant evidence of the practice of transformational leadership style among principals at public secondary school level.

6. According to table 4.10, the transformational leadership style is practiced overall among its four components (Idealized Influence, Individualized Consideration, Inspirational Motivation, and Intellectual Stimulation) from the teachers' perspective. This is

supported by statistically significant evidence, as the mode score of respondents was 4 among five categories, where the value 4 represents agreement.

Objective 1, Part 2: **Identify the principals' practices of transactional leadership styles from the teachers' perspective at the public secondary school level.**

H<sub>0</sub>: There is no statistically significant evidence of the practice of transactional leadership style among principals at public secondary school level.

7. Table 4.11 presents statistically significant evidence, with a mode value of 4, indicating that most teachers in public secondary schools of Islamabad agreed on the practice of transactional leadership by principals.

Objective 2, Part 1: **2. Assess the level of organizational commitment among teachers under the transformational leadership styles of principals in public secondary schools.**

H<sub>0</sub>: There is no statistically significant effect of transformational leadership style of principals on the teachers' organizational commitment at secondary school level.

8. Table 4.12 shows a moderate positive correlation between TF and OC ( $R = 0.53$ ). Approximately 28.9% of the variation in the OC variable is predicted by the TF ( $R^2 = 0.28$ ), which is close to the actual observed value (Std. Error = 0.40). This difference is attributed to the factor of TF in the model, as the F-Change value of 104.80 (much greater than the chosen alpha) does not support the null hypothesis. A small p-value of 0.00 indicates that the  $R^2$  change is statistically significant. In conclusion, the above statistics suggest that the TF model has an  $R^2$  of around 0.28, meaning that approximately 28.9% of the variance in OC is explained by the TF. The change in the model is statistically significant due to the low p-value (0.00) associated with the F Change statistic. Therefore, the null hypothesis is rejected.

9. Table 4.13 suggests that 17.07 units of the total variation in the OC (DV) are due to TF. The high F-value (104.80) is associated with a low p-value ( $p < .00$ ), indicating that the regression model of TF and OC is statistically significant. Table 4.14 shows a positive direction (Beta = 0.53) and a t-statistic of 10.23, with a low p-value of .00, demonstrating a statistically significant positive relationship between the dependent variable TF and the independent variable OC. The other three correlations – zero-order, partial, and part – are aligned. Table 4.15 confirms the accuracy of the predictions in OC made by TF. As a result, the linear regression analysis supports accepting the alternative hypothesis that there is a statistically significant effect of transformational leadership style (TF) of principals on teachers' organizational commitment (OC) at the secondary school level.

**Objective 2, Part 2: 2. Assess the level of organizational commitment among teachers under the transactional leadership styles of principals in public secondary schools.**

$H_0$ : There is no statistically significant effect of transactional leadership style of principals on the teachers' organizational commitment at secondary school level.

10. Table 4.16 indicates a strong positive correlation (R-value 0.60). 36.4% of the variation in the OC variable can be explained by TS (R Square = 0.36). TS significantly accounts for 36.2% of the variation in the OC as indicated by the Adjusted R Square. This demonstrates the accuracy in predicting the OC using TS. This means TS increased the OC by 36.4 percentage points. The F Change value of 147.85, which is greater than the chosen alpha, does not support the null hypothesis. A P value of 0.00 indicates that the F statistics are significant, leading to the rejection of the null hypothesis.
11. Table 4.17 indicates that a significant portion of 21.53 units of the total variation in the OC (DV) is attributable to TS. This regression model of TS and OC is statistically

significant (F-value 147.85,  $p < .00$ ). The unexplained variance within the regression model was estimated, and the model's predictions were found to be closer to the actual values (.146 value of Mean Square). Table 4.18 suggests a relatively strong influence of TS on OC (Beta = 0.60). This relationship was determined to be statistically significant (t-value 12.16, Sig = .00). TS has a robust positive impact on the outcome variable, which may help mitigate the risk of a Type II error, preventing the acceptance of a false alternative hypothesis. Therefore, the alternative hypothesis H4 was accepted, concluding that there is a statistically significant positive effect of the transactional leadership style of principals on teachers' organizational commitment at the secondary school level.

**Objective 3: Assess the effect of principal leadership style on teachers' organizational commitment level with reference to gender perspective at public secondary school level.**

H<sub>0</sub>: There is no statistically significant difference between the effect of leadership style of male and female principals on the teachers' organizational commitment at secondary school level.

12. Table 4.21 shows no statistically significant variability in OC scores among the groups of TF, TSs, TF\*TS, and gender (F-ratio = .74, p-value of  $0.85 > 0.05$ ). Based on this analysis, there is insufficient evidence to reject the null hypothesis.
13. Table 4.22 indicates that the variance between TF and TS is almost twice the variance within the TF and TS variables (F-value = 2.34). This variance between TF and TS is not statistically significant (p-value =  $.12 > .05$ ). Assuming equal variances, a lower t-value of .91 is associated with a p-value of  $(.36 > 0.05)$ . This table also suggests that the mean score of OC (.22) is not statistically significantly different between TF and TS ( $.09 > 0.05$ ). In conclusion, the conducted Levene's Test for equality of variances

and the t-tests for assuming equal and unequal variances suggest no statistically significant difference in the mean "OC" scores between TF and TS at the 0.05 significance level. Therefore, based on this analysis, there is insufficient evidence to reject the null hypothesis. Consequently, it is concluded that there is no statistically significant difference between the effect of the leadership style of male and female principals on teachers' organizational commitment at the secondary school level.

14. Table 4.23 shows gender's unique contribution to OC's variance (mean value = .65), while an F-value of 6.71 with a p-value of (.017 > 0.05) suggests no significant effect on OC between the TF and TS. TF, which has a proportion of 12.37 in its contribution to OC, is not significant due to a p-value of (.21 > 0.05), whereas TS exhibits a significant moderate effect on OC, with an F-value of 1.93 and a p-value of (0.04 < 0.05). Additionally, both TS and TF, having a Type III Sum of Squares value of 9.89 and an F-value of 1.25, do not have a statistically significant effect collectively at a significance level of (.28 > 0.05).

### 5.3 Discussion

The purpose of the study was to investigate the effect of principals' leadership style on the organizational commitment of teachers at the secondary level. The objectives of the study included examining the practices of transformational and transactional leadership styles among principals and their effect on the organizational commitment levels of teachers, as well as exploring the gender-based differences in the effect of transformational and transactional leadership on organizational commitment. In total, the study was based on three objectives and five hypotheses. These objectives and hypotheses served as the backbone for the study. The following discussion is based on the objectives and hypotheses of the study.

## **Objective 1, Part 1.**

The findings from the study "Identify the principals' practices of transformational leadership styles from the teachers' perspective at the public secondary school level" revealed that most teachers (mean = 4) agreed that transformational leadership is practiced by the principals in the public secondary schools of the Islamabad urban area.

Transformational leadership significantly influences employees in educational institutions (Mansor et al., 2021). The present study identified the practice of transformational leadership style by the principals in light of its components, such as idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration at public secondary schools in Islamabad. Other studies have also defined and elaborated on transformational leadership through various activities and practices under the aforementioned themes, as the present study examined those practices to identify transformational leadership among principals in Islamabad.

A transformational leader is someone who inspires their team members and helps them reach their full potential (Ardi et al. 2020). TF leaders are good examples for their followers (Erden & Yaşlıoğlu, 2020) by showing that their deeds are in line with their beliefs (Cahyono et al., 2020). They frequently create a supportive workplace and strive to develop personal relationships with their team (Bakker et al., 2022). A charismatic leader earns the respect and trust of their people (Parveen et al., 2022). TF leaders make the school goals interesting for the teachers. It is supported by Erden and Yaşlıoğlu (2020) that TF leaders' communication is both useful and engaging to listen to.

Inspiration and motivation are primary indicators of TF leadership style (Al-Mamary, 2020). They affect educator performance (Muhammad et al., 2020). The focus of transformational

leadership, as proposed by Burns and developed by Bass, is to motivate and enable subordinates (Cahyono et al., 2020).

In the current dynamic business environment, maintaining a competitive edge necessitates workers who are consistently stimulated intellectually (Campbell, 2018). TF leaders enable teachers to view issues from different perspectives. Alzoraiki et al. (2018) also discussed this viewpoint, noting that they encourage their followers to achieve more than they believe possible, which fosters growth, innovation, and creativity.

TF leaders take care of teachers' individuality regarding their feelings, needs, and viewpoints, viewing them from the perspective of their real lives, not merely as workers. Individualized Consideration is a crucial element of transformational leadership, emphasizing the leader's duty to recognize and cultivate the distinct talents, qualities, and potential of each follower (Aoraki et al., 2018).

In conclusion, the present research identified that TF is practiced among principals at the secondary level, according to teachers' perceptions in light of the practices and activities discussed in the literature that define the themes of TF.

## **Objective 1, Part 2.**

"Identify the principals' practices of transactional leadership styles from the teachers' perspective at the public secondary school level." The results indicated that the majority of teachers, with an average rating of 4, agreed regarding the practice of transactional leadership. The current study assessed the TS in light of its three components: contingent reward, management by exception (active), and management by exception (passive), as identified by Bass (1985). These characteristics are demonstrated by the principals through various activities. Other research studies also examined the same practices of TS.

TS leadership style is based on the principle that successful leaders should encourage their followers to meet their expectations while discouraging those who are unwilling to comply. It involves the use of positive reinforcement, negative reinforcement, and various rewards and punishments, both physical and psychological (Bass and Bass, 2008). Providing praise and incentives for achieving goals serves as a motivating factor for employees to enhance their productivity (Suyudi et al., 2020). Another study by Raziq et al. (2018) argued the same, that the effective leader defines the objectives clearly and motivates the teachers by communicating the corresponding results and benefits involving contingent rewards.

### **Objective 2, Part 1.**

“Assess the level of organizational commitment among teachers under the transformational leadership styles of principals in public secondary schools.” The statistical analysis of the present study indicated a substantial impact of transformational leadership on teachers' commitment. Specifically, the regression analysis demonstrated that 17.07 units of the total variation in organizational commitment were attributable to transformational leadership. Moreover, the positive direction of the relationship ( $\text{Beta} = 0.53$ ) and the t-statistic of 10.23, along with a low p-value of .00, confirm a statistically significant positive association between the TF and OC among teachers.

These results are supported by other studies showing that TF has the capacity to increase employee dedication to a company (Aljileedi & Amoozegar, 2023). Alzoraiki et al. (2018) suggest that transformational leadership may benefit some companies but not others, and it may not address all issues, such as people resisting change. Inandi et al. (2020) found that individual consideration promotes psychological empowerment, autonomy, and intrinsic motivation.

Leaders with idealized influence and support promote risk-taking and innovation (Day et al., 2016). Intellectual stimulation can also encourage people to stay within the organization (Malik

et al., 2010). Idealized influence, inspiring drive, and intellectual stimulation motivate teachers more effectively. Committed teachers yield better results in the classroom (Alzoraiki et al., 2018). According to Cahyono et al. (2020), individuals who possess a deep dedication to their work exhibit tremendous zeal in their efforts to contribute to the organization's objectives and goals.

## **Objective 2, Part 2.**

“Assess the level of organizational commitment among teachers under the transactional leadership styles of principals in public secondary schools.” The analysis revealed a robust positive relationship between transactional leadership (TS) and teachers' organizational commitment (OC). Approximately 36.4% of the variance in teachers' organizational commitment could be predicted by TS, indicating its substantial impact in forecasting and influencing commitment levels. The p-value of 0.00 demonstrates that the model is statistically significant. Furthermore, the analysis indicated that 21.53 units of the overall variability in teachers' organizational commitment were directly associated with the transactional leadership style of principals within the secondary school context. The Beta value (0.60) reflects a strong and statistically significant relationship, firmly supporting the conclusion that the transactional leadership style adopted by principals significantly and positively affects the organizational commitment of teachers in the secondary school setting.

These results are supported by other studies. Purwanto (2020) stated that providing fair compensation and offering achievable career advancement can help organizations decrease the negative impacts of sensitive employee loyalty. Sims et al. (2020) also discovered its transactional effect on organizational commitment.

Mansor et al. (2021) concluded that passive and avoidant leadership harms productivity and self-esteem. It may apply only to the passive aspect, which is one component of transactional leadership. Productivity and self-esteem differ from organizational commitment, even though they are related.

### **Objective 3.**

“Assess the effect of principal leadership style on teachers’ organizational commitment level with reference to gender perspective at public secondary school level.” The analysis revealed no statistically significant differences in organizational commitment (OC) scores among various groups categorized by transformational leadership (TF), transactional leadership (TS), their combination (TF\*TS), and gender ( $F\text{-ratio} = .744$ ,  $p\text{-value} = 0.85 > 0.05$ ). This suggests insufficient evidence to establish gender-based distinctions in the impact of TF and TS on OC. Moreover, when examining variances, it was found that the difference between TF and TS is nearly double the variation within these variables ( $F\text{-value} = 2.34$ ). However, this variance difference between TF and TS did not attain statistical significance. The Levene's Test for equality of variances and t-tests indicated no notable difference in the mean OC scores between TF and TS ( $p\text{-value} = .090 > 0.05$ ). Ultimately, these statistical tests concluded that there is no significant difference in the effect of leadership styles of male and female principals on teachers' organizational commitment at the secondary school level.

## **5.4 Conclusion**

The following conclusion summarizes the main outcomes and their importance within the context of the current study's framework.

1. The researcher concluded in finding number 6 that a majority of teachers expressed their agreement by selecting option number 4 ('agree') regarding the implementation of

transformational leadership practices. These practices included idealized influence, individualized consideration, inspirational motivation, and intellectual stimulation among the principals within the secondary educational context (objective 1).

2. Based on finding number 7, there is statistically significant evidence, with a mode value of 4, indicating that the majority of teachers in public secondary schools in Islamabad agreed with the implementation of transactional leadership by principals (objective 1, Part 2).
3. From finding number 8, it is concluded that there is a moderate positive correlation between TF and OC, with TF explaining 28.9% of the variability in the OC variable. Finding number 9 clarifies that approximately 17.07 units of the overall variation in OC can be attributed to TF.
4. From finding number 10, it is evident that there is a strong positive correlation between TS and OC. About 36.4% of the variability in OC is determined by TS. Finding number 11 signifies that approximately 21.53 units of the total variation in OC can be attributed to TS.
5. Finding 12 reveals no significant variability in OC scores across TF, TS, TF\*TS, and gender groups. Additionally, finding 13 shows that the variance between TF and TS is twice that of TF, but the association in finding 14 suggests that it is not statistically significant. Consequently, no notable difference was observed in the impact of male and female principals' TF and TS leadership styles on teachers' organizational commitment at the secondary school level.

## 5.5 Recommendations

Recommendations are based on the findings of the current study. These findings are supported by the literature, which suggests that the organizational commitment of teachers is crucial for reducing turnover and associated costs while boosting progress. The organizational commitment of teachers is greatly influenced by the leadership style of principals. The following practical steps can be taken in this regard.

### 5.5.1 Practical Recommendations

#### A. Transformational Leadership (TF)

The transformational leadership style is beneficial for fostering intrinsic motivation, laying the foundation for long-term objectives, facilitating collaborative decision-making, and assigning roles effectively. This approach is well-suited for organizations that require collective thinking, shared authority, or are in the initial stages of a project. In the context of schools, the following activities may be considered:

1. Activity 1: Visionary Goal-Setting Workshops: Conduct workshops where principals collaborate with teachers to set visionary long-term goals and align these with the school's mission. Encourage teachers to participate in the goal-setting process, fostering a sense of ownership.
2. Activity 2: Inspirational Meetings: Conduct regular meetings to communicate and reinforce the school's vision and values. Share examples to motivate teachers, highlighting their role in realizing the collective vision.
3. Activity 3: Professional Development Opportunities: Provide ongoing professional development opportunities that empower teachers to enhance their skills and contribute

to the overall growth and success of the school, such as Lesson Planning Workshops, subject-specific webinars, and Technology Integration Training, including Digital Pedagogy Certification, MS Word, PPT, Outlook, Access, and Whiteboard.

### **B. Transactional Leadership (TS)**

Implement transactional leadership to boost extrinsic motivation, establish operational frameworks, achieve clear objectives, optimize human resources, create a conducive work environment, and effectively evaluate responsibilities. This approach benefits organizations by emphasizing collaboration, defined roles, and well-planned projects, addressing employees' fundamental needs. In the context of schools, the following activities may be performed;

1. Activity 1: Performance-Based Recognition Programs: Implement a performance-based recognition system in which teachers are acknowledged and rewarded for achieving specific, measurable goals, such as rewards for completing the syllabus on time, maintaining a high rate of student success in particular subjects, and other school achievements.
2. Activity 2: Clear Performance Expectations: Communicate performance expectations and standards. Establish regular feedback sessions to discuss individual and team performance, emphasizing the importance of meeting specific targets. Follow a well-communicated plan for each year. Display daily, weekly, monthly, or quarterly plans with tasks.
3. Activity 3: Structured Communication Channels: Establish structured communication channels for daily operations. Clearly define roles and responsibilities to ensure that teachers have a comprehensive understanding of their duties and expectations. Create

subject-based or committee-based WhatsApp groups for relevant teachers to facilitate fast communication. Utilize notice boards to display specific responsibilities.

### **5.5.2 Policy-Level Recommendations**

The following are recommendations for enhancing policy to improve leadership and teachers' commitment. These recommendations discuss policies from a general perspective to specific suggestions, providing a rational basis.

#### **1. Leadership Development Programs**

Educational policies can enhance leadership development programs for educational administrators at both school and district levels. These programs should emphasize improving transformational and transactional leadership skills, enabling administrators to inspire teacher commitment, foster collaboration, and effectively manage change.

#### **2. Incorporate Leadership Best Practices**

The policies may integrate identified best practices from the current research into leadership development programs. They should emphasize the role of transformational leadership in inspiring teachers and transactional leadership in managing day-to-day operations. Administrators and principals should be trained to implement these practices to foster a positive and committed school environment.

#### **3. Professional Learning Communities (PLCs)**

Educational policies for administration may seek to establish Professional Learning Communities at various levels, including within schools, throughout

Islamabad city, across Pakistan, and globally, particularly in countries with advanced educational systems. PLC-related policies may promote distinct and collaborative spaces for principals and teachers to exchange experiences, insights, and challenges. These communities should receive support from school leadership and the FDE, PIE, and HED administrations to foster continuous professional development, enhancing teachers' commitment through shared learning.

#### **4. Leadership Style Awareness Campaigns**

These policies may be included to launch awareness campaigns that explain to teachers, administrators, and principals the importance, characteristics, and practical activities of transformational and transactional leadership, which contribute to organizational commitment and create a conducive learning atmosphere.

#### **5. Contextualized Leadership Practices**

Provide flexibility in policy implementation to allow customization based on the unique needs and dynamics of each school community in all provinces. School administrators may adapt leadership practices to their schools' specific socio-economic and cultural contexts.

#### **6. Teacher Involvement in Decision-Making**

Educational policies involve teachers in decision-making processes for developing policies in schools at different levels, and they may be encouraged to participate in creating mechanisms for the effective implementation of rules according to their school's internal or external environment. Schools may

establish formal channels for teachers to contribute ideas, provide input on policy development, and engage in school-level decision-making committees.

This involvement fosters a sense of ownership and commitment.

## **7. Recognition and Rewards for Commitment**

School administration may be asked to establish a system of recognition and rewards for teachers who demonstrate exceptional commitment to the school's goals. Principals may need to acknowledge their achievements, contributions, and strong performance in class and school. This policy encourages a positive and committed school culture.

## **8. Community Engagement Guidelines**

School administration should engage local communities in school management. They should provide schools with practical steps for building partnerships, involving parents, and utilizing community resources. This policy should promote sustained community support for academic initiatives in schools. Teachers will also receive backing from society and be acknowledged, enhancing their commitment to school, which will increase their performance.

## **9. Feedback Mechanisms for Policy Evaluation**

Establish regular feedback mechanisms for continuous policy evaluation. Foster open communication channels that allow teachers to share feedback on the execution of leadership policies. Utilize this feedback to evaluate the effectiveness of policies and implement data-driven adjustments.

### **5.5.3 Theoretical Contributions/Recommendations**

#### **1. Integration of Leadership Theories**

The findings of this study highlight the relevance of integrating both Transformational Leadership (TF) and Transactional Leadership (TS) theories in understanding organizational commitment among teachers. The theoretical contribution lies in recognizing that these leadership styles are not mutually exclusive but can coexist, offering a more comprehensive understanding of the leadership dynamics influencing commitment. For different purposes, TF serves intrinsic motivation while TS addresses extrinsic motivation.

#### **2. Validation of Three Components Model (TCM)**

The study validates the Three Components Model (TCM) by Meyer and Allen, affirming the significance of Affective Commitment, Continuance Commitment, and Normative Commitment in teachers' organizational commitment.

#### **3. Leadership Styles and Commitment Correlation**

The study verifies the relationship between leadership styles (TF and TS) and teachers' organizational commitment. It supports the idea that leadership styles significantly influence the commitment levels of teachers in public secondary schools.

#### **4. Age, Qualification, and Experience Dynamics**

The theoretical recommendations emphasize the need for future research to investigate the dynamics of age, qualifications, and experience identified in the study. They suggest exploring how these demographic variables interact with leadership styles and contribute to organizational commitment, which can enhance our theoretical understanding of the complexities involved.

## 5. Gender Perspective in Leadership Impact

The study introduces a gender perspective in examining the impact of principal leadership styles on teachers' organizational commitment. This theoretical contribution suggests that leadership practices may equally influence organizational commitment based on the gender of the principals.

### 5.6 Limitations and Recommendations for Future Researches

- Due to resource limitations, this research was conducted exclusively in a single city.
- It depended on predefined questionnaires for data collection.
- While the study focused on only one factor of organizational commitment, it emphasizes that leadership alone may not be responsible for the results obtained. Although it is a significant factor, according to the present study, TF contributes 28% to OC (table 4.12), while TS (table 4.16) predicts 36% of the variation in OC. Additionally, it is estimated that approximately 71% of other factors could play a role. Hence, the study suggests exploring additional potential factors through qualitative research employing open-ended questions.
- It recommends extending the research beyond a small sample size and including broader geographical areas with significant representation of respondents.
- Furthermore, it suggests examining the personal attributes of principals, their leadership qualities, and the impact and authenticity of the leadership training they receive. This shift aims to assess how such training transforms their behavior from personal to professional capacities.

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## Appendices

### APPENDIX A

#### Research Instrument Before Validity

#### Effects of Leadership Styles on Secondary School Teachers' Organizational Commitment: A Descriptive Study

Serial No \_\_\_\_\_

#### Questionnaire

Dear Participant,

Assalam-o-Alaikum, I am Akhtar Abbas, an MPhil Education scholar conducting research titled “Effects of Leadership Styles on Secondary School Teachers’ Organizational Commitment: A Descriptive Study” under the supervision of Dr. Obaid Ullah, an assistant professor at the National University of Modern Languages, Islamabad. For this purpose, I kindly request you to fill out this questionnaire; I would be grateful to you. I assure you that your responses will be kept confidential and will only be used for this research purpose. Please note that in this questionnaire, the word “Teachers” means “you,” so I humbly request you to fill it out according to your personal experience and return it to me.

I would be grateful for your participation. Please fill in the following demographic information relating to you:

|                |                                                 |                                             |                                             |                                                  |
|----------------|-------------------------------------------------|---------------------------------------------|---------------------------------------------|--------------------------------------------------|
| Gender:        | <input type="text" value="Male"/>               | <input type="text" value="Female"/>         |                                             |                                                  |
| Age:           | <input type="text" value=" &lt; 30 years"/>     | <input type="text" value=" 31 – 40 years"/> | <input type="text" value=" 41 – 50 years"/> | <input type="text" value=" More than 50 years"/> |
| Qualification: | <input type="text" value=" B.A/B.Ed."/>         | <input type="text" value=" MA/Med"/>        | <input type="text" value=" MPhil"/>         |                                                  |
| Experience:    | <input type="text" value=" Less than 2 years"/> | <input type="text" value=" 2 - 5 years"/>   | <input type="text" value=" 6 – 10 years"/>  | <input type="text" value=" More than 10 years"/> |

Participant Name: (optional) \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### Instrument Part 1a Leadership: Transformational Leadership Style

| S.No                            | Statements                                                                          | SDA | DA | N | A | SA |
|---------------------------------|-------------------------------------------------------------------------------------|-----|----|---|---|----|
| <b>Idealized influence</b>      |                                                                                     |     |    |   |   |    |
| 1                               | Principal is a role model for teachers.                                             |     |    |   |   |    |
| 2                               | Principal set examples to follow.                                                   |     |    |   |   |    |
| 3                               | Principal focuses on "doing" rather than just giving instructions.                  |     |    |   |   |    |
| 4                               | Principal inspire teachers to be "team players."                                    |     |    |   |   |    |
| 5                               | Principal assures through his/her behavior that goals will be accomplished.         |     |    |   |   |    |
| 6                               | Principal takes moral and ethical impacts of decisions into account.                |     |    |   |   |    |
| 7                               | Principal takes responsibility about the situation instead of blaming teachers.     |     |    |   |   |    |
| 8                               | Teachers respect the principal.                                                     |     |    |   |   |    |
| <b>Inspirational motivation</b> |                                                                                     |     |    |   |   |    |
| 1                               | Principal has clear vision of the school.                                           |     |    |   |   |    |
| 2                               | Principal makes it clear for the teachers that how they can achieve school's goals. |     |    |   |   |    |
| 3                               | Principal makes the goals interesting for the teachers to achieve them.             |     |    |   |   |    |

|                                 |                                                                                                 |  |  |  |  |  |
|---------------------------------|-------------------------------------------------------------------------------------------------|--|--|--|--|--|
| 4                               | Principal prioritizes the good of the school than his own interest.                             |  |  |  |  |  |
| 5                               | Principal motivates teachers with his plans to reach at their destiny.                          |  |  |  |  |  |
| 6                               | Principal makes the teachers inspired to work together towards common goals.                    |  |  |  |  |  |
| 7                               | Principal has ability to get the teachers committed with his future plans.                      |  |  |  |  |  |
| <b>Intellectual stimulation</b> |                                                                                                 |  |  |  |  |  |
| 1                               | Principal seeks opportunities for the worth of the school.                                      |  |  |  |  |  |
| 2                               | Principal develops a team attitude among teachers.                                              |  |  |  |  |  |
| 3                               | Principal promotes mutual cooperation among teachers.                                           |  |  |  |  |  |
| 4                               | Principal expects a lot from the teachers.                                                      |  |  |  |  |  |
| 5                               | Principal demands only the best performance.                                                    |  |  |  |  |  |
| 6                               | Principal support teachers to improve their professional skills.                                |  |  |  |  |  |
| 7                               | Principal welcomes divers point of views.                                                       |  |  |  |  |  |
| 8                               | Principal considers different angles to solve the problems.                                     |  |  |  |  |  |
| 9                               | Principal enables teachers to look the things in new way which are considered puzzles for them. |  |  |  |  |  |

|                                 |                                                                                                          |  |  |  |  |  |
|---------------------------------|----------------------------------------------------------------------------------------------------------|--|--|--|--|--|
| 10                              | Principal inspires the teachers to rethink about their old ideas that they have never questioned before. |  |  |  |  |  |
| <b>Individual consideration</b> |                                                                                                          |  |  |  |  |  |
| 1                               | Principal considers teachers' important values and beliefs.                                              |  |  |  |  |  |
| 2                               | Principal respects teachers' personal feelings.                                                          |  |  |  |  |  |
| 3                               | Principal takes care of teachers' personal needs.                                                        |  |  |  |  |  |
| 4                               | Principal treats teachers without considering their personal feelings.                                   |  |  |  |  |  |
| 5                               | Principal treats teachers as an individual rather than just as an employee.                              |  |  |  |  |  |
| 6                               | Principal gives attention to the teachers.                                                               |  |  |  |  |  |
| 7                               | Principal provides proper feedback.                                                                      |  |  |  |  |  |
| 8                               | Principal educates teachers.                                                                             |  |  |  |  |  |

**Instrument Part 1b Leadership: Transactional Leadership Style**

| S.No                                    | Statements                                                                         | SDA | DA | N | A | SA |
|-----------------------------------------|------------------------------------------------------------------------------------|-----|----|---|---|----|
| <b>Contingent Reward</b>                |                                                                                    |     |    |   |   |    |
| 1                                       | Principal gives positive feedback to the teachers if they perform well.            |     |    |   |   |    |
| 2                                       | Principal actively appreciates teachers who do their jobs better than expected     |     |    |   |   |    |
| 3                                       | Principal reward the teachers when they live up to set requirements.               |     |    |   |   |    |
| 4                                       | Principal tells the reward that teachers will receive if they do what is required. |     |    |   |   |    |
| 5                                       | Principal support teachers to receive the rewards.                                 |     |    |   |   |    |
| 6                                       | Principal's reward system depends on how well teachers perform.                    |     |    |   |   |    |
| <b>Management by Exception (Active)</b> |                                                                                    |     |    |   |   |    |
| 1                                       | Principal has great focus on violating the rules.                                  |     |    |   |   |    |
| 2                                       | Principal highlights the mistake.                                                  |     |    |   |   |    |
| 3                                       | Principal emphasizes adherence to follow set standards.                            |     |    |   |   |    |
| 4                                       | Principal criticizes the teachers if they perform poor.                            |     |    |   |   |    |

|                                          |                                                                                                |  |  |  |  |  |
|------------------------------------------|------------------------------------------------------------------------------------------------|--|--|--|--|--|
| 5                                        | Principal ensures teachers that their consistently poor performance will have consequences.    |  |  |  |  |  |
| 6                                        | Principal provides support in return of teachers' effort.                                      |  |  |  |  |  |
| <b>Management by Exception (Passive)</b> |                                                                                                |  |  |  |  |  |
| 1                                        | Principal gets satisfied if teachers meet the expectations.                                    |  |  |  |  |  |
| 2                                        | Principal avoids to improve work, if it meets minimum standards.                               |  |  |  |  |  |
| 3                                        | Principal only interferes when situation requires the solution.                                |  |  |  |  |  |
| 4                                        | Principal only responds to the problems if it is necessary.                                    |  |  |  |  |  |
| 5                                        | Principal takes action when things go wrong.                                                   |  |  |  |  |  |
| 6                                        | Principal believes in view point of 'if it ain't broke, don't fix it'.                         |  |  |  |  |  |
| 7                                        | Principal stay away to intervene in teachers' matters if they do not interfere in his matters. |  |  |  |  |  |
| 8                                        | Principal avoids to react if things going in right manner.                                     |  |  |  |  |  |

### Instrument Part 2: Organizational Commitment

| S.No                         | Statements                                                                                 | SDA | DA | N | A | SA |
|------------------------------|--------------------------------------------------------------------------------------------|-----|----|---|---|----|
| <b>Affective Commitment</b>  |                                                                                            |     |    |   |   |    |
| 1                            | Teachers would be happy to spend the rest of their career in this school.                  |     |    |   |   |    |
| 2                            | Teachers feel like “part of the family” at this school.                                    |     |    |   |   |    |
| 3                            | This school has a great deal of personal meaning for teachers.                             |     |    |   |   |    |
| 4                            | Teachers really feel as if the school’s problems are their own.                            |     |    |   |   |    |
| 5                            | Teachers feel a strong sense of “belonging” to the school.                                 |     |    |   |   |    |
| 6                            | Teachers feel “emotionally attached” to the school.                                        |     |    |   |   |    |
| <b>Continuous Commitment</b> |                                                                                            |     |    |   |   |    |
| 1                            | Right now, staying with this school is a matter of necessity as much as desire.            |     |    |   |   |    |
| 2                            | It would be very hard for teachers to leave this school right now, even if they wanted to. |     |    |   |   |    |
| 3                            | Too much of teachers’ life would be disrupted if they leave this school now.               |     |    |   |   |    |
| 4                            | Teachers believe that they have few options for considering to leave this school.          |     |    |   |   |    |

|                             |                                                                                                                       |  |  |  |  |  |
|-----------------------------|-----------------------------------------------------------------------------------------------------------------------|--|--|--|--|--|
| 5                           | Mostly Teachers continue to work here because they have spent a lot of time within the school, no other major reason. |  |  |  |  |  |
| 6                           | One of the negative consequences of leaving this school that there are lack of chances to join other school.          |  |  |  |  |  |
| <b>Normative Commitment</b> |                                                                                                                       |  |  |  |  |  |
| 1                           | Teachers owe a great deal to this school.                                                                             |  |  |  |  |  |
| 2                           | Teachers feel obligation to remain with their present headmaster.                                                     |  |  |  |  |  |
| 3                           | Teachers still prefer to stay in the school, even if it is not in their advantage                                     |  |  |  |  |  |
| 4                           | Teachers would feel guilty if they leave this school now.                                                             |  |  |  |  |  |
| 5                           | This school deserve teachers loyalty.                                                                                 |  |  |  |  |  |
| 6                           | Teachers would prefer to stay in school right now because they have a sense of obligation to the people in it.        |  |  |  |  |  |

## APPENDIX B

### Observations and Actions Taken After Validity

The modifications are outlined below, accompanied by a detailed list of revisions based on the validators' feedback.

| S. No | Observation                                                                                                           | Remarks/Actions Taken                                                                             | Item No.                                                                                                                   |
|-------|-----------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|
| 1     | Add PhD in qualification.                                                                                             | Added "PhD" under qualification in demographic information.                                       | P.1                                                                                                                        |
|       | Removal of Items                                                                                                      | 7 Items were removed                                                                              | P.1a' Item 1:4<br>P.1a, Item 3:2<br>P.1a, Item 3:5<br>P.1a, Item 3:10<br>P.1a, Item 4:4<br>P1b, Item 3:4<br>P.1b, Item 3:5 |
| 2     | Follow principal's guidelines (Item 1:7) - In the domain of Idealized Influence, the word "respect" is more suitable. | Replaced "respect" as per the literature and updated the phrasing.                                | P.2, Item 1:7                                                                                                              |
| 3     | Add development (Item 2:1).                                                                                           | Added "development" to the description in Inspirational Motivation.                               | P.2, Item 2:1                                                                                                              |
| 4     | Replace "Goals" with "Job" (Item 2:3).                                                                                | "Goals" replaced with "Job" in the context of Inspirational Motivation, as per literature review. | P.3, Item 2:3                                                                                                              |
| 5     | Add "development of" (P.3, Item 1:1).                                                                                 | Added phrase "development of" in the appropriate context for clarity.                             | P.3, Item 1:1                                                                                                              |
| 6     | Not a good question (1:3).                                                                                            | Paraphrased the item for clarity.                                                                 | P.3, Item 1:3                                                                                                              |
| 7     | Teachers' point of view to...                                                                                         | Updated the phrasing to reflect teachers' perspectives more clearly.                              | P.3, Item 1:6                                                                                                              |

|           |                                                                                     |                                                                                                                               |               |
|-----------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|---------------|
| <b>8</b>  | Replace "individual" with "human" (Item 2:4).                                       | Replaced "individual" with "human" to better reflect the focus on humanistic approaches.                                      | P.3, Item 2:4 |
| <b>9</b>  | Explanation required for Item 2:5.                                                  | Added clarification that it refers to the importance of principals giving attention to teachers, listening, and valuing them. | P.3, Item 2:5 |
| <b>10</b> | Replace "educates" with "trains" (Item 2:7).                                        | Changed "educates" to "trains" for better alignment with leadership styles.                                                   | P.3, Item 2:7 |
| <b>11</b> | Explanation needed for Item 1:3.                                                    | Added clarification regarding the definition of Contingent Reward.                                                            | P.4, Item 1:3 |
| <b>12</b> | "Fixes responsibility" should use the word "punishment" (Contingent Reward domain). | Replaced "fixes responsibility" with "punishment" as per the literature and provided a clear definition.                      | P.4, Item 1:3 |
| <b>13</b> | Clarification for Item 1:6.                                                         | Added a description that the reward system is based on performance, aligning with the concept of Contingent Reward.           | P.4, Item 1:6 |
| <b>14</b> | Update mistakes (Item 2:2).                                                         | Revised the phrasing of this item for clarity.                                                                                | P.4, Item 2:2 |
| <b>15</b> | Same question as above (Item 2:4).                                                  | Revised to reflect a new aspect of the phenomenon; clarified the point.                                                       | P.4, Item 2:4 |
| <b>16</b> | Same question, needs changes (Item 2:5).                                            | Clarified that this item reflects principal's proactive approach in management.                                               | P.4, Item 2:5 |
| <b>17</b> | A bit of confusion, needs clarity (Item 3:5).                                       | Provided clarification that this refers to Passive Management, where principals only intervene when an issue arises.          | P.4, Item 3:5 |
| <b>18</b> | "Family members" update (Item 1:2).                                                 | Revised wording for better clarity and inclusivity.                                                                           | P.5, Item 1:2 |
| <b>19</b> | Remove "if" (Item 1:4).                                                             | Removed unnecessary conditional word to make the item more straightforward.                                                   | P.5, Item 1:4 |
| <b>20</b> | "Belongingness" update (Item 1:5).                                                  | Updated for more clarity.                                                                                                     | P.5, Item 1:5 |

|    |                                                   |                                                                        |               |
|----|---------------------------------------------------|------------------------------------------------------------------------|---------------|
| 21 | "Are implemented" update (Item 1:6).              | Revised phrasing for improved readability.                             | P.5, Item 1:6 |
| 22 | Add "leave" (Item 2:2).                           | Added "leave" to reflect the scope of the question more accurately.    | P.5, Item 2:2 |
| 23 | Remove unnecessary wording (Item 2:3).            | Removed redundant language to streamline the question.                 | P.5, Item 2:3 |
| 24 | Use one term: either "Headmaster" or "Principal". | Standardized terminology to use "Principal" throughout the instrument. | P.5, Item 3:2 |
| 25 | "Benefits" should be plural (Item 3:2).           | Corrected the singular term to plural as per standard usage.           | P.5, Item 3:2 |

## APPENDIX C

### Research Instrument After validity

#### Effects of Leadership Styles on Secondary School Teachers' Organizational Commitment: A Descriptive Study

Serial No \_\_\_\_\_

#### Questionnaire

Dear Participant,

Assalam-o-Alaikum, I am **Akhtar Abbas**, an MPhil Education scholar conducting research titled “Effects of Leadership Styles on Secondary School Teachers’ Organizational Commitment: A Descriptive Study” under the supervision of **Dr. Obaid Ullah**, Assistant Professor at the National University of Modern Languages, Islamabad. For this purpose, you are requested to fill out this questionnaire.

***Please note*** that in this questionnaire the word “***Teachers***” means “***You***”. Therefore, it is a humble request to fill it out according to your personal experience and return it. I assure you that your responses will be kept confidential and used only for research purposes.

Use the given scale to rate the following statements:

**SA**: Strongly Agree 5, **A**: Agree 4, **N**: Neutral 3, **DA**: Disagree 2, **SDA**: Strongly Disagree 1

I would be grateful to you for your participation. You are requested to fill in the following demographic information relating to you:

|                |                                                      |                                            |                                            |                                                       |
|----------------|------------------------------------------------------|--------------------------------------------|--------------------------------------------|-------------------------------------------------------|
| Gender:        | <input type="text" value="Male"/>                    | <input type="text" value="Female"/>        |                                            |                                                       |
| Age:           | <input type="text" value="≤ 30 years"/>              | <input type="text" value="31 – 40 years"/> | <input type="text" value="41 – 50 years"/> | <input 50="" type="text" value("&gt;="" years")"=""/> |
| Qualification: | <input type="text" value="B.A/B.Ed."/>               | <input type="text" value="MA/Med"/>        | <input type="text" value="MPhil"/>         | <input type="text" value="Phd"/>                      |
| Experience:    | <input 2="" type="text" value("&lt;="" years")"=""/> | <input type="text" value="2 - 5 years"/>   | <input type="text" value="6 – 10 years"/>  | <input 10="" type="text" value("&gt;="" years")"=""/> |

Participant Name: (Optional) \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Instrument Part 1A Leadership: Transformational Leadership Style**

| S.No                            | Statements                                                                          | SDA | DA | N | A | SA |
|---------------------------------|-------------------------------------------------------------------------------------|-----|----|---|---|----|
| <b>Idealized Influence</b>      |                                                                                     |     |    |   |   |    |
| 1                               | Principal is a role model for teachers.                                             | 1   | 2  | 3 | 4 | 5  |
| 2                               | Principal sets examples to follow.                                                  | 1   | 2  | 3 | 4 | 5  |
| 3                               | Principal focuses on "doing" rather than just giving instructions.                  | 1   | 2  | 3 | 4 | 5  |
| 4                               | Principal assures through his/her behavior that goals will be accomplished.         | 1   | 2  | 3 | 4 | 5  |
| 5                               | Principal takes moral and ethical impacts of decisions into account.                | 1   | 2  | 3 | 4 | 5  |
| 6                               | Principal takes responsibility about the situation instead of blaming teachers.     | 1   | 2  | 3 | 4 | 5  |
| 7                               | Teachers respect the principal.                                                     | 1   | 2  | 3 | 4 | 5  |
| <b>Inspirational Motivation</b> |                                                                                     |     |    |   |   |    |
| 1                               | Principal has clear vision of the school development.                               | 1   | 2  | 3 | 4 | 5  |
| 2                               | Principal makes it clear for the teachers that how they can achieve school's goals. | 1   | 2  | 3 | 4 | 5  |
| 3                               | Principal makes the goals interesting for the teachers to achieve them.             | 1   | 2  | 3 | 4 | 5  |
| 4                               | Principal prioritizes the good of the school rather than his own interest.          | 1   | 2  | 3 | 4 | 5  |
| 5                               | Principal motivates teachers with his plans to reach at their destiny.              | 1   | 2  | 3 | 4 | 5  |
| 6                               | Principal makes the teachers inspired to work together towards common goals.        | 1   | 2  | 3 | 4 | 5  |
| 7                               | Principal has ability to get teachers committed with his future plans.              | 1   | 2  | 3 | 4 | 5  |

**Instrument Part 1A Leadership: Transformational Leadership Style**

| S. No                           | Statements                                                                                      | SDA | DA | N | A | SA |
|---------------------------------|-------------------------------------------------------------------------------------------------|-----|----|---|---|----|
| <b>Intellectual Stimulation</b> |                                                                                                 |     |    |   |   |    |
| 1                               | Principal seeks opportunities for the development of the school.                                | 1   | 2  | 3 | 4 | 5  |
| 2                               | Principal promotes mutual cooperation among teachers.                                           | 1   | 2  | 3 | 4 | 5  |
| 3                               | Principal has high expectations from the teachers.                                              | 1   | 2  | 3 | 4 | 5  |
| 4                               | Principal supports teachers to improve their professional skills.                               | 1   | 2  | 3 | 4 | 5  |
| 5                               | Principal appreciates diverse point of views.                                                   | 1   | 2  | 3 | 4 | 5  |
| 6                               | Principal considers teachers' point of view to solve the problems.                              | 1   | 2  | 3 | 4 | 5  |
| 7                               | Principal enables teachers to look the things in new way which are considered puzzles for them. | 1   | 2  | 3 | 4 | 5  |
| <b>Individual Consideration</b> |                                                                                                 |     |    |   |   |    |
| 1                               | Principal considers teachers' important values and beliefs.                                     | 1   | 2  | 3 | 4 | 5  |
| 2                               | Principal respects teachers' personal feelings.                                                 | 1   | 2  | 3 | 4 | 5  |
| 3                               | Principal takes care of teachers' personal needs.                                               | 1   | 2  | 3 | 4 | 5  |
| 4                               | Principal treats teachers as an human rather than just as an employee.                          | 1   | 2  | 3 | 4 | 5  |
| 5                               | Principal gives attention to the teachers.                                                      | 1   | 2  | 3 | 4 | 5  |
| 6                               | Principal provides proper feedback.                                                             | 1   | 2  | 3 | 4 | 5  |
| 7                               | Principal trains teachers.                                                                      | 1   | 2  | 3 | 4 | 5  |

**Instrument Part 1B Leadership: Transactional Leadership Style**

| S.No                                     | Statements                                                                                   | SDA | DA | N | A | SA |
|------------------------------------------|----------------------------------------------------------------------------------------------|-----|----|---|---|----|
| <b>Contingent Reward</b>                 |                                                                                              |     |    |   |   |    |
| 1                                        | Principal gives positive feedback to the teachers if they perform well.                      | 1   | 2  | 3 | 4 | 5  |
| 2                                        | Principal actively appreciates teachers who do their jobs better than expected.              | 1   | 2  | 3 | 4 | 5  |
| 3                                        | Principal reward the teachers when they live up to set requirements.                         | 1   | 2  | 3 | 4 | 5  |
| 4                                        | Principal informs priorly the reward that teachers will receive if they do what is required. | 1   | 2  | 3 | 4 | 5  |
| 5                                        | Principal give any kind of punishment if teachers' performance is lower then set standards.  | 1   | 2  | 3 | 4 | 5  |
| 6                                        | Principal's reward system depends on how well teachers perform.                              | 1   | 2  | 3 | 4 | 5  |
| <b>Management by Exception (Active)</b>  |                                                                                              |     |    |   |   |    |
| 1                                        | Principal keeps a strict watch on violation of rules.                                        | 1   | 2  | 3 | 4 | 5  |
| 2                                        | Principal highlights the mistakes.                                                           | 1   | 2  | 3 | 4 | 5  |
| 3                                        | Principal emphasizes adherence to follow set standards.                                      | 1   | 2  | 3 | 4 | 5  |
| 4                                        | Principal criticizes the teachers if they perform poor.                                      | 1   | 2  | 3 | 4 | 5  |
| 5                                        | Principal ensures teachers that their consistently poor performance will have consequences.  | 1   | 2  | 3 | 4 | 5  |
| 6                                        | Principal provides support in return of teachers' effort.                                    | 1   | 2  | 3 | 4 | 5  |
| <b>Management by Exception (Passive)</b> |                                                                                              |     |    |   |   |    |
| 1                                        | Principal gets satisfied if teachers meet the expectations.                                  | 1   | 2  | 3 | 4 | 5  |
| 2                                        | Principal avoids to improve work, if it meets minimum standards.                             | 1   | 2  | 3 | 4 | 5  |
| 3                                        | Principal only interferes when situation requires the solution.                              | 1   | 2  | 3 | 4 | 5  |
| 4                                        | Principal believes in smooth work, until it goes below the standards.                        | 1   | 2  | 3 | 4 | 5  |
| 5                                        | Principal stays away to intervene in teachers' affairs if they stay away from his affairs.   | 1   | 2  | 3 | 4 | 5  |
| 6                                        | Principal avoids to react if things going in right manner.                                   | 1   | 2  | 3 | 4 | 5  |

**Instrument Part 2: Organizational Commitment**

| S.No                         | Statements                                                                                                            | SDA | DA | N | A | SA |
|------------------------------|-----------------------------------------------------------------------------------------------------------------------|-----|----|---|---|----|
| <b>Affective Commitment</b>  |                                                                                                                       |     |    |   |   |    |
| 1                            | Teachers would be happy to spend the rest of their career in this school.                                             | 1   | 2  | 3 | 4 | 5  |
| 2                            | Teachers feel like “family members” at this school.                                                                   | 1   | 2  | 3 | 4 | 5  |
| 3                            | This school means a lot to teachers personally.                                                                       | 1   | 2  | 3 | 4 | 5  |
| 4                            | Teachers consider school’s problems are their own.                                                                    | 1   | 2  | 3 | 4 | 5  |
| 5                            | Teachers feel a strong sense of “belongingness” to the school.                                                        | 1   | 2  | 3 | 4 | 5  |
| 6                            | Teachers are “emotionally attached” to the school.                                                                    | 1   | 2  | 3 | 4 | 5  |
| <b>Continuous Commitment</b> |                                                                                                                       |     |    |   |   |    |
| 1                            | Right now, staying with this school is a matter of necessity as much as desire.                                       | 1   | 2  | 3 | 4 | 5  |
| 2                            | It would be very hard for teachers to leave school right now, even if they wanted to leave.                           | 1   | 2  | 3 | 4 | 5  |
| 3                            | Teachers’ life would be disrupted if they leave school now.                                                           | 1   | 2  | 3 | 4 | 5  |
| 4                            | Teachers believe that they have few options for considering to leave this school.                                     | 1   | 2  | 3 | 4 | 5  |
| 5                            | Mostly Teachers continue to work here because they have spent a lot of time within the school, no other major reason. | 1   | 2  | 3 | 4 | 5  |
| 6                            | One of the negative consequences of leaving this school that there is lack of chances to join another school.         | 1   | 2  | 3 | 4 | 5  |
| <b>Normative Commitment</b>  |                                                                                                                       |     |    |   |   |    |
| 1                            | Teachers owe a great deal to this school.                                                                             | 1   | 2  | 3 | 4 | 5  |
| 2                            | Teachers feel obligation to remain with their present principal.                                                      | 1   | 2  | 3 | 4 | 5  |
| 3                            | Teachers still prefer to stay in the school, even if it is less beneficial for them.                                  | 1   | 2  | 3 | 4 | 5  |
| 4                            | Teachers would feel guilty if they leave this school now.                                                             | 1   | 2  | 3 | 4 | 5  |
| 5                            | This school deserve teachers’ loyalty.                                                                                | 1   | 2  | 3 | 4 | 5  |
| 6                            | Teachers would prefer to stay in school right now because they have a sense of obligation to the people in it.        | 1   | 2  | 3 | 4 | 5  |

**“Thank You for Your Participation”**

## APPENDIX D

### TOPIC APPROVAL LETTER



NATIONAL UNIVERSITY OF MODERN LANGUAGES  
FACULTY OF SOCIAL SCIENCES  
DEPARTMENT OF EDUCATIONAL SCIENCES

ML.1-4/2023/Edu

Dated: 31<sup>st</sup> January 2023

To: Akhtar Abbas (24 MPhil/Edu/F21)

Subject: **APPROVAL OF PhD THESIS TITLE AND SUPERVISOR**

1. Reference to Letter No, ML.1-4/2023-Edu, dated 31-01-2023, the Competent Authority has approved the title/theme/Practical/Theoretical Implication and supervisor in 15<sup>th</sup> BASR meeting dtd 11<sup>th</sup> January 2023 on the recommendations of Faculty Board of Studies vide its meeting held on 25<sup>th</sup> October 2022

**a. Supervisor's Name & Designation**

Dr Obaid Ullah (Supervisor)  
Assistant Professor/ Manager QEC  
QEC, NUML, Islamabad.

**b. Thesis Title**

**Effects of Leadership Styles on Secondary School Teacher's Organizational Commitment: A Descriptive Study**

**c. Theme: Educational Management**

**d. Theoretical Contribution: Theory Development**

2. You may carry out research on the given topic under the guidance of your supervisor and submit the thesis for further evaluation within the stipulated time by 30<sup>th</sup> January 2024 for further processing as per NUML MPhil Timeline. *(Timeline attached)*

3. As per policy of NUML, all MPhil/PhD thesis are to be run on Turnitin by QEC, NUML before being sent for evaluation. The university shall not take any responsibility for high similarity resulting due to thesis run from own/other sources.

4. Thesis is to be prepared strictly on NUML's format which can be taken from MPhil/PhD Coordinator.

Dr. Waqar Shahid  
Head

Department of Educational Sciences

Distribution:

Mr. Akhtar Abbas (MPhil Scholar)

Dr. Obaid Ullah (Thesis Supervisor)

## APPENDIX E

### FDE Permission Letter for Data Collection



Academics Wing

F.1-107/2008 (Academics) FDE  
Government of Pakistan  
Federal Directorate of Education  
\*\*\*\*\*

Islamabad the 8<sup>th</sup> February, 2023.

**The Principals.**

Islamabad Model Schools/Colleges (Boys/Girls),  
Sector, Urban-I & II, Islamabad.

Subject: **PERMISSION FOR DATA COLLECTION.**

I am directed to refer on the captioned subject and to say that Mr. Akhtar Abbas a student of MPhil in Educational Sciences, Faculty of Social Sciences, National University of Modern Languages, Islamabad is doing research study on the topic of “**Effects of Leadership Styles on Secondary School Teachers’ organizational commitment: A Descriptive Study**” requesting to visit your institution to collect data. In this regard you are requested to extend your cooperation regarding his research study.

2. The research scholar is required to forward a copy of thesis to Federal Directorate of Education after completion of the project.
3. This is issued with the approval of Director (Academics & Quality Assurance).

**(DR. TABASSUM NAZ)**  
Deputy Director (Academics)  
Phone #. 051-9262743

**Copy to:**

- PA to Director (Academics & QA).

## APPENDIX F

### CERTIFICATE OF VALIDITY 01



**Islamia College, Peshawar**  
Khyber Pakhtunkhwa, Pakistan  
**Department of Education**



**Dated: 23/02/2023**

#### Approval Certificate

I hereby confirm that the research Instrument of Mr, Malik Akhtar Abbas for his research thesis entitled: *Effects of Leadership Styles on Secondary School Teachers' Organizational Commitment: A Descriptive Study* is now okay and improved

Now, on the basis of his compliance report and updated Research Instrument/ Questionnaire that he sent me as proof of my suggested changes incorporation I am pleased to give my approval certificate to Mr, Malik Akhtar Abbas MPhil Research Scholar working under the supervision of Dr. Obaid Ullah assistant professor at National University of Modern Languages Islamabad for data collection under this revised Research Instrument/ Questionnaire.

Further, it will be worthy to mention here that the endeavour of worthy supervisor and research scholar is highly appreciated for developing such a comprehensive Questionnaire and adopting an academic approach for this research study.

**Dr. Niaz Muhammad  
Aajiz**  
Assistant Professor  
Islamia College  
University Peshawar

## APPENDIX G

### CERTIFICATE OF VALIDITY 02

TOPIC: Effects of Leadership Styles on Secondary School Teachers' Organizational Commitment :A Descriptive Study

Supervised BY: Dr. Obaid Ullah

National University of Modern Languages,

H-9, Islamabad, Pakistan.

This is to certify that the research instrument containing two parts: the first, a self-designed section to measure the variables of Transformational and Transactional Leadership Styles, and the second, an adapted part developed by John Meyer and Alan (1990) to measure the Teachers' Organizational Commitment at the secondary school level, has been reviewed by the undersigned. I found that the instrument has been adequately designed to measure the Effects Of Leadership Styles On Secondary School Teachers' Organizational Commitment.

The research instrument, part one, developed to measure two specific leadership styles, along with the adapted part two for assessing teachers' organizational commitment, aligns with the objectives and hypotheses of the aforementioned research. It ensures adequate face, construct, and content validity based on the research's purpose, allowing the researcher to collect data with a fair degree of confidence.

Name: Prof. Dr. Wasal Khan

Designation: Professor

Signature: \_\_\_\_\_



Date: 16-01-2023

## **APPENDIX H**

### **INFORMED CONSENT**

Researcher Name: Akhtar Abbas

M.Phil. Education Scholar, NUML, Islamabad.

Title of Research Study:

#### **Effects of Leadership Styles on Secondary School Teachers' Organizational Commitment: A Descriptive Study**

This informed consent aims to explain various important aspects of the research. It is essential to read all sections carefully before deciding about participation in the research.

#### **Purpose of the study**

The aim of this research is to assess the effects of principals' transformational and transactional leadership styles on the organizational commitment of teachers. It is generally believed that leadership is the most important factor that affects teachers' affiliation, attachment, and commitment to the school. All of the above-mentioned factors hold significant importance for the development and success of the school and also facilitate the teaching and learning process. The results of this research will provide insight into the employment of suitable leadership styles in required situations and how to better manage human resources.

#### **Duration of the Data Collection**

The data collection started in March 2023 and will be completed in the first week of June 2023. The total duration of the data collection is 3 months.

Research will not take much of your time to avoid any disturbance to your work. Researchers take the importance of your time and workload into consideration. They will make it more convenient and smooth for you to save time by following the procedure given below.

#### **Procedures of the data collection**

After obtaining permission from the respected head of the school or college, the researcher will distribute the questionnaire to the respondents at a convenient time for them. The researcher

will explain the questionnaire to the teachers collectively or individually. If it is not convenient for you, particularly for female teachers, the researcher will explain the questionnaire to the facilitator or distributor and will be present at all times to answer any questions or clarify any confusion to ensure fair and valid responses. Moreover, the researcher will adhere to FDE and the school or college's policies and rules to make the process more convenient for both the administration and the respondents.

### **Possible Risks/Discomforts in the study**

The participation of students is completely voluntary, and all known risks are excluded from this study.

### **Benefits for Students**

The possible and potential benefits for the participating students include:

- i) Participating teachers may receive the results of the study anonymously.
- ii) School administration may increase their understanding of their leadership styles and their effects on teachers' behavior towards the organization.
- iii) The findings of the study will help the administration pursue more suitable actions to foster teachers' commitment to the school.
- iv) Teachers may also adopt similar actions to inspire their students to become fast and active learners.

### **Confidentiality of the Participants**

The results of the study will be kept strictly confidential. The records of the study will be stored by the research scholar for a period of five years and may be published or presented at meetings, conferences, academic colloquia, seminars, and workshops without disclosing your name or identity. Furthermore, personal or university (National University of Modern Languages, Islamabad) access to the study records will be strictly limited to research purposes.

### **Contact for Questions / Feedback**

If you have any problems or issues, or wish to give feedback about the research study at any time, you may contact the research scholar via cell phone (0333-9860420) or email (malikakhtarabbas007 @gmail.com).

**Status of Participation**

The participation of teachers in this research study is completely voluntary. As per research ethics, you may refuse to participate or withdraw at any time. If, for instance, you refuse to participate, the tentative benefits to which you are entitled will not be affected. By signing below, you confirm that you have read the document carefully. A copy of the consent form will also be given to you upon request for your records.

You freely and voluntarily choose to be in this research project.

Signature of Research Scholar \_\_\_\_\_

Dated:

Signature of Principal/Vice Principal \_\_\_\_\_

Dated:

Signature of Teacher \_\_\_\_\_

Dated:

## APPENDIX I

# EFFECTS OF LEADERSHIP STYLES ON SECONDARY SCHOOL TEACHERS' ORGANIZATIONAL COMMITMENT: A DESCRIPTIVE STUDY

by Akhtar Abbas

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Submission date: 29-Jan-2024 04:08AM (UTC-0800)

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## EFFECTS OF LEADERSHIP STYLES ON SECONDARY SCHOOL TEACHERS' ORGANIZATIONAL COMMITMENT: A DESCRIPTIVE STUDY

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