

## **Leadership Styles of Principals and their Effects on Teachers' Commitment at College**

**Mahboob Ali Shigari**

*(MPhil Education NUML Islamabad)*

**Dr. Hokam Dad Malik**

*(Ex. HoD Education, NUML)*

### **Abstract**

This present study was designed with the primary objectives to explore the leadership style used by principals at colleges and the effects of different leadership styles of principals on the organizational commitment of teachers. The population of the study consisted of all the male principals and teachers of Rawalpindi District of Punjab, however, data were collected from 17 principals and 307 teachers by using simple random sampling technique and census sampling technique. Data were interpreted through SPSS and different statistical techniques such as Correlation and Regression were applied for the purpose of data analysis. The results described that there was a significant relationship between autocratic and democratic leadership styles of principals and organizational commitment of teachers, but there was no significant relationship between the Laissez-fair leadership style of principals and organizational commitment of teachers. There were three null hypotheses, however, two of them were rejected, and only one was accepted because autocratic leadership style has a significant effect on organizational commitment and on continuance commitment but it has no significant effect on the effective and the normative commitments of teachers. Democratic leadership style has a significant effect on the whole organizational commitment. Whereas, Laissez-fair leadership style has no significant effect on organizational commitment.

**Keywords:** *Leadership style, Organizational commitment, Effect.*

### **Introduction**

---

The present challenges of organizations are not comparable with the challenges of the past. With increasing dimensions of organization, it has become more complex and difficult to manage. The biggest present issue of an organization is to choose different leadership styles to develop organizational commitment. Through this study, it was tried to diagnose different leadership styles of principals and the effects of their leadership styles on the organizational commitment of colleges' teachers. There may be different causes and factors for organizational commitment, but the most important factor is a leader's attitudes and traits.

The committed teachers directly influence the efficiency of educational institutions and their achievement. To achieve college effectiveness by committed and motivated teachers is easier, while less committed teachers may bring undesirable adverse effects that will be financially costly. To increase the commitment level of teachers, effective factors of commitment should be adopted in educational institutions. Principal leadership styles are considered a crucial factor in influencing teachers' organizational commitment (Lai, 2014). Therefore, the basic objective of the study is to examine the effectiveness of leadership styles of colleges' principals on the organizational commitment of teachers with the hope of discovering insights to improve the performance of colleges.

Styles of Leadership are known as key factors of organizational success and failure. Leaders play roles to inspire followers, provide direction and motivate them to accomplish objectives, goals, and aims. Those people who have the best leadership style perform well, as comparing with those who have not a good leadership style. The approach and attitude of leaders are known as styles of leadership, by which followers are guided, plans are implemented, and organizational commitment is increased (Ojokuku, Odetayo, & Sajuyigbe, 2012). Leadership was defined as a skill of critical management and ability, which encourages people to gain common and specific goals. Managers exercise a transformational leadership style to focus on the development of the value system

---

of employees, the commitment level of employees, and their moralities with the development of their skills (Ismail, 2009).

The role of teachers is considered a central role in the teaching and learning process. Students idealize teachers and copy them (Alam, 2011).

Teachers' organizational commitment plays the role of the key factor to affect students and organization. The foremost purpose of this study would be to accomplish the impacts of leadership styles on the organizational commitment of teachers. Organizations, principals, and teachers would be significant variables of this study. Descriptive research methodology has been adopted and a quantitative research approach has been used to analyze and answer the research questions.

Organizational commitment is considered the common phenomenon, which has been broadly addressed by different researchers because of its important roles in organizations. (Ramayah, & Min, 2009).

Organizational commitment has links with organizational loyalty, organizational performance, organizational counterproductive behavior, and citizenship behavior, job satisfaction aggression of employees and other group and individual behaviors and performances. More Committed employees perform well than less committed employees, greater performances are expected from committed employees than others (Alkahtani, 2016). Committed employees give extra time and effort when the organization needs it. They spend their efforts to change the organization into a favorable workplace and to promote organizational conditions. Due to the diverse benefits of organizational commitment to the organization, many researchers have focused on organizational commitment and their effort and struggle have been devoted to the investigation of the antecedents of organizational commitment (Lok & Crawford, 2004).

### **Objectives of the Study**

1. To find out the effect of the autocratic leadership style of principals on teachers' organizational commitment at the college level.

2. To identify the effect of the democratic leadership style of principals on teachers' organizational commitment at the college level.
3. To explore the effect of the laissez-faire leadership style of principals on teachers' organizational commitment at the college level.

### Null Hypotheses

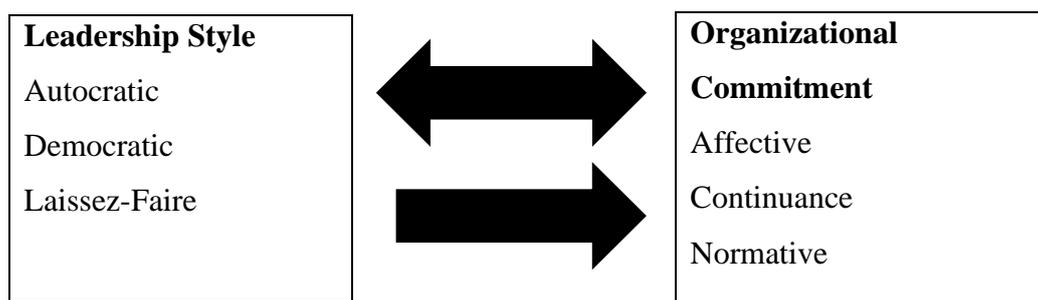
**H<sub>01</sub>:** There is no significant effect of autocratic leadership style of principals on the organizational commitment of teachers at college level.

**H<sub>02</sub>:** There is no significant effect of democratic leadership style of principals on the organizational commitment of teachers at college level.

**H<sub>03</sub>:** There is no significant effect of laissez-faire leadership style of principals on the organizational commitment of teachers at college level.

### Theoretical Framework

This study is based on two theories, the leadership style theory of Kurt Lewin (1939) and the organizational Commitment theory of Meyer and Allen (1991), it was checked what effects have the leadership styles of principals on the organizational commitment of teachers at college level. According to Kurt Lewin's theory, there are three leadership styles autocratic, democratic, and laissez-fair. Meyer and Allen mentioned three components of organizational commitment.



*Figure 1: Theoretical Framework of the Study*

---

## Literature Review

### Leader

A leader is defined as a person who delegates or influences others to act to carry out a specified objective. Effective leaders are the biggest need of organizations nowadays. Leaders can comprehend the global difficulties and complexities of organizations, one of them is the rapidly changing environment. Highly structured tasks and a good relationship of the leader with the employees increase effectiveness on the part of the employees. (Swamy, 2014).

A leader observes what is necessary to be done, leaders know how should be started an action plan and what should be done it. A leader uses to capture opportunities. Leaders are future makers. A leader is a coach who encourages and takes risks today for the bitterness of tomorrow. Leaders perform as communicators, listeners and coordinators (Bhatti, Mailto, Shaikh, Hashimi, & Shaikh, 2012).

Leaders have some common characteristics and peculiarities. These common characteristics and peculiarities describe that what the minimum qualification for leadership is. In the absence of these peculiarities, a person may be considered the head or manager of an organization but not a leader. Visions and goals will be set by the leader and the leader is the person who directs the atmosphere towards creative thinking of the organization and makes drastic changes should the situation so require. (Elef, 2004).

### Leadership

Leadership is defined as an act of influence; while some define it as a process; others make the definition of leadership as the trait or quality of an individual.

To make one definition for the term of leadership is most difficult. According (Franklin, 2016) In public sectors leadership is considered an administration program at the higher education level. In fact, Matthew Fair Holm (2004) focused

leadership skills is the main component of any program that target is government employees. However, we do not find any specific and clear-cut definition of the leadership concept (Qaisi, 2015).

### **Educational Leadership**

Studies of educational leadership have been increased with the increasing academic roles in educational development (Karen Duke, 2004). The role of leadership is getting more strategic importance nowadays in the global competitive environment for all institutions. Leadership is the most important and significant part of organizations, which makes the organization able to polish its employees' skills and get competitive benefits. (Leskiw & Singh, 2007).

Education and Training Policy Division (2008) indicated that effective leadership is required to develop the proficiency of educational organizations. Similarly, in Pakistan, educational leadership is required to improve vitality and unity in the organizational atmosphere. Educational leadership plays an important role to enhance professional progress and efficiency in public tertiary organizations. Many scholars such as Yulk, (2002) and Sharifah (2012) clarified the general concepts of leadership styles and what are its effects on organizational commitment. According to Yulk (2002) leadership is considered as the capacity of an individual to guide and assist his employees to gain organizational objectives and goals. Developing an appropriate and clear perception to examine motivation and performance of students and staff is a pivotal task for educational leadership to be succeeded. An emphatic and energetic leadership will imprint the commitment of academic staff with organizations and increase academic performance (Sharifah, 2012).

The head of the department in the public educational organization plays a role of an expediter between staff and organization. Top management performs an effective role to set up a strong consociation between organizations and staff. The previous literatures indicate that the role of leadership and commitment of

academic staff are the most important components in the effectiveness of public institutions. (Day, 2000).

### **Leadership Style**

Leadership style is the way in which a leader will use his natural personality to integrate the sixteen qualities we mentioned above. Like all stereotyping, the divisions we list below are somewhat artificial. People are too complex to fit into neat categories. In practice, most leaders reflect some combination of the different types of styles we mention below.

The style of leadership and behavior of the leader is mostly considered equivalent. Style of leadership is the way through which followers are influenced by the leader. There may be different styles of leaders to lead but every leader has his own particular style. Common and famous styles of leadership include autocratic, democratic, bureaucratic, and laissez-faire. With the passing of time, several educationists had undergone a revolution in how they can define leadership and what their attitudes should be toward it. They have accepted and used different approaches. According to the concept of not everything old is bad and not everything new is good, the different styles of leadership used by leaders on a situational basis. Rather, different situations demand different styles and leaders need to know when to exhibit an approach. (Khan, et al., 2015).

### **Autocratic Leadership Style**

This style of leadership states that the problem is solved, and the decision is made by the leader using available information to him at the decision-making time. Sometimes the leader consults with followers to collect information and to be aware of the situation, but subordinates input is not taken for decision-making, and the decision is implemented to the followers. This is a centralized leadership style. In this, all authorities will be in hands of the leader, and subordinates have to follow the instructions of leaders, they have no option for their own thoughts. Mostly, subordinates are being ignored in an autocratic style. Less important is

given them and their suggestions. They do not have a chance to put their own view in front of the leader and they must obey the leader's both right and wrong orders. They are used as tools for the organizational beneficiary-

The autocratic leadership style often is known as a classical approach, in which the leader poses so many authorities. This is often considered the classical approach. A leader does not consider the consultation of employees in decision making and employees are not given permission to consult the leader (Khan, et al., 2015).

### **Democratic Leadership Style**

In this style of leadership, subordinates will be involved in decisions making process. This leadership style is based on subordinates' contributions. The democratic leaders will hold final responsibility, and he knows to delegate authority to other people, who will determine work projects.

Although in the Democratic leadership style, the final decision will be taken by the leader, and other staff members are invited to cooperate leader in process of decision making. Through the involvement of staff in decision making, the leader creates an environment to develop a level of job satisfaction of sub ordinances, and the skills of staff also will be polished. Through promotion they are motivated. More than financial rewards other motivational factors are used to motivate them. In this leadership style work process is very slow but the result is better always. If anywhere teamwork is essential, and quality is important, where this style may be more suitable than other styles. (Bhatti, Mailto, Shaikh, Hashimi, & Shaikh, 2012). In democratic leadership style, staff cooperates leader in the decision-making process, so this is known with the name of participative style also.

Democratic leaders share everything with their followers and want their opinions. Before decision making, a democratic leader collects information from his followers and on the basis of that information, the last decision has been taken by the leader himself. For a long time, High quantity and high quality of work are produced by democratic leaders (Khan, et al., 2015).

---

**Laissez-Faire Leadership Style**

In the Laissez-faire leadership style, leaders give authority to employees. In this style, subordinates will be allowed to work as they want with minimal or no interference. This kind of leadership style is consistently found to be the poor satisfying and poor effective management style (Khan, et al., 2015). In the laissez-faire leadership style staffs have complete freedom and leader follows non-interference policy. Staffs' performance depends on their own interest. They are not given direction. (Bhatti, Mailto, Shaikh, Hashimi, & Shaikh, 2012). In The laissez-faire leadership style, authority or power is given to employees. This leadership style is also called the name of "hands-off" style. Leaders don't focus that what their are employees doing. Employees have freedom more than necessity. Employees are free in decision making, determining their goals.

**Organizational Commitment**

The term of organizational commitment is defined as "the relation of individual's identification with an organization, and individual involvement in the organization. Organizational commitment is to have a strong belief in the organization, acceptance goals of an organization, willingness to efforts for the organization and desire to be tied with the organization. Workers' loyalty to the organization is reflected by organizational commitment (Ghorbanhosseini, 2013). Meyer and Allen described the organizational commitment as the level of attachment with an organization (Meyer & Allen, 1997). Moreover, (Rae, 2015). Defined organizational commitment as that organizational commitment is a desire to sustain the relationship of an individual with an organization and the willingness of an individual to be attached with the organization. Strong relationships and strong attachment with the organization show that employees have a high level of organizational commitment.

Affiliation and attachment of staff with an organization is known as organizational commitment. Generally, three components of organizational

commitments were explained. First is affective commitment second is continuance commitment and third is normative commitment (Boehman, 2006). According (Porter, Steers, Mowday, & Boulian, 1976)) organizational commitment is the degree of attachment with its organizational values and goals that are acceptable for employees. And they desire to remain in the organization. Committed staffs have positive intentions about the organization and honestly serve their organizations. They never think or less think about leaving their organizations. Some researchers defined organizational commitment as an emotional attachment of employees with their organization, which engages them to gain organizational objectives.

Researchers of Organizational commitment were divided into two categories, one group believes that organizational commitment is the attitude of employees. The second group believes that organizational commitment is the behavior of employees (Meyer & Allen, 1991). Meyer and Allen (1991) explained attitudinal commitment as the feeling and thinking manner of people about their organization, although behavioral commitment is the condition in which individuals become specific for the organizations. The attitudinal approach indicates commitment as the attitude of employees, which shows the quality and nature of the relationship between individuals and organizations (Meyer & Allen, 1991).

### **Component of Organizational Commitment**

Researchers consider the organizational commitment as a dynamic concept which has different factors affect it and it has own implementations and outcome for human resources management. There were indicated three component models of organizational commitment, incorporates affective, continuance, and normative as the three different dimensions of organizational commitment. (Iaka-mathebula, 2004). There Are Three Components of Organizational Commitment.

---

**Affective commitment**

It will be referred to the employee's identification or strong emotional attachment and involvement in the organization; in this commitment type, the employees will accept the organizational values from the deep of the heart and want to continue membership of the organization. This type of commitment is considered the best type of commitment to the organization. Employees will reflect their willingness towards the organization and will be ready to provide full effort for the organizational betterment. (Nedim & Demiray, 2009). According to Jaros et al. (1993), affective commitment is a psychological attachment with an organization, which is broadly debated, because desirable productions and outcomes of an organization depend on affective commitment. According to Meyer and Herskovits (2001), there are correlations between affective commitment and organizational outcomes and performance, for example, absenteeism, job performance, turnover, and organizational citizenship behavior.

**Continuance commitment**

Continuance commitment will be referred to as the type of commitment in which employees are committed to an organization because they are unable to bear the cost of leaving the organization. In continuance commitment, employees think if they leave their job it would be difficult to find another job and they become jobless. They thought that if they leave the job they will have fewer choices. They cannot find any other job, so they stay in the organization. Some employees have health issues, family issues, and retirement issues, so they must stay in organizations (Nedim & Demiray, 2009).

**Normative Commitment**

The third and last type of commitment is normative commitment. In this type of organization, staffs feel their responsibility to relationship and belongingness with the organization. Reciprocation is the key to this commitment. One of the main reasons for this organization is that employers feel that the

organization stays with them in their needy time, and these employees believe that the organizational behavior is positive in their favor, so they return loyalty towards the organization. As a result, commitment is the most important factor to keep employees attached to the organization (Nedim & Demiray, 2009).

The three different organizational commitments have different foundations. All those forces and factors that are associated with the different forms of commitment seemed to co-exist in organizations. Three dimensions of organizational commitment also coexist in organizations. So, it is realized that the three types of organizational commitment were not exclusive. Employees have one, two, or three dimensions of commitment or they have not any aspect of organizational commitment. Outcomes and motives of organizational commitment make differentiate among these three aspects of organizational commitment (Iakamathebula, 2004).

Although commitment plays a productive role in an organization, mostly the different productions of an organization are related to the employees' commitment such as; increasing employees' performance and job satisfaction, increasing the behavior of organizational citizenship, reducing turnover and withdrawal cognition, and lower absenteeism rate (Babnik, Breznik, Dermol, & Trunk, 2014).

### **Teacher Commitment**

Teachers' Organizational Commitment is defined as the commitment of teachers to the local organization or organization division. Educational organizations such as universities, colleges, and schools require individuals who are committed to their professions and the well-being of students. The effervescence of all educational organizations lies in the willingness of teachers to contribute to organizational development.

Organizational Committed teachers also have strong psychological ties to their organization, their students, and their subject area. Organizational committed teachers are never tired of serving in organizations; effort for the betterment of the

organization is found committed teachers. A commitment teacher believes strongly in the object's goals and values (Anshu & Upadhyay2, 2017).

Organizational commitment is defined as a positive, affective attachment, and the components of teachers' organizational commitment are commitment to students, commitment to a specific school, and commitment to teaching (Marshall, 2015).

### **Factors of Organizational Commitment**

The literatures are presented two categories of organizational commitment factors. First are organizational factors and second are individual factors, both these factors influence employees' organizational commitment.

### **Organizational Factors that affect Employee Commitment**

Ramayah and Min (2009) have been a great deal of research in examining the relationship between organizational factors and employee commitment. Factors included were the climate of the organization, organizational dependability, and the effectiveness of the organization's social processes (Ramayah & Min, 2009). Organizational factors that have been mentioned above and their effects on staff's organizational commitment were explored in the below literature.

#### **Organizational Dependability**

Organizational dependability is known as those experiences by which the important expectations of leaders are conformed. Organizational dependability has a positive relationship with organizational commitment, according to researches highly reliable, a strong work ethic and how organizations improve within and outside hence influencing staffs' commitment are empirical evidence of highly dependable organizations. Qualitative researches and Case studies explained that continuous improvement, well-rewarded and highly trained staffs, flexibility to deal with change, strong work ethics, positive safety culture, learning culture, collective mindfulness across the organization, highly reliable, redundancy of

process, regular checking, and creative ways to cope with an error is included in the characteristic keys of a dependable organization (Igella, 2014).

### **Effectiveness of the Organization's Social Processes**

Organizations consist of people. The good performance of organizations depends on the quality of staff interactions and how they work together in the hierarchical or process line organizations (McDonald, 2011). The good performance of staff together is the central factor in the organizational or group success. Leaders have seen staff as cumulate of individuals were collected through rule, authority exercise, and self-interest, (McDonald, 2011). In organizations, social processes play a vital role to provide opportunities to tackle different issues and challenges. The commitment of staff is enhanced by the effectiveness and presence of these social processes (McDonald, 2011). According to the studies of highly dependable organizations Studies, it is necessary to have attention and relational infrastructure of trust to become highly committed staff (Conway & Monks, 2009).

Influence, competition, power, communication, and pro-social behavior are known as social processes. The effective performance of these social processes is considered highly responsible for the staffs' commitment level (Conway & Monks, 2009).

### **Organizational Climate**

Organizational climate has a vital role in increasing organizational commitment. Feelings and perceptions of a person are measured by organizational climate. Organizational climate is defined as a combination of expectations, shared history, unwritten rules, and social moves that influence the attitudes of individuals in organizations (Fauziah & Noordin, 2011). The organizational climate also referred to the aspects of the environment that will be perceived by organizational staff consciously. Generally, organizational climate is a dynamic concept; culture, motivation, leadership, job satisfaction, teamwork, organizational design,

---

decision-making, and communication are considered dimensions of organizational climate (Omer, 2010).

Some Other research studies propound that staff, who work in the same environment where they are promoted, and cooperation and teamwork are valued, they develop a strong attachment to the organization which will enhance the organizational commitment level of employees. Many other researchers propounded that rational goal, internal process, open system, and human relations are considered variables of organizational climate (Boxall & Macky, 2009).

### **Effects of Employee Commitment on Organizational Performance**

An organization's performance is the actual result or output of the organization which is measured against predicted objectives and goals (Richard, Devinney, Yip, & Gerry, 2009). Organizational performances engage the recurring activities to stabilize the goals of an organization, monitor progress toward the goals of an organization and adjust gain organizational goals most efficiently and effectively (Richard, Devinney, Yip, & Gerry, 2009). The impact and effect of employee commitment on the performance of the organization can be observed through the productivity of employees, corporation of social responsibilities, and turnover of employees. These factors were discussed in the coming pages.

### **Employee Commitment and Employee Turnover**

Turnover was defined as a procedure in which staffs leave their organizations and join another organization. Turnover has a relationship with employee commitment (Warsi, Fatima, & Sahibzada, 2009). Turnover of employees takes place when employees resign from their organization and try to join any other organization. Turnover of employees will a costly problem to the organization, and it destroys the productivity of the organization (Brum, 2007). High turnover of employees creates a considerable problem for employers because the organizational operation will be disturbed by its, cost of selection and training increased and other morale problems (Bosman, Buttendach, & Laba, 2008).

Employers try to minimize employees' turnover, for this purpose, employers focus on the motivational development of employees by which commitment of employees increased. Certain factors modify employees' withdrawal behavior, and organizational loyalty is one of that factors (Brum, 2007). According to Brum (2007), many staffs cannot dream themselves doing jobs elsewhere, however, they are not committed to their current organization. Sometimes the availability of jobs in other organizations also minimizes employees' commitment level to their present organization.

### **Research Methodology**

All principals and teachers of public boys' colleges of district Rawalpindi were included in the population of this study, however the population of the study consists of only male teachers and principals. According to the Directorate of colleges, there were 512 teachers in the working section of district Rawalpindi colleges and 19 principals, so the total population was 531 including both teachers and principals.

A simple random sampling technique was used to collect data from colleges' teachers but to collect data from principals of colleges, the census technique was used. Because the population of principals was very limited, so all of them were selected as samples.

A quantitative approach was implemented in this study. Descriptive design and survey method were applied to carry on the research study. Different statistical techniques were used to interpret the collected data. Linear regression was applied to diagnose the effect of leadership styles of principals on the organizational commitment and Mean and average were checked to explore the common leadership style of principals and common organizational commitment of teachers. Two standardized and adapted questionnaires were used for data collection. First, the researcher got detailed information about all government boys' colleges of district Rawalpindi from the directorate of colleges Rawalpindi. There were two

questionnaires, one of them delivered to the principals of colleges and it has consisted of 18 questions first 6 questions were to measure autocratic leadership style of principals, second 6 questions.

**Data Analysis**

**Table: 1**

*Pearson correlation between Leadership styles of principals and Organizational commitment of teachers*

		Leadership Style	Organizational commitment
Leadership Style	Pearson Correlation Sig. (2 tailed)	1	.222**
	N	307	307
Organizational commitment	Pearson Correlation Sig. (2 tailed)	.222**	1
	N	307	307

This table shows the correlation between the Leadership Style of principals and the Organizational Commitment of teachers. The significant value is (.00). It indicates that there is a significant relationship between the leadership style of principals and the organizational commitment of teachers at the college level because the Sig value .00 is more than .05.

**Table 2:**

*Linear Regression of leadership styles of principals on the organizational commitment of teachers*

Predictor	B	t value	R square	Sig
Principals' Leadership style	.322	3.894	.049	.00

Predictors: principals' leadership styles.  
 Dependent variable: organizational commitment of teachers.  
 Table 2 indicated that leadership styles of principals (independent variable) have a significant effect on the organizational commitment of teachers, which is a

dependent variable. (Sig= .00). In addition, the R<sup>2</sup> value (.049) indicated that 4.9 percent variation in the dependent variable (Organizational Commitment) described by the independent variable (Leadership Style).

**Table 3:**

*Pearson correlation between autocratic Leadership styles of principals and Organizational commitment of teachers.*

		<b>Autocratic Leadership Style</b>	<b>Organizational commitment</b>
Autocratic Leadership Style	Pearson Correlation Sig. (2 tailed)	1	.117* .041
	N	307	307
Organizational commitment	Pearson Correlation Sig. (2 tailed)	.117* .041	1 307
	N	307	

This table shows the correlation between the Autocratic Leadership Style of principals and the Organizational Commitment of teachers. The significant value is (.041). It indicates that there is a significant relationship between the Autocratic leadership style of principals and the organizational commitment of teachers at college level because the Sig value .041 is more than .05.

**Table 4:**

*Linear Regression of autocratic leadership style of principals on the organizational commitment of teachers*

<b>Predictor</b>	<b>B</b>	<b>t value</b>	<b>R square</b>	<b>Sig</b>
<b>Principals' Leadership style</b>	.140	2.053	.014	.041

Predictors: principals' autocratic leadership style.  
Dependent variable: organizational commitment of teachers.

In this table of regression analyses, it is indicated that the autocratic leadership style of principals, which is an independent variable has a significant effect on the organizational commitment of teachers, which is a dependent variable. (Sig= .041). Moreover, the R<sup>2</sup> value (.014) indicated that 1.4 percent variation in the dependent variable (Organizational Commitment) described by the independent variable (autocratic Leadership Style).

**Table 5:**

*Pearson correlation between democratic Leadership styles of principals and Organizational commitment of teachers.*

		<b>Democratic Leadership Style</b>	<b>Organization al Commitment</b>
<b>Democratic Leadership Style</b>	Pearson Correlation	1	.213**.
	Sig.(2tailed)	307	00
	N		307
	Pearson Correlation	213**.	000
<b>Organizational Commitment</b>	Sig.(2tailed)	307	1
	N		307

This table shows the correlation between the Democratic Leadership Style of principals and the Organizational Commitment of teachers. The significant value is (.00). It indicates that there is a strong significant relationship between the Democratic leadership style of principals and the organizational commitment of teachers at college level, because the Sig value .000 is < than .05

**Table 6:**

*Linear Regression of Democratic leadership style of principals on the organizational commitment of teachers*

<b>Predictor</b>	<b>B</b>	<b>t value</b>	<b>R square</b>	<b>Sig</b>
Principals' Leadership style	.224	3.800	.045	.000

Predictors: principals' Democratic leadership style.

Dependent variable: organizational commitment of teachers.

The above table of regression indicated that the Democratic leadership style of principals, which is the independent variable has a significant effect on the organizational commitment of teachers, which is a dependent variable. (Sig= .000). In addition, the R2 value (.045) indicated that 4.5 percent variation in the dependent variable (Organizational Commitment) was described by the independent variable (Democratic Leadership Style).

**Table 7:**

*Pearson correlation between Laissez-faire Leadership styles of principals and Organizational commitment of teachers.*

		Laissez faier Leadership Style	Organizational commitment
<b>Laissez-faire Leadership Style</b>	Pearson Correlation		137
	Sig.(2tailed)	1307	.17
	N		307
<b>Organizational Commitment</b>	Pearson Correlation	137**	1
	Sig.(2tailed)	.17	
	N	307	307

This table shows the correlation between the Democratic Leadership Style of principals and the Organizational Commitment of teachers. The significant value is (.17). It indicates that there is no significant relationship between the Laissez-faire leadership style of principals and the organizational commitment of teachers at college level because Sig value .17 is > than .05.

**Table 8:**

*Linear Regression of Laissez-faire leadership style of principals on the organizational commitment of teachers*

Predictor	B	Value	R square	Sig
<b>Principals' Leadership style</b>	11.5	2.40	.019	.17

Predictors: principals' Laissez-faire leadership style.

Dependent variable: organizational commitment of teachers.

This table indicated that the laissez-faire leadership style of principals, which is an independent variable has no significant effect on the organizational commitment of teachers, which is a dependent variable. (Sig= .17). Moreover, the R<sup>2</sup> value (.019) indicated that 1.9 percent variation in the dependent variable (Organizational Commitment) described by the independent variable (Laissez-faire Leadership Style).

### **Findings of the Research**

1. There is a significant relationship between the leadership styles of principals and the organizational commitment of teachers at college level.
2. The leadership styles of principals have a significant effect on the organizational commitment of teachers.
3. There is a significant relationship between the Autocratic leadership style of principals and the organizational commitment of teachers at college level.
4. The autocratic leadership style of principals has a significant effect on the organizational commitment of teachers.
5. There is a strong significant relationship between the Democratic leadership style of principals and the organizational commitment of teachers at college level.
6. Democratic leadership style of principals has a significant effect on the organizational commitment of teachers.
7. There is no significant relationship between the Laissez-faire leadership style of principals and the organizational commitment of teachers at college level.
8. The laissez-faire leadership style of principals has no significant effect on the organizational commitment of teachers.

### **Discussion**

Colleges' principals play a significant role to keep on the smooth running of colleges. Principals are considered institutional heads, administrators, teachers' role models and catalysts in relationship building and all changing and

---

development in colleges. To ignore the role of principals is impossible in colleges in any way. Imparting skills, increasing values, and having command of knowledge are the main purposes of education. These purposes cannot be achieved without the significant leadership styles of principals. Leadership style is the individual's capabilities. It guides and supports subordinates in enhancing their organizational commitment. (Lai, 2014).

The main purpose and aim of the study was to explore the effects of autocratic, democratic, and laissez-faire leadership styles of colleges' principals on the organizational commitment of college teachers.

The first major finding of this research work was that the autocratic leadership style of principals had a significant effect on the organizational commitment of teachers, in detail; Autocratic leadership style of principals had a significant effect on the continuance of organizational commitment of teachers but it had no significant effect on the affective and normative organizational commitments of teachers. This finding was not supported by the research finding of Chan Sook Leng (2014). He explained in his research work "The impact of leadership styles on employee commitment in the retail industry" that autocratic leadership style had a negative impact and negative correlation with effective commitment and normative commitment but autocratic had a positive impact and correlation with continuance commitment. There were some past researches; they support the result of this research work. According to the findings of Alqudah (2011), research work "Leadership style and organizational commitment" autocratic leadership was found more positively correlated with continuance commitment. This means that autocratic leaders encourage or motivate employees through monetary rewards, clarifying their roles, and giving timely feedback. Autocratic leadership style has a strong effect on continuance commitment (Erben & Guneser, (2008).

---

Present research work also highlighted that there was a significant effect of the democratic leadership style of principals on the organizational commitment of teachers at college level. This finding was supported by the research finding of Chan Sook Leng (2014). He concluded from the finding of his study “The impact of leadership styles on employee commitment in the retail industry” that democratic leadership style had a positive effect on the effective, continuance, and normative organizational commitment, and democratic style had a positive correlation with these three types of organizational commitment.

This research study explained that there was no significant effect of the laissez-fair leadership style of principals on the organizational commitment level of college teachers. This finding was supported by the research work of Dr. Bassam Al-Daibad (2017). He conducted research on “Impact of leadership styles in organizational commitment” and concluded that there was no significant effect of laissez-faire leadership style on organizational commitment. But this finding was not supported by the research work of Hassan Othman Saqer (2009). Hassan Othman concluded from his research “the effects of the perceived leadership style on organizational commitment: an empirical study on Unrwa staff” that laissez-fair leadership style has a negative impact on the normative and effective organizational commitment and a positive significant impact on the continuance organizational commitment.

### **Conclusions**

The research study was designed to study the effects of different leadership styles of principals on the teachers’ “organizational commitment”. There were three components of leadership style, autocratic, democratic, and laissez-faire. The effect of each leadership style was examined on the organizational commitment of teachers at college level.

1. It is concluded from findings that there was a significant effect of the autocratic leadership style of principals on the organizational commitment of teachers at

college level. With more explanation, there was a significant effect of autocratic leadership style on continuance organizational commitment but there was no significant effect of the autocratic leadership style of principals on affective and normative organizational commitment of colleges' teachers. Autocratic leadership uses to implementation of law strictly and believes in punishment. Therefore it has no effect on affective commitment and normative commitment but has only a significant effect on the continuance commitment. Nothing is more important than performing duty strictly for autocratic leadership.

2. It is concluded from the findings that there was a significant effect of democratic leadership style on the organizational commitment of teachers. Democratic leadership style is the style that has a significant effect on all three components of organizational commitment. In a democratic style, the involvement of teachers in the process of decision-making is very necessary. Teachers are given chances to participate in management, the position of teachers becomes stronger, and they are affected by the principals' behaviors and treats. This may be the reason for the significant effect of the democratic style on the organizational commitment of teachers.
3. It is concluded from findings that there was no significant effect of laissez-fair leadership style of principals of government boys' colleges of district Rawalpindi on organizational commitment of teachers' at college level. In the laissez-fair leadership style, teachers are out of control of principals and principals don't focus on teachers' activities. So, there is no attachment between teachers and principals. So, no attachment no impact, that is why there is no significant effect of laissez-fair leadership style on the organizational commitment of teachers.

### **Recommendations**

On the basis of the findings of the study, the following recommendations were developed.

1. Autocratic leadership style has no significant effect on the affective and normative organizational commitment. Therefore, it is recommended that principals may learn through self-study and attending seminars and workshops, where the autocratic style should use and where principals should avoid using the autocratic style. Randomly using any leadership style loses its effectiveness.
2. Democratic leadership has a significant effect on the organizational commitment of teachers at college level. Therefore, it is recommended that principals may adopt a democratic style to promote a democratic atmosphere all over colleges.

---

## References

- Adenike, A. (2011). Organizational Climate as A Predictor Of Employee Job Satisfaction: Evidence From Covenant University. *Business Intelligence Journal*, 4(1).
- Adeniyi, M. A. (2007). *Effective Leadership Management*. Bloomington, Indiana, United State of America: Authorhouse. Retrieved August 22, 2017, from [www.authorhouse.com](http://www.authorhouse.com)
- Ahmad, N., Iqbal, N., Javed, K., & Hamad, N. (2014). Impact of Organizational Commitment and Employee Performance on the Employee Satisfaction. *International Journal of Learning, Teaching and Educational Research*, 1(1), 84-92.
- Akintayo, D. I. (2010). Work-family role conflict and organizational commitment among industrial workers in Nigeria. *Journal of Counseling Psychology*, 2(1).
- Alam, M. T. (2011, January). Factors Affecting Teachers Motivation. *International Journal of Business and Social Science*, 2. Retrieved May 5, 2017
- Alkahtani, A. H. (2016, March). The Influence of Leadership Styles on Organizational Commitment: The Moderating Effect of Emotional Intelligence. *Business and Management Studies*, 2(1), 2374-5924. Retrieved from <http://bms.redfame.com>
- Alvi, M. (2016, March 25). A Manual for Selecting Sampling Techniques in Research. *Munich Personal RePEc Archive*.
- Amanchukwu, R. N., Stanley, G. J., & Ololube, N. P. (2015). A Review of Leadership Theories, Principles and Styles and Their Relevance to Educational Management. *Management*, 6- 14.
- Anshu, K., & Upadhyay, P. R. (2017, April). Leadership Styles and Organizational Commitment: A Study on Higher Secondary Schools in Uttar Pradesh. *The International Journal of Indian Psychology*, 2348-5396. Retrieved September 15, 2017
- Aube, C. (2007). Perceived organizational support and organizational commitment: The moderating effect of locus of control and work autonomy. *Journal of Managerial Psychology*, 22(5), 479-496.
-

- Babnik, K., Breznik, K., Dermol, V., & Trunk, S. N. (2014). The mission statement: organisational culture perspective. *Industrial management + data systems*, 612-627.
- Bass, B. M. (1985). *Leadership and performance beyond expectations*. New York: Free Press.
- Bennett, H., & Durkin, M. (2000). The effects of organizational change on employee psychological attachment: An exploratory study ". *Journal of Managerial Psychology*, 2(15), 126-147.
- Bhatti, N., Mailto, G. M., Shaikh, N., Hashimi, M. A., & Shaikh, F. M. (2012). The Impact of Autocratic and Democratic Leadership Style. *International Business Research*, 913-9012.
- Bin Dost, K. M., Ahmad, Z., Shafi, N., & Shaheen, W. A. (2011). Impact of Employee Commitment on Organizational Performance. *Arabian Journal of Business and Management Review*, 1(1).
- Boehhnke, K., Bontis, N., DiStefano, J. J., & DiStefano, A. C. (2003, February). Transformational Leadership: An Examination of Cross-national Differences and Similarities. *Leadership and Organization Development Journal*, 24(1), 5-17.
- Boehman, J. (2006). Effective, Continuance, And Normative Commitment Among Student Affairs Professionals. *Unpublished Doctoral Dissertation*.
- Bosman, J., Buttendach, J., & Laba, K. (2008). Job Insecurity, Burntout and Organizational Commitment among employees of a financial institution in Gauting. *Journal of Industrial Psychology*, 5, 32-40.
- Boxall, P., & Macky, K. (2009). Research and Theory on High-performance Work Systems: Progressing the High-involvement Stream. *Human Resource Management Journal*, 19(1), 3-23.
- Brown, S., McHard, J., McNabb, R., & Taylor, K. (2011). Workplace Performance, Worker Commitment and Loyalty. *Bonn: Institute for Study of Labour (IZA)*.
- Brum, S. (2007). What Impact Does Training Have on Employee Commitment and Employee Turnover. *Training and Employee Commitment*.
-

- Conway, E., & Monks, K. (2009). Unravelling the complexities of high commitment: an employee-level analysis. *Human Resource Management Journal*, 19(2), 140-158.
- Danish, R. Q., Ramazan, S., & Ahmad, F. (2013). Effect of perceived organizational support and work environment on organizational. *Advances in Economics and Business*, 312-317.
- Day, C. (2000). Educational Leadership. *Beyond transformational leadership*, 57(7), 56-59.
- Dey, T. K., & Kumar, L. N. (2014). A New Look at the Antecedents and Consequences of Organizational Commitment: A. *International Journal of Humanities and Social Science*, 281-287.
- Diab, S. M., & Ajlouni, M. T. (2015). The influence of training on employee's performance, organizational commitment, and quality of medical. *International Journal of Business and Management*, 117-127.
- Elef, N. L. (2004). *Leadership & Management*. Jerusalem, Jerusalem: Jewish Quarter. Retrieved July 4, 2018
- Fauziah, & Noordin. (2011). Career stages and organizational commitment: A case study of Malaysian Managers. *International Journal of Humanities and Social Science*, 15, 27-33.
- Ghorbanhosseini, M. (2013). The Effect Of Organizational Culture, Teamwork And Organizational Development On Organizational Commitment: The Mediating Role Of Human Capital. 1848-6339.
- Ghazawi, E. (2016). Qualities of an Effective Leader. *ResearchGate*.
- Hodges, J. B. (2010). Who gets the daddy bonus? Organizational hegemonic masculinity and the impact of fatherhood on earnings. *Journal of Gender and Society*, 717-745.
- House, R., & Aditya, R. (1997). The Social Scientific Study of Leadership: Quo Vadis? *Journal of Management*, 23(3), 409-473.
- Ibara, E. C. (2010). *Perspectives in Educational Administration*. Port Harcourt, Nigeria: Rodi Printing and Publishing.
- Igella, R. (2014). Factors Influencing Employee Commitment: A case of Kenya Civil Aviation Authority. *Masters in Business Administration*.
-

- Ismail. (2009). The mediating effect of empowerment in the relationship between transformational leadership and service quality. *J. Bus. Manage*, 3-12.
- Jena, R. K. (2015). An Assessment Of Demographic Factors Affecting Organizational Commitment Among Shift Workers In India. *Institute of Management Technology*.
- Karen Duke, J. Y.-B. (2004, September 1). What Do We Know About Teacher Leadership? Findings From Two Decades of Scholarship. *American Educational Research Association*, 74(3), 255-316. doi:org/10.3102/00346543074003255
- Katz, D., & Kahn, R. L. (1978). *The Social Psychology of Organizations*. New York: Wily.
- Ketchand, A. A., & Strawser, J. R. (2001). Multiple dimensions of organizational commitment: Implications for future accounting research. *Behavioral Research in Accounting*, 13(1), 221-251.
- Khan, M. S., Khan, I., Qureshi, Q. A., Ismail, H. M., Rauf, H., Latif, A., & Tahir, M. (2015). The Styles of Leadership: A Critical Review. *Public Policy and Administration Research*, 2225-0972.
- Khan, Z. A., Nawaz, A., & Khan, I. (2016). Leadership Theories and Styles: A Literature Review. *Journal of Resources Development and Management*, 2422-8397.
- Khatib, T. M., & Wilson, J. P. (1996). Organizational culture, subcultures, and organizational commitment. *Retrospective Theses and Dissertations*.
- Lai, T. T. (2014). School Principal Leadership Styles and Teacher Organizational Commitment among Performing Schools. *The Journal of Global Business Management*, 10(2).
- Qaisi, A. (2015, August 28). The Impact of Bureaucracy Characteristics on Leadership. *Bureaucracy Characteristics And Leadership*. doi:10.13140
- Rae, K. (2015). How perceptions of empowerment and commitment affect job satisfaction: a study of managerial-level effects. *Accounting, Accountability and performance*.
-

- Ramayah, T., & Min, H. W. (2009). Leadership Styles and organizational commitment: a test on Malaysia manufacturing industry. *African Journal of Marketing Management*, 1(6), 133- 139.
- Reino, A., Kask,, T., & Vadi, M. (2007). Organizational Culture And Environment: Dynamics In Dynamics. Case Of Ordi. *Organizational culture and environment*, 11(61/56), 124-138.
- Richard, P. J., Devinney, T. M., Yip, G. S., & Gerry, J. (2009). Measuring Organizational Performance: Towards Methodological Best Practice. *Journal of Management*, 35(3),718-804.
- Robinson, D. (2009). Defining and Creating Employee Commitment: A review of currentresearch. *Employment Research*.
- Rowland, K. A. (2008). The Relationship of Principal Leadership and Teacher Morale. Saatchi, M. (2004). Psychology of productivity, Tehran, Virayesh publication, 4th edition (In.
- Sadler, P. (2003). *Leadership* (2 ed.). London, Great Britain and the United States: Kogan PageLimited. Retrieved August 21, 2017
- Scott-Ladd, T. A., & Marshall, V. (2006). Causal inferences between participation in decisionmaking, task, attributes, work effort, rewards, job satisfaction and commitment. *Leadership & Organization Development Journal*, 5(27), 399-414.11.
- Sharifah, S. J. (2012). *Professional training and the relationship with personality traits, skillsmanaging and leading among novice principals and head teachers in Malaysia*.
- Shtup, A., & Karni, R. (2010). Organizations and Organizational structure. *The Dynamics ofSupply Chain and Process Management*.
- Teijlingen, E. R., & Hundley, V. (2002). The importance of pilot studies. *social research* . Timothy, O., Andy, A., Victoria, A., & Idowu, N. (2011, October). Effects Of Leadership Style On Organizational Performance:A Survey Of Selected Small Scale Enterprises In Ikosi-Ketu Council Development Area Of Lagos State, Nigeri. *Australian Jour*