

- Global Regional Review (GRR)
- URL: [http://dx.doi.org/10.31703/grr.2022\(VII-I\).29](http://dx.doi.org/10.31703/grr.2022(VII-I).29)



Cite Us



Exploring the Impact of Leadership Styles on Professional Commitment in the Workplace

- Vol. VII, No. 1 (Winter 2022)
- Pages: 325 – 336
- DOI: 10.31703/grr.2022(VII-I).29
- p-ISSN: 2616-955X
- e-ISSN: 2663-7030
- ISSN-L: 2616-955X

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Abstract: The researchers set out to discover the interplay between various leadership styles. All of the participants were PE instructors from public schools in the Punjab area of Pakistan. There were 207 male teachers and 177 female teachers (PE). Data was recorded using hand-made scales. Inferential and descriptive statistics worked together to get the outcome. On the other hand, research showed that PE teachers' professional dedication suffered under a "laissez-faire" leadership style. When asked about the opinions of college PE teachers, the researcher concluded that transactional leadership was the most prevalent and effective type. A college-level organizational commitment may result from physical education instructors receiving new information and skills from the school's principal or head.

Key Words: Leadership Styles, Professional, Commitment, LECTURERS, Physical Education, Principal, HOI

Introduction

It takes a lot of patience and time for a leader to mature. According to Locke's 2005 research, effective school management hinges on strong leadership. Getting other individuals to do your bidding so you can accomplish your broad objectives is both entertaining and straightforward. In order to foster a sense of belonging and pride among educators, school administrators must exhibit certain characteristics in their leadership style (Andarika & Rita, 2020). It is the responsibility of every organization's leadership to ensure that the educational system provides a positive environment for both students and teachers. Leadership in education is a continuous process that becomes more effective with time and knowledge (Anderson & Wahlstrom, 2019). Leadership, says Bryson (2018), is a factor in

whether a company succeeds or fails in its day-to-day operations. Avolio, Zhu, Koh, & Bhatia, (2018) argues that strong leadership functions as the central nervous system of any educational institution. Encouraging a supportive, enthusiastic, and fruitful atmosphere for educators and students is its primary function. Leadership that uplifts and supports teachers' morale is more likely to result in teachers' greater professional dedication.

According to Avolio, Bass, Berson, & Jung (2021), employees are more likely to put their hearts into their work for an organization whose leader possesses high levels of emotional intelligence. One definition of emotional intelligence is the capacity to recognize and manage one's own emotions as well as those of other people. Once you have this information, you can control your own

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Citation: Khan, S. R., Khan, Z., & Shah, A. A. (2022). Exploring the Impact of Leadership Styles on Professional Commitment in the Workplace. *Global Regional Review, VII(I)*, 325-336. [https://doi.org/10.31703/grr.2022\(VII-I\).29](https://doi.org/10.31703/grr.2022(VII-I).29)

feelings and actions. Leaders who score higher on measures of emotional intelligence are more likely to let their positive emotions guide their decision-making, according to a large body of research.

Additionally, things are much improved in institutional settings when one possesses a high level of emotional intelligence (Balfour & Wechsler, 2020). The reputation and performance of the school are greatly impacted by the quality of the relationship between the leadership style of the school principal and the dedication of the physical education instructors. There was a favourable and significant correlation between leadership styles and professional dedication in numerous research investigations, including those by Bello (2018). When it comes to the components of professional motivation, many styles of leadership make a difference. This is according to Rehman *et al.* The Pakistani educational authority claims that studies have demonstrated that both transactional and transformational leadership styles are successful in fostering employee dedication to their work. According to a study by Bello (2020), organizational dedication occurs when an employee has a deep affection for and commitment to their employer. Indeed, it exemplifies the enthusiasm, commitment, and drive of professors to excel in their roles and earn the esteem of their institution. The fundamental purpose of commitment studies, as stated by Blase & Kirby (2018), is to increase performance, motivation, and job satisfaction among employees by decreasing their intentions to leave or seek better employment elsewhere and maintaining low absenteeism rates.

Literature Review

The amount of dedication is directly proportional to the organization's success. Lack of professional dedication on the part of lecturers is indicative of their lack of interest in either their institution or education as a whole. Employees are more invested in their work when their leaders practice transformational leadership (Bryson, 2018). Finally, a strong correlation exists between transactional leadership and a commitment to one's work. Things like being too much,

working in terrible conditions, and not having enough teaching materials contributed to the weak correlation between the variables mentioned before. A separate section of Matinyani Depending on the context, leadership can be defined in several ways (Bush & Middlewood, 2020). The overarching goal of any definition of leadership is to steer a group of individuals toward a predetermined objective. There is no shortage of educational leadership. Leadership, in its most basic definition, is the mental act of directing and influencing a group of people, including teachers and support personnel, to achieve overarching educational objectives. HOIs oversee and direct all school operations with the goal of raising student achievement and quality of life. The success or failure of any educational institution, like any other kind of organization, hinges on the leadership and dedication of its faculty and personnel. Leadership is defined by Bushra, Ahmad and Naveed (2019), as the process of influencing others to achieve a common objective.

A more complex society is the result of more intelligent leadership, as demonstrated by Chirchir & Ngeno (2017). Consequently, educational administrators, according to a study (Hackman & Johnson, 2019), thrive in fast-paced, ever-changing workplaces. That's why it's crucial for them to possess qualities like effective communication, strong problem-solving abilities, a can-do attitude, creativity, collaboration, and the ability to lead transformation. Leaders' contributions to their institutions have been the focus of numerous studies. The working conditions of school staff are positively correlated with a transformational leadership style, according to multiple research studies (Hargreaves & Fullan, 2016).

Dedication, according to Johnatha, Durroux and Thibeli (2021), is often characterized by a deep connection to and commitment to a particular institution. It refers to the extent to which the faculty feels a sense of belonging at their school and is committed to fulfilling the mission and achieving the vision of the institution. Three primary components of institutional commitment—emotional, normative, and continuance—were identified by Rowold, & Schlotz, (2021). Institutional

involvement, attachment, recognition, and affection form the basis of this form of loyalty. In addition, they are fully committed to and supportive of the institution's guiding principles and goals. Teachers are normatively committed when they accept their institutions as they are and are eager to do what it takes to make them better. Continuance commitment refers to the perceived costs of staying or quitting the school. There are a lot of non-transferable investments and levels of commitment that make a job worth staying for a long time. These include things like retirement benefits, healthy relationships with co-workers, and personal care from the employer (Leithwood & Sun, 2020). Among the most crucial variables in deciding whether or not an employee will remain loyal to their employer is the quality of their leadership. A worker's emotional and psychological well-being as it relates to their work is what Lok and Crawford (2004) mean when they talk about professional devotion. Among other things, it has resulted in increased income, incentives, positive interpersonal relationships,

decision-making authority, communication facilitation, and staff development. Workers are motivated to give their all in order to reach their full potential because of these causes. Sub County, Kitui County (11) was the site of a study, (Leithwood & Jantzi, 2019). Because they are the ones responsible for bringing about change in the community or culture where they operate, transformational leaders play a crucial role in improving any workplace, notably schools.

Research Methodology

In order to do this, the following strategy was employed. All of the physical education instructors at the Punjab state's public degree-granting institutions for both boys and girls in Pakistan participated in this study. Across 36 districts in the Punjab state of Pakistan, there were 576 public colleges catering to both boys and females. A grand total of 576 persons were employed as lecturers (PE) across all government degree schools. Among them, 366 were female and 210 were male.

Table 1. Pre- and post-data-collection population descriptions

SNO	Total Number of Degree Colleges in Punjab	Male Lecturers in Colleges	Female Lecturers in Colleges	After Data Collection (Numbers)
01	576	210	366	439

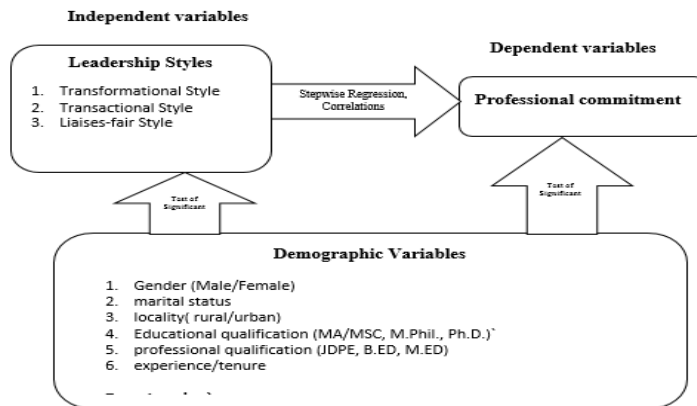
Web Source: www.hed.punjab.gov.pk (2019)

Conceptual framework

This study's thoroughness made the scale an ideal instrument for it. Kelley et al. (2003) found that this method of data collection was the most efficient and economical. Since leadership styles and professional commitment are two distinct topics under investigation, the researcher developed and administered two separate Likert scales to measure each: one for leadership styles and another for professional commitment. The data required for this project was collected using a cross-sectional surveying method. A total of 576 college-level PE instructors in Punjab, Pakistan, provided the necessary information. In order to ensure its consistency, the data was edited after collecting the required information from 576 surveys. Notably, 76% of responses were

returned. Thirty professors (PE) from various public universities carried out three preliminary surveys on leadership styles and professional dedication. Fifteen public schools offering bachelor's degrees to females and fifteen public schools offering bachelor's degrees to guys were selected for the pilot study. The first iteration of the surveys was validated by using actual observations and expert opinions. This was accomplished in this study by the use of the content validity method. To determine the information's reliability, a test known as Cronbach's alpha was employed. Descriptive analysis revealed the response frequencies as percentages. To investigate the relationship between leadership styles and teachers' dedication to their jobs, researchers utilized multivariate regression and Pearson's correlation.

Schematic Diagram



Research Hypotheses of the Present Study

This study aimed to test these fundamental ideas.

- The level of professional dedication among college professors in Punjab is strongly correlated with the leadership style of the HOI.
- College instructors in Punjab are highly committed to their work, and this is

directly related to the international leadership style prevalent at the HOI level.

- The major point of this part is that the irresponsible management of HOIs is associated with the disinterest of college instructors in Punjab in their field.

Descriptive Results

Table 2. Showing Demographics- frequencies and percentages of respondents

Demographics	Category	Frequency	Percentage (%)
Gender	Male	292	66.5%
	Female	147	33.5%
Locality	Urban	254	57.9%
	Rural	185	42.1%
Marital Status	Married	323	73.6%
	Unmarried	116	26.4%
Educational Qualification	MA/MSc	306	69.7%
	M.Phil	128	29.2%
	PhD	5	1.1%
Professional Qualification	JDPE	44	10.0%
	B.Ed	198	45.1%
	M.Ed	73	16.6%
	Any Other	27	6.2%
Teaching Experience	None	97	22.1%
	1-5 years	185	42.1%
	6-10 years	100	22.8%
	11-15 years	69	15.7%
	More than 15 years	85	19.4%

Demographics	Category	Frequency	Percentage (%)
Total Respondents		439	100.0%

Responses from 439 individuals were recorded for the study. Among the respondents in this table, 292 (66.51%) were male and 147 (33.49%) were female. Participants in the survey were 254 city dwellers (57.66%) and 185 persons from rural regions (42.14%). The respondents' marital status is likewise displayed in the table up there. Among those who participated in the survey, 323 (73.58%) were married and 116 (26.42%) were single. The same table shows that 306 respondents had a Master of Arts or Master of Science degree (69.70%), 128 had a Master of Philosophy degree (29.2%) and 5 had a Doctorate degree (1.14%). Furthermore, this table displays the Respondents'

occupational credentials. A total of 198 respondents (45.1% of the total) held a Bachelor of Education degree, 73 respondents (16.6% of the total) held a Master of Education degree, and 27 respondents (6.2%) had no degree at all. JDPE degrees were held by 44 respondents (10%). Of the total, 97 (22.1%) lacked a bachelor's degree or above. In the same table, you can see how many respondents had prior teaching experience. 185 people, or 42.1% of the total, had been teachers for a year to five years, 100 for ten to eleven years, 69 for fifteen to twenty-five years, and 85 for sixteen years or more, or 19.4% of the total.

Table 3. The correlation between the transformational leadership style of HOIs and the professional dedication of college LPEs (to the field, to their organization, and to their students) is illustrated in Table 3.

Testing Variables	Transformational Leadership Style	Organizational Commitment	Commitment to Learner	Commitment to Profession
Transformational Leadership Style	Pearson Correlation: 1 Sig. (2-tailed): --- N: 439			
Organizational Commitment	Pearson Correlation: .386 Sig. (2-tailed): .000 N: 439	1 ---		
Commitment to Learner	Pearson Correlation: .321 Sig. (2-tailed): .000 N: 439	.716 .000	1 ---	
Commitment to Profession	Pearson Correlation: .348 Sig. (2-tailed): .000	.677 .000	.655 .000	1 ---

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

As can be seen from the chart above, there is a robust correlation between the transformative style of HOIs and the level of professional dedication (to the firm, to students, and to the profession) displayed by college LPEs. Additionally, the table demonstrated that transformational leadership is positively associated with all

three dimensions of professional commitment: organizational, learner, and professional. The significance level falls below the alpha level, with values of $r = .386$, $.321$ and $.348$ with a range of $P = .000$, $.000$, and $.000 < .01$. In a similar vein, the table demonstrates a favourable correlation between the three components of

professional commitment. The three main ones are dedication to the organization, dedication to the student, and dedication to one's career. Why? Because there is a significant positive correlation ($r = .716$ & $.677$) with a p-value of less than 01. The correlation between learner and job commitment is strong ($r = .655$), as seen in the table above;

also, the alpha level is greater than the P-value ($0.01 > .000$). As a result, college LPEs who experience transformational leadership in HOIs are more likely to be dedicated professionals who care deeply about their work and its impact on their students and community. We accept the previous hypothesis at the 0.01% level of significance.

Table 4: Displays the correlation between the commitment style of HOIs and the sign of professional commitment (organizational commitment, commitment to learners, and commitment to the field) among college LPEs.

Testing Variables	Transactional Leadership Style	Organizational Commitment	Commitment to Learner	Commitment to Profession
Transactional Leadership Style	Pearson Correlation: 1 Sig. (2-tailed): --- N: 439			
Organizational Commitment	Pearson Correlation: .428 Sig. (2-tailed): .000 N: 439	1 ---		
Commitment to Learner	Pearson Correlation: .367 Sig. (2-tailed): .000 N: 439	.716 .000	1 ---	
Commitment to Profession	Pearson Correlation: .434 Sig. (2-tailed): .000 N: 439	.677 .000	.655 .000	1 ---
		439	439	439

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

College PE instructors' levels of professional commitment (to the group, to students, and to the profession) are correlated with the transactional leadership style of HOIs, as shown in Table 4. All three forms of professional commitment—organizational, learner, and professional—were found to be positively correlated with the transactional leadership style in the table. Similarly, the significance level falls below the alpha level, falling between the range of ($P = .000, .000$, and $.000 < .01$). Additionally, the table demonstrates a positive relationship between the three components of professional commitment: organization, learner, and

profession. The reason behind this is that all of the r values are positive ($r = .716$ and $.677$) and the significance level is relatively high ($P = .000$ and $.000 < .01$). In addition, the alpha level is more than the p-value ($0.01 > .000$), and the table above reveals a positive correlation ($r = .655$) between learner commitment and profession dedication. So, there is a robust connection between the transactional leadership style of HOIs and the professional commitment of college LPEs, which includes organizational commitment, commitment to learners, and career commitment. At the 0.01% level of significance, this hypothesis is accepted.

Table 5. we can see how the variables (Transformational, Transactional, and Laissez-faire leadership styles) relate to the criterion (Professional Commitment).

Testing Variables	Laissez-Faire Leadership Style	Organizational Commitment	Commitment to Learner	Commitment to Profession
Laissez-Faire Leadership Style	Pearson Correlation: 1 Sig. (2-tailed): --- N: 439			
Organizational Commitment	Pearson Correlation: -.355 Sig. (2-tailed): .000 N: 439	1 439		
Commitment to Learner	Pearson Correlation: -.314 Sig. (2-tailed): .000 N: 439	.716 439	1 439	
Commitment to Profession	Pearson Correlation: -.360 Sig. (2-tailed): .000 N: 439	.677 439	.655 439	1 439

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

Professional commitment (organizational commitment, commitment to learners, and commitment to the field) of college physical education lecturers is negatively correlated with HOIs with "laissez-faire" leadership, as shown in Table #5. All three components of professional commitment—commitment to the company, commitment to the learner, and commitment to the profession—are adversely correlated with the lassies-fair leadership style ($r = -.355, -.314, \text{ and } -.360$), as shown in the preceding table. The significance level at which this holds true is lower than the alpha level, with P values

of .000, 0.000, and .000 $< .01$. There is a positive correlation between the three dimensions of professional commitment, as seen in the table above. The reason is, that alpha levels are more than p values ($0.01 > .000$) and all r values are positive ($r = .716, .677, \text{ and } .655$). A college LPE's professional commitment—including their dedication to the organization, their students, and their profession—is inversely correlated with the hands-off management style prevalent at HOIs. With a significance level of only 0.01, we can accept this hypothesis.

Table 6. Relationship between predictors (transformational, transactional and laissez-faire leadership styles) and criterion (Professional Commitment)

Testing Variables	Transformational Style	Transactional Style	Laissez-Faire Style	Professional Commitment
Transformational Style	R: 1 Sig.: --- N: 439			

Testing Variables	Transformational Style	Transactional Style	Laissez-Faire Style	Professional Commitment
Transactional Style	R: .704	1		
	Sig.: .000	---		
	N: 439	439		
Laissez-Faire Style	R: .554	.675	1	
	Sig.: .000	.000	---	
	N: 439	439	439	
Professional Commitment	R: .395	.461	-.386	1
	Sig.: .000	.000	.000	---
	N: 439	439	439	439

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

Table #6 shows that there is a correlation between leadership styles and levels of professional dedication. These styles include transformational, transactional, and laissez-faire. There is a somewhat favourable correlation between transformative leadership and professional devotion, according to the data in the table. With an alpha of .395 and a sig. value of .000, the degree of significance was 01. The same table also shows the connection between transactional leadership and dedication to one's career. With an R-value of .461 and a Sig. value of .000 at $\alpha = .01$, it was determined to be somewhat positive (46%). Leadership that adopts a "let-it-be" attitude correlates with employees' dedication to their jobs, as shown in the following table. A negative value of -38% was shown to be significant at the .01 alpha level ($r = -.386$, Sig. = .000 < .01), indicating a lack of professional dedication. Consequently, we can also state that the dependent variable (professional commitment) is strongly related to the independent factors (transformational and transactional leadership styles of HOIs). Conversely, college LPEs' professional dedication is weakly related to the hands-off leadership style of HOIs. Therefore, at the 0.01 level, the aforementioned hypothesis is accepted.

Results & Discussion

The purpose of this research was to compare three leadership styles—transformational, transactional, and laissez-faire—in terms of their effects on physical education

instructors' levels of professional dedication. The theories were scheduled to be investigated. According to the findings, HOIs' employment of a transformational leadership style correlates positively with LPEs' degree of professional engagement. Teachers that are led in a transformative fashion are devoted to their school and their students, and they put their hearts and souls into their work, according to the study. Additionally, the study found that lecturers' professional dedication was significantly correlated with the transactional leadership style of HOIs at the Government College of Punjab province. The criterion, the dedication of PE instructors, was positively affected by the predictor, transactional leadership style. Teachers who adopt a hands-off approach also do worse, according to the research. I guarantee it.

A similar sense of belonging is fostered by transactional leadership in the classroom. According to the speaker, transactional executives care greatly about their companies and are happy to put their talents to work for their expansion. Additionally, as a result of both transformational and transactional leadership, educators are able to love and care for their pupils, attending to their social and emotional development and meeting their basic needs. The findings of other researchers from different parts of the world support the present study. Employee dedication to a company might go up or down depending on the leader's transactional approach. As a part of this, the staff will be reviewed. If employees are content with the transactional leadership style, it will boost

their performance. However, this method will hurt staff performance if they deal with deceit, secrecy, and unfulfilled promises.

Both Limsili, K., & Ogunlana, S. O. (2017).& Locke, E. A. (2015), came to the same conclusion: a transactional leadership style boosts employee engagement and productivity. Each and every one of these researchers came to the conclusion that this partnership was beneficial. The level of dedication, enthusiasm, and output from professors is impacted by transactional leadership. Good outcomes can be achieved when leaders communicate with their subordinates. The transactional leadership style is a great match for the theory put forth by Lok, P. & Crawford, J. (2017). According to Lunenburg, F. C. (2018, September), transformational strategies aim to improve staff performance by altering their values, needs, and perceptions. Physical education instructors and other educators are able to reap the benefits of a highly committed professional environment fostered by transactional attitudes. The way employees feel about their institute—loyal and passionate—is what Marmaya¹, M. H. (9 November 2019), calls commitment. In truth, it demonstrates the instructor's enthusiasm; the ideal college is a result of their commitment and drive to succeed. According to Mulford, B., Kendall, D., Edmunds, B., Kendall, L., Ewington, J., & Silins, H. (2017), the degree to which an employee feels emotionally invested in the firm is a good indicator of their loyalty. In a similar vein, there are two ways to phrase a company's pledge to employ trustworthy educators through a transparent hiring process. The alternative is to deal with educators in accordance with the company's principles and policies. In the realm of group commitment, your instructors' ideas can be viewed as their strategies and activities, such as how their devotion aids the school in accomplishing its objectives. Last but not least, when educators show organizational dedication, it shows they are committed to and supportive of the values, purposes, and missions of their respective institutions. When an employee's aspirations align with those of the organization, they are more likely to exhibit this trait (Yew & Malaysia, 2007). If

you want your staff to be dedicated and enthusiastic about their work, research shows that effective leadership is crucial (Pooja & Renu, 2006). The correlation between institutional commitment and work ethics is a well-studied topic. A high graph representing employee commitment was observed when employee goals and corporate goals were congruent.

Islamic principles place a premium on perseverance and commitment. Our revered prophet Hasan Ali (saw) once stated, "No one eats better food than that which he eats at work." Because of this, employees who adhere strictly to Islamic principles are more invested in the success of their employer Nikolaou, I., & Tsaousis, I. (2021). The extent to which a transactional style of leadership increases employee commitment has been extensively discussed by numerous scholars. A number of previous investigations have been synthesised in this work of literature to support the researcher's hypotheses. Many believe that a pragmatic leader is the most effective. Workers are substantially more dedicated under transactional leadership, according to Northouse, P. G. (2019). An effective leadership style that significantly influences employee commitment is the transformational style Pooja, G., & Renu, R. (2016). According to research by, Rehman, U., A. Shareef, A Mahmood (2019) transformational leadership style significantly and positively affects employee dedication to the organization. Researchers Bushra, Ahmad, and Naveed (2011) found that employees will be more invested in their work if their managers and supervisors inspire them, provide opportunities to learn new skills, support their academic pursuits, respect their individual objectives, and empower them to make a good impact.

Conclusion

The purpose of this research was to compare the effects of transformational, transactional, and laissez-faire leadership styles on the commitment of PE instructors. The degree to which employees in industrialized nations are invested in their work has been the subject of much study. The level of dedication of college professors in Punjab, Pakistan to their work was the central focus of this

research. Researchers at the Government College of Punjab region found that HOIs' transactional leadership style significantly correlated with professors' levels of professional dedication and motivation. Both the predictor (transactional leadership style) and the criterion (physical education instructors' dedication and enthusiasm) were positively affected. There was a robust correlation between LPEs' job commitment and their transformative style, according to the study's results. Additionally, a positive correlation was discovered between LPEs' work dedication and transformational and transactional styles. There was a marked increase in the level of loyalty, enthusiasm, and commitment shown by faculty members

employed by institutions run by leaders with transactional leadership styles. Conversely, LPEs exhibited lower levels of professional commitment when their supervisors adopted a hands-off approach. A similar sense of belonging is fostered by transactional leadership in the classroom. According to the speaker, transactional executives care greatly about their companies and are happy to put their talents to work for their expansion. Conversely, a "laissez-faire" leadership style was indicated to have a negative correlation with the dedication of PE instructors. When asked about the opinions of college PE teachers, the researcher concluded that transactional leadership was the most prevalent and effective type.

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