



Impact of Leadership Styles Upon Professional Commitment

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Abstract

The current study aimed to assess the effect of different leadership styles (Transformational, Transactional and Laissez-faire styles) upon the professional commitment. The study population encompassed the lecturers in Physical Education of all the public colleges in the province Punjab, Pakistan. Due to accessible population, no sampling techniques were preferred in this research study. The total number of lecturers (PE) was 576, in which 210 were male and 366 were female. Self-developed scales were designed and used for data collection. The total 76% return rate of responses was recorded. Inferential and descriptive statistics were used to examine the collected information. On the basis of the findings, it was concluded that there is a positive effect of transactional style of head of institutions' leadership upon professional commitment of lecturers (PE). Whereas, Laissez-faire style of leadership has a negative effect upon the professional commitment of lecturers in physical education. It was recommended that seminars and workshops may be arranged for leadership styles.

Key Words: Leadership Styles, Professional, Commitment.

Introduction

Leadership needs great patience and a lot of time to fully flourish. Research studies by Locke (2005) explained that leadership is the vital aspect of educational management. It is a fun and process to influence followers or others' behaviors in order to obtain general and predetermined goals. The leadership style of heads consists of a set of certain traits, attitudes and skills that perform a vital role to develop a sense of attachment and affection among the teachers for an institution (Hackman & Johnson, 2013). It is the responsibility of the head of institution to ensure a successful learning and teaching environment in the educational system. Educational leadership is a long-lasting campaign and, it grows and increases as an outcome of knowledge and experience (Mulford et al., 2007). Leadership is one among those aspects which are responsible for the better achievement and malfunction of an organization round the world (Bryson, 2018). According to Bush and Middlewood (2013), an effective leadership acts as a central hub in the educational organization and has to perform a chief role in developing a positive, committing and working atmosphere for lecturers as well as for students. The lecturers can obtain a higher level of professional commitment if the leaders stimulate and encourage their morale positively.

Another research study by Nikolaou and Tsaousis (2002) described that organizational commitment of staff can be increased if the head of an institution has a great extent of emotional intelligence. Emotional intelligence is the capability of an individual to observe his/her own feelings or emotion and feelings of others to differentiate among them and to utilize this information in order to direct his/her own feelings and actions. Findings of various research studies indicated that the Heads of institution with a higher degree of emotional intelligence make use of positive feelings to enhance their quality of decision making. Furthermore, Zeidner et al. (2004) highlighted that high degree of emotional intelligence leads to great improvement in the institutional settings.

An optimistic relationship between head of the institutions' leadership style and commitment level of physical education teachers is very vital for good reputation and success of an educational institution. Research

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studies by Rehman, et al 2012; and Saeed, (2013) indicated that there is an affirmative significant relationship between impact of leadership styles and professional commitment in many different research studies. Impact level of different styles of leadership upon professional commitment's components is different. Rehman et al. (2012a). The educational body of Pakistan reveals that both transactional and transformational styles of leadership are cooperatively proved as a significant positive approach towards professional commitment. A research study by Bello (2012) indicated that organizational commitment is a feeling of passion and loyalty of a worker towards her/his institution. In fact, it signifies the devotion, passion and desire for the hard work of lecturers to facilitate the veneration of their institute. Hargreaves and Fullan (2012) described that the basic purpose of commitment studies is to enhance the employees' level of performance, motivation and job improvement by least intentions of leave or to decrease desires of getting alternate better jobs and low absenteeism level. The any organization's success totally depends upon the shadow of commitment.

The low level of professional commitment identifies that lectures have a low positive appreciation and a feeling of attachment to their institute or the teaching profession. Chirchir et al. (2014) indicated a positive relationship between the transformational style of leadership and professional commitment of employees. In addition to that, there is also a positive relationship between transactional leadership and professional commitment. The low relationship among above mentioned variables was due to other factors like overpowering, the poor job condition and shortage of teaching apparatus. Chirchir et al. (2014) carried out a research study in a different geographical area of the Matinyani Sub County and Kitui county (11) (Kamola & Phoebe, 2016). Transformational leadership styles of leaders' plays a vital role in making any institution a better place of working, especially at school level as they are the change dynamics for the society/culture in which they act.

Literature Review

According to Northouse, (2007) leadership can be described in different styles for different circumstances. In general, all the leadership's definitions precipitate to direct and influence the group of people to go forward in a specified direction. Educational leadership is not any exclusion. Simply, leadership is the cognitive process of guiding and influencing the teaching and non-teaching staff toward obtaining general educational goals. HOIs manage and run all the affairs of the institution with an objective of enhancing the performance and standards of students. Like the other all organizations, the victory of any educational institute is depends upon its management and commitment level of its staff. Lunenburg, (2013) described that leadership is a method whereby a person influences other persons to obtain a general objective.

Leithwood and Jantzi (2009) revealed that the more sophisticated leadership lies behind the more complicated society. Therefore, a research study asserted that educational administrators are desired to meet with a fast dynamic work environment to be successful at their institutes (Rowold & Schlotz, 2009). That's why, they require capabilities like being good communicators, good problem-solvers, team-oriented, an innovator, team players and transformational heads. Various research studies have been carried out to highlight the role of leaders in their institutions. In the leadership fields, transformational leadership has been repeatedly examined in this regard (Stewart, 2006). Various research studies have indicated positive relationship between transformational style of leadership and working conditions of teaching faculty at the school level (Leithwood & Sun, 2012).

Bello (2012) explained that commitment is generally a feeling of attachment and loyalty for an institution. In the educational environment, it is a degree to which the teaching faculty identifies with the organization and wants to carry on performing or endorsing the institutional vision. Research studies by Balfour and Wechsler, (2006) revealed that affective, normative and continuance commitments are the main parameters of institutional commitment. The feeling of attachment, recognition, affection and institutional involvement are the type of affective commitment. It's also a firm belief and recognition of the institutional standards and goals. Normative type of commitment is a degree to which the teachers accepted their institutions and ready to do great attempts for institutional betterment. The perceived costs connected with leaving or remaining in the institution are known continuance commitment. It is a sense of acceptance to stay in an institution for a long time due to non-transferable investment and level of commitment such as retirement advantages, positive relations with other colleagues, individual considerations of the organization among other people (Johnatha et al., 2013). Leadership

is observed as a significant predictor and plays a key role among determinants of professional commitment. Lok and Crwawford (2004) described that professional commitment is the employees' totality, psychological and social well-being related to performance of the job. It's lead to fringe profits, incentives, positive interpersonal relations, decision-making power, free communication channel, staff development among the other people. These influences become the workers to struggle hard for obtaining optimal performance.

Methodology

The present research aimed to investigate the impact of leadership styles of HOIs upon the professional commitment of the lecturers (PE) at the college level in Punjab province, Pakistan. For this purpose, the following methodology was used. The population of this present research study was comprised the lecturers physical education of all the Government degree colleges for girls and boys in Punjab province, Pakistan. There were total 576 government degree colleges for girls and boys situated in 36 districts of province Punjab, Pakistan. Total number of lecturers (PE) working in all government degree colleges were 576, the male lecturer (PE) being 210 and female lecturers (PE) being 366. According to the official record (Higher education department, Punjab [HED, 2018]), the existing number of government degree colleges for girls and boys and working lecturers (PE) are as under:

Table 1. Detailed Description of Population Before and After Data Collection

S.NO	Total number of degree colleges	Male lecturer	Female lecturers	After data collection
01	576	210	366	439

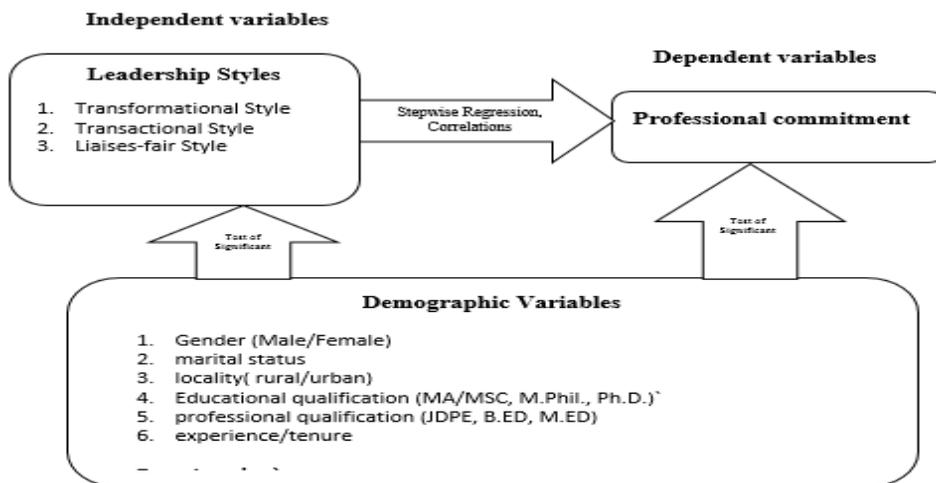
Web Source:www.hed.punjab.gov.pk(2019)

For this particular research, being a descriptive study, scale was the most suitable instrument. It is the best economical and appropriate tool used for data collection (Kelley et al., 2003). As the present study deals with two different variables such as leadership styles and professional commitment therefore the researcher developed and used two different Likert type scales (Leadership style scale and Professional commitment) for research purpose. Surveying method with cross sectional approach was applied for required data collection in the current research study. Leadership style scale was used for determining the leadership style of the HOIs. Leadership style scale consisted of three main portions such as, Transformational, Transactional and laissez-faire styles. Professional commitment scale (PCS) was used for analyzing the level of professional commitment of the lecturers of the physical education. Required information was obtained from population of 576 lecturers of physical education at the college level, Punjab Pakistan. Its consistency was analyzed by data editing after obtaining requisite information through questionnaires from 576 respondents. The total 76% return rate of responses was recorded.

Three initial drafts of the questionnaires of leadership styles and professional commitment filled by 30 lecturers (PE) of different government degree colleges in which 15 government degree colleges (girls) and 15 government degree colleges (Boys) was taken for Pilot testing. The initial version of the questionnaires made valid in light of the authentic observations and suggestions of the experts accordingly. For this purpose, content validity approach was used in the present study.

The Cronbach alpha method was applied to check out the reliability of the obtained information. Descriptive analysis showed the frequency percentages of obtained responses. To investigate the relationship and effect level of leadership styles upon the professional commitment of the lecturers, multiple-regressions and Pearson's correlation were used.

Conceptual framework



Hypotheses of Study

The following were the main hypotheses of the present study:

- H1: There is a significant effect of Transformational style of HOIs’ leadership upon professional commitment of lecturers (PE) at college level in Punjab.
- H2: There is a significant effect of transactional style of HOIs’ leadership upon the professional commitment of the lecturers (PE) at college level in Punjab.
- H3: There is a negative effect of laissez-faire style of HOIs’ leadership upon the professional commitment of the lecturers (PE) at college level in Punjab.

Descriptive Results

Table 2. Showing Demographics- Wise Frequencies and Percentages of Respondents

Demographics	Category	Frequency	Percent
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%
	JDPE	44	10.0%
Professional Qualification	B.ED	198	45.1%
	M.ED	73	16.6%
	Any other	27	6.2%
	Not any one	97	22.1%
	1-5 years	185	42.1%
Teaching Experiences	6-10 years	100	22.8%
	11 -15 years	69	15.7%
	Much than 15	85	19.4%
Total Respondents		439	100.0%

The total number of study’s respondents was 439. In this table, 292 (66.51%) were male respondents whereas, 147 (33.49%) were female respondents. In the same table, the total rural participants in the study were 185 (42.14%) and the rest were urban respondents which were 254 (57.66%). Above table also indicates marital status of the respondents. Total married respondents in the study were 323 (73.58%) and unmarried respondents were 116 (26.42%). Similarly, in the same table total MA/MSc respondents were 306 (69.70%), M.Phil. respondents were 128 (29.2%) and Ph.D. respondents were 5(1.14%). Additionally, this table also indicates the Respondents’ professional qualification. Having JDPE degree holders were 44(10%), B.ED degree holders were 198(45.1%), M.ED degree holders were 73(16.6%), and any other were 27 (6.2%) whereas 97 (22.1%) respondents were not anyone who have not any type of professional degree. The same table shows percentages of teaching experience of the study’ respondents. The total respondents who have teaching experience from 1-5 years were 185(42.1%), 6-10 years were 100(22.8%), 11-15 years were 69(15.7%) and more than 15 years were 85(19.4%).

Table 3. Showing Correlation between Transformational Style Hois’ Leadership and Professional Commitment (Organizational Commitment, Commitment to Learners, Commitment to Profession) of College Lpes.

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			
Commitment to learner	Pearson Correlation	.321**	.716**		
	Sig. (2-tailed)	.000	.000		
	N	439	439		
Commitment to profession	Pearson Correlation	.348**	.677**	.655**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	439	439	439	439

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

The above table reveals that there is a significant correlation between transformational style of HOIs and professional commitment (organizational commitment, commitment to learners, commitment to profession) of college LPEs. The table also illustrated the existing relationship between the transformational leadership with all the professional commitment’s sub-variables i.e. organizational commitment, commitment to learner and commitment to the profession is positive ($r = .386, .321$ and $.348$) at significant level is also in range ($P = .000, .000$ and $.000 < .01$) which is less than to the alpha level. Similarly, the table also indicates there is a positive association among all the sub factors of professional commitment (organizational commitment, commitment to learner and commitment to profession), because the r value is positive in nature ($r = .716$ & $.677$) at significant level that is ($P = .000$ & $.000 < .01$). The above table also shown positive correlation between commitment to learner and commitment to profession is positive ($r = .655$) and the alpha level is greater than P-value ($0.01 > .000$). Thus, there is a significant relationship between transformational leadership of HOIs and professional commitment (organizational commitment, Commitment to learners, Commitment to profession) of college LPEs. So the above hypothesis is hereby accepted at significant level 0.01.

Table 4. Relationship between Predictor Transactional Leadership Style of HOIs and Criterion Professional Commitment (Organizational Commitment, Commitment to Learners, Commitment to Profession) of College LPEs.

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

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

The table above reveals that there is a positive correlation between transactional style of HOIs’ leadership and professional commitment (organizational commitment, Commitment to learners, Commitment to profession) of lecturer physical Education, at the college level. The table also elaborated the existing correlation between the transactional style of leadership with all the professional commitment’s sub factors such as; organizational commitment, commitment to learner and commitment to profession is positive ($r = .428, .367$ and $.434$) at significant level is also in range ($P = .000, .000$ and $.000 < .01$) which is less than to the alpha level. Similarly, the table also indicates there is a positive association among all the sub factors of professional commitment (organizational commitment, commitment to learner and commitment to profession), because the r value positive in nature ($r = .716$ & $.677$) at significant level is ($P = .000$ & $.000 < .01$). The above table also shown positive correlation between commitment to learner and commitment to profession is positive ($r = .655$) and the alpha level is greater than p value ($0.01 > .000$). Thus, there is a significant correlation between transactional style of HOIs’ leadership and professional commitment (organizational commitment, Commitment to learners, Commitment to profession) of college LPEs and the above hypothesis is hereby accepted at significant level 0.01.

Table 5. Showing Correlation Between Predictors (Transformational, Transactional and Laissez-Faire Leadership Styles) And Criterion (Professional Commitment)

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

Commitment to Profession	Pearson Correlation	-.360**	.677**	.655**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	439	439	439	439

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

As the table above indicated negative relationship between laissez-faire leadership of HOIs and professional commitment (organizational commitment, Commitment to learners, Commitment to profession) of lecturer in physical Education, at college level. The results from the above table depicted that lassies-fair style leadership style has negative correlation with all the professional commitment’s sub factors such as; organizational commitment, commitment to learner and commitment to profession ($r = -.355, -.314$ and $-.360$) at a significant level ($P = .000, .000$ and $.000 < .01$) which is less-than alpha level. Similarly, the above table also indicates the positive association among all the sub factors of professional commitment (organizational commitment, commitment to learner and committed to the profession), because the r value is positive in nature ($r = .716, .677$ & $.655$) at significant level is ($P = .000$ & $.000 < .01$) and the alpha level is greater than p value ($0.01 > .000$). Thus, it can be stated that there is a negative relationship between laissez-faire style of HOIs’ leadership and professional commitment (organizational commitment, Commitment to learners, Commitment to profession) of college LPEs and the above hypothesis is hereby accepted at significant level 0.01.

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			
Transactional Style	R	.704**			
	Sig.	.000			
	N	439			
Laissez-faire Style	R	.554**	.675**		
	Sig.	.000	.000		
	N	439	439		
Professional Commitment	R	.395**	.461**	.386**	1
	Sig.	.000	.000	.000	
	N	439	439	439	439

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

Table 6 depicts the correlation between transformational, transactional and laissez-faire styles of leadership and professional commitment. The table information indicates the correlation between transformational leadership and professional commitment as; (professional commitment was 39%, moderate positive which was found significant at .01 alpha level $r = .395, Sig. = .000 < \alpha = .01$). The same table also identifies the correlation between transactional leadership and professional commitment as; (professional commitment was 46%, moderate positive which was found significant at .01 alpha level $r = .461, Sig. = .000 < \alpha = .01$). The following table also illustrates the correlation between laissez-faire style of leadership and professional commitment as; (professional commitment was -38%, negative which was found significant negative at .01 alpha level $r = -.386, Sig. = .000 < .01$). Thus, it can also be stated that there is significant correlation between independent variables (transformational and transactional styles of HOIs’ leadership and dependent variables (professional commitment) whereas there is a negative correlation between laissez-faire style of HOIs’ leadership and professional commitment of college LPEs. Hence the above hypothesis is hereby accepted at significant level 0.01.

H1: there is a significant impact of independent variables (Transformational, transactional and Laissez-faire leadership styles) on dependent variables (Professional commitment) of lecturers in Physical Education, at college level

Table 7. Impact of Independent Variables (Transformational, Transactional and Laissez-faire styles) on Dependent Variables (Professional Commitment) of College LPEs.

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	F	Sig.
1	.395 ^a	.156	.154	.46870	80.89	.000 ^a
2	.472 ^b	.223	.219	.45040	62.42	.000 ^b
3	.480 ^c	.230	.225	.44867	43.39	.000 ^c

a. Predictors: (Constant), Transformational leadership style
 b. Predictors: (Constant), Transformational leadership, Transactional Leadership
 c. Predictors: (Constant), Transformational leadership, Mean of Transactional leadership, Mean of Laissez-faire leadership

Table 8. Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.086	.130		23.698	.000
	Transformational leadership	.295	.033	.395	8.994	.000
2	(Constant)	2.831	.132		21.461	.000
	Transformational leadership	.104	.044	.140	2.346	.019
	Transactional Leadership	.266	.044	.363	6.102	.000
3	(Constant)	2.713	.143		18.992	.000
	Transformational leadership	.090	.045	.121	2.015	.044
	Transactional Leadership	.216	.050	.295	4.363	.000
	laissez-faire Leadership	.096	.046	.120	2.089	.037

a. Dependent Variable: Mean of professional commitment

Table 8 indicates that there is the significant impact of Predictor (model 1 transformational style of leadership) on the outcome variables (professional commitment of LPEs), due to transformational leadership 16% variation occur in professional commitment of lecturers $F = 80.89$, $Sig. = .000 < \alpha = .05$, $R^2 = .156$. The un-standardized coefficients “ β ” for model 1 (transformational leadership style) was recorded as .295 which indicates that one unit increase in model 1 will cause .295 units increases in professional commitment of lecturer physical education which was found significant $\beta = .295$, $Sig. = .000 < \alpha = .05$. The table also indicates that there is a significant impact of model 2 (Transformational and Transactional leadership) on the professional commitment of LPEs. Due to model 2, the variation in outcome variable (professional commitment of lecturer P.E) increases to 22.30% which was also found significant at the alpha level .05, $F = 62.42$, $Sig. = .000 < \alpha = .05$, $R^2 = .223$. The un-standardized coefficient of transformational leadership was decreased from .295 to .104 and the coefficient of transactional leadership was recorded as .266 in model 2 which was found significant at the alpha level .05. In the same way table indicates that there is the positive impact of model 3 (Transformational leadership, Transactional leadership and Laissez-faire leadership) on outcome variable (professional commitment of LPEs), the effect of model 3 on criterion (professional commitment) was recorded as $R^2 = .23$ which indicates that there is 23% variation occur in professional commitment due to different styles of leadership (Transformational, Transactional and laissez-faire leadership styles) $F = 43.39$, $Sig. = .000 < \alpha = .05$, $R^2 = .230$. The coefficients of model 3 indicates that the coefficients of transformational and transactional leadership was decreases and found .090 and .216 respectively and the coefficients of laissez-faire leadership recorded as .096 which was found

significant at alpha level .05 (Sig. = .000 < α = .05). The researcher concluded that the most dominant and powerful predictor in the model was transformational leadership style as well as all the other leadership styles put significant effect on the professional commitment of college LPEs in Punjab province. Hence the hypothesis H1: there is significant effect of independent variables (Transformational, transactional and laissez-faire leadership styles) on dependent variables (Professional commitment) of college LPEs is hereby accepted.

Results and Discussion

The current research aimed at examining the impact of transformational, transactional and laissez-faire leadership styles on the professional commitment of lecturers in Physical Education. The results reveal that the impact of transformational style of HOIs' leadership was significant and positive on the professional commitment of LPEs. The study also revealed that there is the positive effect of transformational, transactional and laissez-faire leadership styles on the professional commitment of the LPEs, it was also concluded that under the supervision of transformational style of leadership, the lecturers have feelings of loyalty and passion for their institution and worked with great zeal and devotion.

Similarly, the transformational leadership style creates good sense of belonging to their institute. The lecturer having transformational leaders are strongly committed with organization and enthusiastically utilize their potentials for the development of institution. It was also revealed that due to transformational, and transactional leadership the teachers involves in love and affection for students, looking after their emotional and social growth and their needs as well as the commitment with profession also increases when the style of leader was transformational. Hence the researcher concluded that there is the positive effect of transformational, transactional and laissez-faire leadership styles on the commitment of college LPEs in Punjab, Pakistan. The results of present research are supported by the studies of many world researchers. The impact of transactional style of leadership can be positive or negative on the commitment level of staff members. This involves the assessment of the staff. If they are satisfied with the transactional leadership style then the effect of this technique will be positive and if they experience dishonesty, opacity and lack of fulfilling promise; this will be a negative approach for the staff performance.

In the same way, Transactional style of leadership has great impact on the performance and commitment level of workers had been studied by Haryadi (2003) and Andarika (2004) and these scholars are collectively agreed upon the positive and fruitful effect on the employee performance and commitment. Lecturers' commitment, motivation and performance are affected by transactional leadership. Satisfactory performance can be achieved by the transaction of leaders with subordinates. Avolio et al., (2003) theory is totally consistent with the transactional leadership style. Transactional attitudes create an environment of the positive level of professional commitment so that teachers, including physical education teachers achieve rewards while transformational technique converts staff's values, needs and perceptions in order to get succeeded (Blase & Kirby, 2008). According to Bello (2012), commitment is the feeling of loyalty and passion of the employees towards their institute. Actually, it identifies the teacher's passion; devotion and desire of hard work that facilitate the idealization of their college. The employee's emotional attachment is actually the definition of employee commitment (Marmaya et al. 2010).

Similarly, there are two ways to describe an organizational commitment as recruiting honest teachers by the fair selection policy. The second option is to deal with teachers with corporate values and norms. Teachers' thoughts can be visualized as their intentions and behavior in the field of organizational commitment such as organizational goals achieved by its own teachers' commitment. Finally, organizational commitment can be elaborated as willingness, attachment and acceptance of their teachers for the completeness of their institutional missions, goals and values. So this quality of employee can be enhanced by linking employee personal goals and institutional goals positively (Yew & Malaysia, 2007). It has been shown by studies that in order to achieve commitment among employees and make them committed and motivated, leadership, implementation in an organization is pivotal (Pooja & Renu, 2006). There are numerous studies about the relation of institutional commitment and work ethics. High graph of employee commitment has been observed when employee goals have coincided with the organizational targets. Islamic values appreciate the commitment and hard work deeply. Our Holy Prophet Hazrat Muhammad (SAW) said "no one eats better food than that which he eats out of his

work". By this reference those employees who are very close to Islamic values show more attention to their institute and try to do better for their institute's success (Yousef, 2000).

Consequently, the degree to which transformational style of leadership increases commitment level of an employee's has been generally discussed by many scholars. This part of literature summarizes a few number of previous studies which have been conducted in order to prove some hypotheses, which supported the researcher in research article. Transformational style is thought to be the most successful leadership style. Transformational leadership significantly increase commitment level of employees (Avolio et al., 2004). Transformational style is a successful style of leadership that has a significant effect on employee commitment (Limsili & Ogunlana, 2008). Ismail and Yusuf, (2009) concluded that there is very positive and significant impact of transformational style upon on employees' organizational commitment. Bushra, Ahmad and Naveed, (2011) found that if managers or heads of institution stimulates employees, arrange training to increase skills, make investment for education, give importance to their personal objectives and empowered workers positively, it will certainly enhance the employees' commitment level.

Conclusion

The current research aimed at examining the impact of transformational, transactional and laissez-faire leadership styles on the professional commitment of lecturers in Physical Education. There have been numerous research studies on professional commitment of employees in progressed countries. This current research focused on professional commitment level of lecturers at college level in Punjab, Pakistan.

The study findings indicate that the impact of transformational style was significant on the professional commitment of LPEs. The research also shows that there is the positive effect of transformational, transactional and laissez-faire styles of leadership on the professional commitment of LPEs, it was also concluded that under the supervision of transformational leadership style the lecturers had feelings of loyalty and passion for their institution and worked with great zeal and devotion. Similarly, the transformational leadership style creates good sense of belonging to their institute. The lecturers having transformational leaders are strongly committed with organization and enthusiastically utilize their potentials for the development of institution. It was also revealed that due to transformational, and transactional leadership the teachers involves in love and affection for students, looking after their emotional and social growth and their needs as well as the commitment with profession also increases when the style of leader was transformational. Hence, there are two ways to describe an organizational commitment as recruiting honest teachers by the fair selection policy. The second option is to deal with teachers with corporate values and norms. Teachers' thoughts can be visualized as their intentions and behaviour in the field of organizational commitment such as organizational goals achieved by its own teachers' commitment.

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