

Relationship between Leadership Styles and Organizational Commitment: Moderating Role of Emotional Intelligence and Organizational Support

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Abstract

Aim of this research was to study relationship between principals' leadership styles (PLS) and teachers' organizational commitment (TOC) with moderating role of emotional intelligence (EI) and perceived organizational support (POS). 50 principals and 300 teachers were selected as sample of the population. Random and convenient sampling technique was used for data collection. It was found that democratic leadership style was dominant leadership style of principals. A significant relation was found between leadership styles and organizational commitment. It was concluded that emotional intelligence and organizational support significantly moderate relationship between leadership style and organizational commitment. It was also declared that there was significant difference in the responses of teachers regarding organizational commitment and organizational support. Private school teachers were more committed to teaching and public school teachers were more committed to institution and profession.

Keywords: Educational leadership, Leadership styles, Teachers' organizational commitment, Emotional intelligence, and Organizational support.

Introduction

Leadership requires great patience and much time to become full blossom. Locke (2005) defines leadership as the significant task of management. It is the process and art of influencing other people or subordinates in order to attain stipulated and common goals. Leadership style is comprised of a set of certain attitudes, characteristics and skills. School principal is responsible, for ensuring effective teaching and learning environment in school.

Educational leadership is a long-term campaign and, it grows and develops as a result of experience and knowledge. Educational

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leadership is usually the responsibility of school principal and administration (Allen & Meyer, 1990). School principal strives to create positive and effective changes in educational policies and processes. Educational leadership works with teachers and it also involves guiding teachers towards improving teaching and learning process. Quality leadership and high quality of teaching are essential to accomplish learning outcomes. According to Gracia-Morales *et al* (2008), educational leadership effectively and strategically influences teaching activities, learning process, and classroom activities. Principals of educational institutions render great services in the smooth and successful running of educational system. Leadership style of the school principal shows how they interact with their subordinates. Each principal has his own way of behaving and interacting with his subordinates (Tannenbaum & Schmidt, 1958).

Organizational commitment of teachers may be enhanced if principal of the school has high degree of emotional intelligence (EI). EI is the ability of a person to monitor his own emotion and other's emotion and feelings, to discriminate among them and to use this information to guide one's own thinking and action. It has been found in different research studies that leaders with high degree of EI use positive emotions to improve their decision making quality. High degree of EI leads to major improvement in the organizational settings (Chi, *et al.* 2007).

Problem Statement

Relationship between school principal and teacher is of immense importance for smooth running of educational institution. Principal is responsible for all happenings in the school and his way of interacting and behaving with staff members affects teacher's job satisfaction level and teacher's commitment to organization, to profession, and to teaching. Teacher's commitment to organization is the manifestation of his job satisfaction. Job satisfaction improves and enhances productivity of the organization. It is often seen that some principals have sound academic background and have vast teaching and administrative experience but they prove poor administrator. Such principals lack leadership qualities and they fail in leading teachers as team member. Why such principals fail in developing mutual relationship with teachers and other staff members despite having strong academic background and vast experience. Main reason is that such principals have low level of EI. EI is the quality or degree of a person to know and manage his own emotions and also the emotions of other people in most effective manner. EI plays significant role in OC. Lack of organizational support also affect teachers' performance. If lack of organizational support prevails for long time, it may result in teacher's absenteeism, turnover behavior, and also in teacher's resignation.

Objectives of the Study

Main objectives of the study were:

- i). To find out relationship between principals' leadership styles and teachers' organizational commitment.
- ii). To determine significant relationship between principal's leadership styles and his capability of emotional intelligence
- iii). To identify the relationship between public sector school and private sector school principals regarding dominant leadership styles.
- iv). To investigate the relationship between public and private school teachers regarding their organizational commitment level.
- v). To verify the relationship between public and private school principals regarding their strength of emotional intelligence.
- vi). To determine significant difference between public and private school teachers regarding their perception about organizational support.
- vii). To explore moderating effect of principals' emotional intelligence on the relationship between principals' leadership styles and teachers' organizational commitment.
- viii). To investigate moderating effect of teachers' organizational support on the relationship between principals' leadership styles and teachers' organizational commitment.

Literature Review

Teachers may leave their jobs because of inefficient and poor leadership styles of their principals. It was found that there was weak but significant effect of transformational leadership on teachers' organizational commitment to change and reform. School principals having transformational leadership styles positively impact their employees and level their level of commitment. To establish a link between new educational policies and teacher's behavior will need a good and professional school leader. Every successful organization need effective leader to increase commitment level of the employees and their job satisfaction (Mowday, 1998).

Teacher's commitment has sound effect on student's learning outcomes and school effectiveness. But what is teacher commitment? Some researchers have advanced a theory of commitment along organizational lines and they suggested three types of teacher's commitment. These types of commitment are affective commitment, normative commitment, and continuance commitment. According to Singh, & Billinnsley, (1998), there are three types of teacher's commitment namely commitment to teaching, commitment to students and commitment to institution. Committed teachers work diligently for the attainment of the organizational goals. They show more zeal and zest

at work place. Factors such as tardiness, absenteeism and turnover of teachers are the indicators of low commitment level of the teachers. Principals' leadership style has a substantial impact on the whole school operation in particularly on teachers' commitment to the organization.

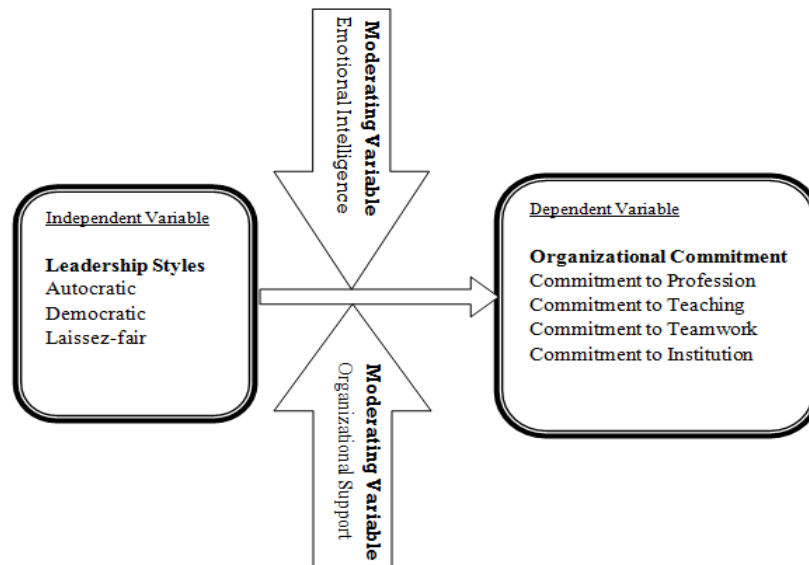
Leadership styles of school principal have sound influence on teacher's organizational commitment. Democratic and transformational leadership styles of the principals have a strong and significant relationship with teachers' organizational commitment. Democratic leaders allow maximum participation of their subordinates in decision making process. They give due importance to the abilities and skills of their subordinates (Gumus *et al.* 2013). Research studies show that principals who possess transformational leadership style give due importance to teachers' ability, skills and its intellectual development. Such principals infuse excitement and enthusiasm in teachers. Principals with transformational leadership style create such environment in school which is conducive to effective teaching and learning. Transformational leaders reached to organizational goals more easily. It increases the level of job satisfaction and organizational commitment of the teachers as a result of motivating teachers and paying close attention to them (Hamidi & Azizi, 2012). It has been found in different research studies that leaders with high degree of emotional intelligence use positive emotions to improve their decision making quality. High degree of emotional intelligence leads to major improvement in the organizational settings. Emotional intelligence is considered vital in inspiring subordinates and building strong relationship. Strong relationship between leader and subordinate is vital for enhancing organizational productivity (Chi, *et al.* 2007). According to Gerhard (2004), principal who has high degree of emotional intelligence is able to communicate their ideas, views and objectives towards teachers. Principals who have strong sense of emotional intelligence easily motivate and persuade teachers towards achieving organizational goals.

Leadership styles of school principal and organizational support plays significant role in teachers' job performance and organizational commitment. School principal works as leader of the educational institution and he/she should know how to build effective relationship with teachers to motivate them and enhance teachers' job performance and organizational commitment. Principals having strong sense of emotional intelligence can cultivate effective relationship with teachers at secondary school level. Emotional intelligence is a key factor in moderating relationship between employer and employee. Emotionally intelligent leaders utilize the abilities and competencies of followers in most effective way thus increasing commitment level of the subordinates. Different researchers used emotional intelligence as moderator in relationship between different variables in different context.

Theoretical Framework

On the base of above introduction, research objectives, null hypotheses, and literature review, following conceptual model was developed for this current study.

Figure 1: Conceptual Model



Methodology

This study was designed to find out relationship among school's principal leadership styles and teacher's organizational commitment with moderating role of emotional intelligence and organizational support. Public school and private school at secondary school level, in the Southern Region of Khyber Pakhtunkhwa, were selected for data collection.

Population and Sample

Population of this research study was comprised of principals and teachers at secondary school level, both from public sector and private sector school District Karak, Khyber Pakhtunkhwa. There are 95 private secondary schools and 65 public secondary schools in District Karak. It was very difficult to collect data from all these schools. So it was decided to select 25 schools from public sector and 25 schools from private sector as population of the study. Convenient and random sampling technique was used for sample selection. Total 50 principals/headmasters and 300

teachers were selected as sample of the study. 150 teachers were selected from public sector secondary schools and 150 teachers were selected from private sector secondary schools.

Research Instruments

Survey technique was used for data collection. Three comprehensive adopted and standardized questionnaires were used as research instruments, with minor changes in the language, for data collection. These changes in the language were made through the help of English language experts. These questionnaires measured leadership styles of the principals, degree of emotional intelligence of the principals, organizational commitment level of the teachers and teachers' perception about organizational support. Leadership style questionnaire was developed and it measures three aspects of leadership style. These dimensions are autocratic, participative or democratic and laissez-faire leadership style. Emotional intelligence questionnaire was developed by Ciarrochi *et al* (2002) which are based on Salovey and Mayer (1990) model of emotional intelligence. Emotional intelligence questionnaire measured four dimensions of emotional intelligence. These dimensions were perception of emotions, managing own emotion, managing other's emotion and utilization of emotion. Questionnaire about teacher's organizational commitment and teacher's perception about organizational support was developed by Celep (2000). This was specially developed for educational setup. This questionnaire measures organizational commitment of the teacher on four dimensions. These dimensions were commitment to profession, commitment to teaching, commitment to team work and commitment to school. Items no. 1-11 were related to teacher's perception about organizational support.

Results and Findings

Null hypotheses were tested through SPSS applying Linear Regression, t-test and moderating variable test. Following result was obtained after analyzing null hypotheses.

H_{01} : Principals' Leadership Style is not significantly related with Teachers' Organizational Commitment

Table 1: Model Summary

Model	R	R Square	Std. Error of the Estimate	F Stat
1	.448	.201	8.302	37.12

a. Predictors: (Constant), LDS

b. Dependent Variable: OC

Coefficients

Model	Unstandardized Coefficients	Standardized Coefficients	Std. Error	t	Sig
Constant	32.409		7.11	4.55	.00
LDS	.442	.448	.073	6.09	.00

a. Dependent Variable: OC

In table 1, R value is 0.448 and R^2 value is 0.201. It indicates that independent variable (PLS) explains 20.1 percent variance in the dependent variable (TOC). F-statistic value is 37.12 which show model fitness. It is evident from the table that PLS is positively and significantly related with TOC ($p < 0.05$) at 95% confidence level. Beta value is 0.448 which shows that a unit change in our independent variable will bring a positive change of .448 in dependent variable. Our hypothesis H_{01} is rejected.

H_{02} : Principals' Leadership Style is not significantly related with Emotional Intelligence

Table 2: Model Summary

Model	R	R Square	Std. Error of the Estimate	F Stat
1	.227	.051	8.03	12.48

a. Predictors: (Constant), LDS

b. Dependent Variable: EI

Coefficients

Model	Unstandardized Coefficients	Standardized Coefficients	Std. Error	t	Sig
Constant	70.06		14.53	4.81	.00
LDS	.38	.227	.134	2.83	.00

Dependent Variable: EI

Table 2 illustrates significant relationship between principals' leadership style and emotional intelligence. P value is 0.00 which is less than 0 .05 ($p < .05$) at 95% interval. R value is 0.227 and R^2 value is 0.045. Value of R^2 indicates that our independent variable (PLS) explained 4.5% variance in dependent variable (EI). F value is 8.03 which indicate good model fitness of regression analysis. As p-value is less than 0 .05, hence our null hypothesis H_{02} is rejected.

H_{03} : There is no significant difference between Public and Private School Principals Regarding Dominant Leadership Style

Table 3

Variable	School	Mean	SD	F	t-value	Sig
Leadership Style	Public	102.63	7.23	3.75	7.54	.00
	Private	92.78	8.7			

Result of the above table shows significant differences in the responses of public and private school principals. Mean score of public sector school principal is 102.63 and SD is 7.23 while mean score of private sector educational institutions principal is 92.78 with SD 8.7. P value is less than 0.05 ($p < .05$). It means that public school principal had one dominant leadership style and principal of private educational institutions had another dominant leadership style. Hence our null hypothesis H_{03} , is rejected at 5% confidence level. It means that there is significant difference between public school principal and private school principal regarding dominant leadership style.

H_{04} : There is no significant difference between public and private school teachers regarding organizational commitment (OC)

Table 4

Variable	School	Mean	SD	F	t-value	Sig
OC	Public	74.06	9.74	.233	2.69	.00
	Private	71.94	9.52			

Table 4 shows significant differences in the responses of public school teachers and private school teachers regarding their OC. Mean score of the responses of public sector school teachers is 74.06 and SD is 9.74 while mean score of private sector educational institutions teachers is 71.94 and SD 9.52. P value is less than 0.05 ($p < .05$). It is evident from the result that p-value describes significant difference in the responses of public and private sector school teachers regarding their commitment to organization. Hence our null hypothesis H_{04} is rejected.

H_{05} : There is no significant difference between public and private school principal regarding emotional intelligence

Table 5

Variable	School	Mean	SD	F	t-value	Sig
Emotional Intelligence	Public	105.91	11.48	1.97	-.326	.74
	Private	106.56	12.96			

Table 5 shows that mean score of public sector school principal is 105.91 and SD is 11.48 while mean score of private sector educational institutions principal is 106.56 with SD 12.96. It is evident from the result that there are insignificant differences in the mean score comparison of public school principals' responses and private school principals' responses regarding their strength of EI. P value is .74 which is greater than 0.05 ($p > .05$). As p-value greater than 0.05, it means that there is insignificant difference in the responses of respondent regarding EI. Result shows that principal of public sector school and principal of private sector school responded, nearly, in the same way. Hence our null hypothesis H_{05} is accepted.

H_{06} : There is no significant difference between public and private school teachers regarding organizational support (OS)

Table 6

Variable	School	Mean	SD	F	t-value	Sig
OS	Public	34.48	5.79	8.09	3.41	.00
	Private	32.75	6.81			

In table 6 it is evident from the result that there are significant differences in the mean score comparison of public and private school teachers' responses regarding their sense of perceived organizational support. P value is 0.00 which is less than 0.05 ($p < .05$). As p-value less than 0.05, it means that there is significant difference in the responses of respondents regarding POS. Result shows that teachers of public sector school receive more support from principal and from colleague as compared to private school teachers. Hence our null hypothesis H_{06} is rejected.

H_{07} : Emotional intelligence does not significantly moderate Relationship Between Principals' Leadership Styles and Teachers' Organizational Commitment

Table 7

Model	R	R ²	R ² Change	F. Change	Df1	Df2	Sig.
1	.448	.201	.201	37.12	1	148	.00
2	.492	.242	.041	8.02	1	147	.005

Table 7 illustrates result of moderating effect of EI on the relationship between PLS and TOC at secondary school level. There is 0.041 variance in the R^2 value and change in F statistic value is 8.02. It is evident from the results that change in R^2 value is 4.1% ($.041 \times 100 = 4.1$).

It means that there is 4.1% increase in the variation explained by the addition of moderating variable or interaction term. Result shows that this increase is statistically significant ($p < .05$) as value of Sig. F Change is 0.005 which is significant at 95% confidence interval. It is cleared from the result that EI significantly moderate relationship PLS and TOC.

H₀₈: Organizational support does not significantly moderate relationship between principals' leadership styles and teachers' organizational commitment

Table 8

Model	R	R ²	R ² Change	F. Change	Df1	Df2	Sig.
1	.448	.201	.201	37.12	1	148	.00
2	.606	.367	.167	38.72	1	147	.00

Table 8 illustrates result of moderating effect of POS on the relationship between PLS and TOC at secondary school level. There is 0.167 variance in the R² value and change in F statistic value is 29.24 which result in p-value less than 0.05. It is evident from the result that change in R² value is 16.7%. It means that there is 16.7% increase in the variation explained by the addition of moderating variable. Result shows that this increase is statistically significant ($p < .05$) as value of Sig. F Change is 0.00. It means that POS significantly moderates relationship between PLS and TOC. Hence our null hypothesis H₀₈ is rejected.

Conclusion

Leadership is the central and most effective factor in educational institution which enhances teacher commitment (Gumus, *et al*, 2013). The important role of principal cannot be denied in changing school into responsible, competent, knowledge rich, and caring center of the community. In such competent center students are free to learn well.

This current study found significant relationship between principals' leadership styles and teachers' organizational commitment. Result of this current study is consistent with different research studies. Hussain (2008) and Greenlee (2007) declared that effective educational leadership play significant role in establishing and maintaining connection between new educational ideas and teachers' commitment to institution. Result of this current research study is in line with the result of Lai, *et al*, (2014) research study. They found that principals having transformational leadership style had the ability in generating enthusiasm and create creativity in teachers. Such principals have confidence in risk taking and they encounter obstacles.

Overall result declared that democratic leadership style was the dominant leadership style of secondary school principals. This result is consistent with the findings of Kiboss and Jemiryott (2014). This research study declared that secondary school teachers were more committed to their profession and institution than their level of commitment to teaching and their commitment to teamwork. It is globally accepted that quality of teaching and learning process is largely depending upon quality teachers. Only quality teachers can provide quality education to students and thus increasing students' ability in achieving organizational goals. Improvement in profession is must for quality teachers and this can only occur when teachers are committed to their profession. Less commitment towards profession results in high turnover rate and thus diminishing organizational outcomes.

Emotional intelligence positively and significantly moderates relationship between principals' leadership styles and teachers' organizational commitment. This finding confirmed findings of Chi *et al* (2007). They argued that emotional intelligence significantly moderate relationship between leadership styles and job performance. Leader having strong sense of emotional intelligence is able in managing disruptive emotions of his subordinates. Such leader is aware of his emotional strength and weaknesses. Similarly, principal who has strong sense of emotional intelligence is able in utilizing teachers' capacities and capabilities in most effective way. Another important finding of this current research study was that perceived organizational support also significantly and positively moderate relationship between principals' leadership styles and teachers' organizational commitment at secondary school level.

Recommendations

It was found that in some private institutions teachers, who had crossed sixty years of age, were employed. These teachers are retired from government school and private school re-appoints them. At such age, teachers have no or less stamina for teaching. It is recommended that teachers who are above sixty years of age should not be appointed for teaching purposes. Autocratic leadership style was the dominant leadership style of private school principals. They have sole power of decision making. Democratic atmosphere in educational institution is must for achieving organizational goals. It is recommended that private school principals should value and give due importance to teachers' views and opinions. Principal should share his vision with teachers. Private sector plays significant role in education sector. It renders useful services. Private educational institutions provide quality education to student as compared to public sector institutions. However, teachers of private school were less committed to teaching profession. One big

reason is that teachers in private school are temporarily appointed. They have no job security. In private educational institution, principal or owner of the school can fire a teacher any time. It is suggested that private educational institution should provide job security to teachers. It is the responsibility of government to promulgate special laws and rules in this connection.

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