# Leadership Styles and Organizational Commitment: A Study on Higher Secondary Schools in Uttar Pradesh

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## ABSTRACT

Leadership style is known to be an important perquisite for establishing commitment in different organizations. The intention of this paper is to propose a conceptualization of relationship between leadership style and organizational commitment. This proposed relationship is driven by general research question, do specific psychological construct teachers organizational commitment relate to the transformational leadership style and transactional leadership style of principal. In order to fulfill the objective of study, multifactor leadership style questionnaire (MLQ-5X Short) developed by Bass and Avolio and Indian adaptation by Dr. Surendra nath Dubey and teacher's organizational commitment inventory (TCI-GN) constructed by Noorjahan N. ganihar was utilize to collect the data from randomly chosen sample of 240 teachers from the various higher secondary schools situated at western geographical part of Uttar-Pradesh. The collected data was subjected to reliability test and multiple regression analysis using SPSS version 21.0. The research found that the principals' participated in the study was higher on transformational leadership style comparative to transactional leadership style. The results also suggests that teachers who are working under the principals possessing either transformational or transactional leadership style tend to rate themselves as committed to organization. However, teachers' working under transformational principal rate themselves as higher satisfied with job comparative to principals possessing transactional leadership style.

*Keywords:* *Transformational Leadership Style, Transactional Leadership Style, Organizational Commitment, Principal, Teachers, Higher Secondary Schools*

**L**eadership is a highly complex phenomenon. Leadership has attracted massive interest and attention among academicians and practitioners. From time to time, it has been believed that the actual solution to humanity's various problems and challenges are placed in the hands of exceptional individuals – leaders (Storey, 2005). Despite that the need for an understanding of

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leadership as complex, contextualized and richer characterization is becoming more audible (Collinson, 2005; Kets, R., & Miller, 1991). Perhaps it is not surprising that an increasing number of scholars are examining venues for understanding leadership as complex and contextualized matter. An increasing number of authors, both in organizational studies and in leadership and management studies (Cheney, 1983; Cheney & McMillan, 1990; Cheney & Tompkins, 1987; Cummings, 1996; Mintzberg, 1989; Morris, 1997) are producing theory and empirical research intended to be actionable, integrated, and contextualized.

Management designated a broad function, including the responsibilities related to the school, teachers, pupils and other affairs of the school. In the last decade research on school effectiveness has been dominated by the concept of the principal as a leader (Brookover, *et al.*, 1979; Rutter *et al.,* 1979; Greenfield, 1982; Rutherford, *et al.*, 1983 and De Beroise, 1984). Recent research on secondary school has also focused on the principal as a leader (Boyer, 1983; Sizer, 1984; Oad**,** 1995; Black, 2001; Madhusudan, 2002). The emphasis on the principal as a leader may have added a new dimension to the traditional distinction between the dual roles of principal as educator and principal as administrator (Bower, 1983). Hence, the school principal is expected to act as a leader in the school. The principal has now emerged as a key center of the whole process of education. Leadership has made adaptive to the leader's ability, personality, interest, attitude, decision-making, capability, etc.; when we go deep in the process of the leadership either as a researcher, or as a teacher or as a leader of the school education of individual differences, we find that leaders have various styles of leadership. Research in school organization and administration has recently been dominated by the concept of principal as a leader. The role of the principal as a leader is critical in creating school conditions that lead to higher student academic performance. Planning and coordinating with staff having an orientation toward innovation, frequent monitoring of staff and involving parents through communicating students' performance.

*Transactional and Transformational Leadership:*
Transformational and Transactional leadership is currently the most widely accepted leadership paradigm. The interest in the both leadership styles has been significantly impacted by Avolio and Bass's "Full Range Leadership Theory" (Avolio & Bass, 1999; Bass, 1998). In this theory, leader behavior has three broad categories: Transformational, Transactional and Laissez-Fair (Rubin, Munz & Bommer, 2005). As Avolio and Bass (1999) indicated, every leader displays each of these behaviors at different times; "however, effective leaders more often display Transformational Leadership behavior and contingent reward behavior (i.e., Transactional Leadership) and less frequently display more passive and ineffective behaviors i.e., laissez-faire leadership" (Rubin, Munz, & Bommer, 2005). Transformational Leadership- the leader has the ability to inspire and motivate followers to achieve results greater than originally planned. This leader motivates followers to work for transcendental goals instead of short-term self-interest and

for achievement and self-actualization instead of security. Transformational leaders may measure changes in the firm's or units, mission, way of doing business and human resource management to achieve their reason. The transformational leader will overhaul the entire philosophy, system and culture of an organizational. Transactional Leadership- the leader identifies what followers want or prefer and help them to achieve level of performance that results in rewards that satisfy them. The leader realize on contingent rewards and management by exception. In using management by exception, the leader would not be involved unless objectives are not being accomplished. The leader will adjust goals, direction and mission for practical reasons. The success of this style relies on the leader identifying what the employee wants and emphasizing the pay performance link. If this is not understood, there is likely to be confusion, uncertainty, and minimal transactional impact leader- follower's relationship.

## *Teachers' organizational commitment*

In the present study, Organizational Commitment was viewed as the teacher's commitment to the local school or school division. Educational organizations such as schools, colleges and universities require individuals who are committed to their profession and well-being of students. The vitality of all educational organizations lies in the willingness of teachers to contribute to the development of the organizations. Teachers strong in commitment find it easy to be interested in whatever they are doing and can involve themselves into it wholeheartedly. They are rarely at a loss for things to do. They always seem to make maximum effort cheerfully and zestfully. Teachers who are committed demonstrate a strong acceptance of the school's values, tasks, and working manner. Teachers who firmly believe in these values are likely to manifest them in the performance. They keep these values in mind when preparing their lesson plans, when giving students projects, when thinking of examination questions. These teachers are also more conscious of their conduct and work attitudes, as they want to set good examples for their students. Commitment teachers also have strong psychological ties to their schools, their students and their subject area. On the other hand a commitment person believes strongly in the object's goals and values, complies with others expectations voluntarily, and exerts considerable effort beyond minimal expectations for the good of the object strongly desires to remain affiliated with the objects, (Kanter, 1968, Mowday et al., 1982, page 26-27). Teachers may be committed to teaching, their school, or their students and that their patterns of behavior vary depending upon which commitments are assessed. Kushman (1992) examines separately the causes and consequences of commitment to with teacher efficacy, high expectations and Organizational Commitment.

## RESEARCH DESIGN AND METHODOLOGY

### *Research Approach*

In the present study a non-experimental quantitative correlational research has been employed to determine whether there will be any relation between the leadership style of secondary school

principals and the teacher's organizational commitment in the selected secondary schools in the western part of Uttar Pradesh, India.

## *Research Question*

Do specific psychological construct, teacher's organizational commitment relate to the leadership styles of the principal.

## *Hypotheses*

Keeping in mind the objectives of the present study and on the basis of previous research findings in this area, the following null hypothesis has been formulated.

1. There will be no relation between transformational leadership style of the principal and teachers organizational commitment.
2. There will be no relation between transactional leadership style of the principal and teachers organizational commitment.

## *Sample*

The research sample was consisted of 240 male and female teachers who were selected from the various higher secondary schools situated at western geographical part of Uttar Pradesh. Subjects were consisting of two groups of leadership style with 120Ss in each group. Each group was further divided in two group i.e. male and female principal with 60Ss in each cell. These 60 principal of each group was consist of 30 principal of public college and 30 principal of government aided college.

## *Population and Sampling*

The population of the present study was the teachers of secondary schools of western Uttar Pradesh in academic year 2014 – 2015. The stratified random sampling was used for the selection of sample of the study. The steps of stratified random sampling of this study are as follows:

**Step 1:** There are 18 divisions in the Uttar Pradesh, India i.e. Agra, Aligarh, Allahabad, Azamgarh, Bareilly, Basti, Chitrakoot, Devipatan, faizabad, Gorakhpur, Jhansi, Kanpur, Lucknow, Meerut, Mirzapur, Muradabad, Saharanpur, and Varanasi. These 18 divisions consisting 75 districts. The western geographical part of Uttar Pradesh includes 6 divisions i.e. Agra, Aligarh, Bareilly, Meerut, Muradabad and Saharanpur. These six divisions of Uttar Pradesh includes 26 districts i.e. Agra, Firozabad, Mainpuri, Mathura, Aligarah, Etah, Hathras, kasganj, Budaun, Bereilly, Pilibhit, Sahjhanpur, Bagpat, Buland Shahr, Gautam Budha Nagar, Ghaziabad, Hapur, Meerut, Amroha, Bijnor, Moradabad, Rampur, Sambhal, muzaffarnagar, shamali and Saharanpur. 50 percent of districts were selected randomly by simple random sampling.

**Step 2:** Twenty higher secondary schools (10 governments aided and 10 private) were selected from each of the selected district. These higher secondary schools were selected randomly from a list of total working government aided and private schools in western part of Utter Pradesh. This list of working schools was acquired from the website *Gove. In* which is official website of government of India and from the *D.I.O.S. and B.S.A.* office of each district.

**Step 3:** Two to five teachers were selected from each school by simple random sampling. Therefore, 240 primary school teachers were selected from higher secondary schools in U.P.

*Procedure of data collection*

The data was collected through the mail communication and personally. In case of districts which is geographically near to the research center such as Bagpat, Buland shahr, Hapur, Muzaffar Nagar and Saharanpur the researcher went personally to collect the responses. In case of outstation respondents, such as Agra, Aligarh, Bareilly, Hathras, Mathura, Moradabad and Pilibhit the questionnaires along with the introductory letter and reply cover (with postage) was sent to leaders (head teacher) to different marked schools. The respondent were requested to complete the tools by putting a tick mark ( ) against the appropriate columns of opinion in Likert type scale such as: "strongly agree", "agree", "undecided", "disagree", and "strongly disagree".

The researcher designed a schedule for data collection. Collection of data from secondary school teachers from different district in western Uttar Pradesh was a big task. Without proper planning and designing the schedule, it would be expensive in terms of money and time. A list of teachers in each secondary school was formulated. The researcher select the teacher from the list according to the number of sample, using random sampling method then researcher administered the tools. To make the data collection feasible, the researcher first approached the respective principal and discussed about the objectives of the study; and in turn the principal was asked to circulate the tools to get the response from teachers. Each teacher received a set of scales with a cover letter explaining the purpose of the research and requesting his or her participation. The cover letter also contained a confidentiality statement to guarantee that any individual or school would not be identified and that all research records would be kept secure. Additionally, the cover letter contained an explanation that their participation was voluntary and would in no way affect their function and position. Lastly, the cover letter supplied contact information for the researcher. The teachers were given instruction with appropriate information. Then the scale was distributed to the sample by post. After the completing of the scale, the teachers were requested to return the scale booklet to the researcher by post. To ensure the quality of data collected from the teachers, the researcher checked all the statements in the scale and selected only the completed one. Each secondary school was coded using No. 1- 500. This coding was used to identify the specific secondary school during the data collection only.

*Measures*

1.  **Multifactor Leadership Style Questionnaire: (MLQ-5X short):** Multifactor leadership style questionnaire, MLQ from 5X- short developed by Bass and Avolio (1995) and Indian adaptation by Dr. Surendra Nath Dubey, published by national psychological corporation, Agra has been utilize to measure the construct of leadership style. Multifactor leadership style questionnaire has two forms; L form is for the leader themselves to rate their style whereas form R is for the subordinates (Raters) to rate the qualities of the leaders in the organizations. Each form contains 45 items and assesses the leadership style. In MLQ form there are five factors that describe transformational leaders. The factors are: idealized influence (Attributed), idealized influence (Behavioral), inspirational motivation, intellectual stimulation and individualized consideration. There are following three factors included in the MLQ that describe transactional leadership: contingent reward, management-by- exception (Active) and management-by- exception (Passive).

2.  **Reliability of MLQ-5X Short:** The MLQ (both forms) were administered on 150 managers in banking, private sector industries, private colleges (principal as a leader) and 400 subordinates in the same organizations. Reliability of the total items and each leadership factor ranged from 0.71 to 0.93. All the coefficient were generally high. The reliability as compound using coefficient alpha (Cronbech, 1951).

3.  **Teachers Organizational Commitment Inventory: (TCI-GN) :** Teachers organizational commitment inventory constructed and standardized by Dr. (Mrs.) Noorjehan N. Ganihar, published by national psychological corporation, Agra has been utilize to measure the construct of organizational commitment of teachers. Noorjehan states that "teacher commitment is a psychological identification of the individual teacher with the schools goals and values, and the intention of that teacher to maintain organizational membership and become involved in the job beyond personal interest." This inventory has five dimensions of teacher commitment: psychological perspective, sociological perspective, and commitment towards the profession, commitment towards the institution and commitment towards the student.

*Validity and Reliability*

The reliability if the TCI was computed using split half method of reliability. The overall reliability of the inventory was 0.74, the overall validity was established by square root of reliability 0.8608.

**RESULT AND DISCUSSION**

*Table 1: Descriptive Statistics For Transformational Leadership Style, Transactional Leadership Style And Organizational Commitment.*

| Descriptive Statistics | | | | | |
|---|---|---|---|---|---|
| | **Min.** | **Max** | **Mean** | **Std. Deviation** | **N** |
| Transactional Leadership Style | 22 | 38 | 30.47 | 4.782 | 240 |
| Transformational Leadership Style | 43 | 76 | 63.21 | 7.139 | 240 |
| Organizational Commitment | 56 | 94 | 77.32 | 8.340 | 240 |

Table No. 1 presents the minimum and maximum scored on particular test, means, standard deviations (S.D.) and the number of sample. For principals' transactional leadership style (Mean = 30.47, SD = 4.78, N = 240), transformational leadership style (Mean = 63.21, SD = 7.14, N = 240) and teachers' organizational commitment (Mean = 77.32, SD = 8.34, N = 240). From the table No. 1 there is seemed to be no difference the number of sample loaded in each of the variable. From the table No. 1 the mean value of the principal transformational leadership style (63.21) is significantly higher (t = .55[**]) comparison to transactional leadership style (30.47), it indicate that the principals' participated in the study was possessing higher on transformational leadership style comparative to transactional leadership style.

*Table 2: Inter Correlational Matrix For Transformational Leadership Style, Transactional Leadership Style And Organizational Commitment.*

| | **Transactional Leadership Style** | **Transformational leadership style** | **Organizational Commitment** |
|---|---|---|---|
| Transactional Leadership Style | 1 | .575[**] | .634[**] |
| Transformational leadership style | | 1 | .801[**] |
| Organizational Commitment | | | 1 |

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

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

Table-2 exhibits the inter-correlations between three variables i.e. transactional leadership style, transformational leadership style and organizational commitment with another on data 240 male and female principals' and there subordinate teachers'. The result suggest that all three correlations were statistically significant and were greater or equal to $r_{(240)}$ = ..57, P < .01. In general, the results suggests that teachers who are working under the principals possessing either transformational or transactional leadership style tend to rate themselves as committed to organization. However, teachers' working under transformational principal rate themselves as

higher committed with organization comparative to principals possessing transactional leadership style.

*Table- 3 Multiple Regression For Principal Leadership Style With Teachers' Organizational Commitment.* **MODEL SUMMARY**

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | Durbin Watson |
|---|---|---|---|---|---|
| | .829[a] | .687 | .684 | 4.685 | 1.697 |

[a] *Predictors: (Constant), Transactional Leadership style, Transformational Leadership Style*

**Coefficients[a]**

| Model | | Unstandardized Coefficients | | Standardized Coefficients | T | Sig. |
|---|---|---|---|---|---|---|
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 15.383 | 2.742 | | 5.610 | .000 |
| | Transactional Leadership Style | .452 | .077 | .259 | 5.839 | .000 |
| | Transformational leadership style | .762 | .052 | .652 | 14.682 | .000 |

[a] *Dependent Variable: Organizational Commitment (O.C.)*

*EQUATION 01 (O.C.) = 15.383 + 0.452 TRANSACTIONAL LEADERSHIP STYLE + 0.762 TRANSFORMASTIONAL LEADERSHIP STYLE*

*Figure: Scatter Plot*
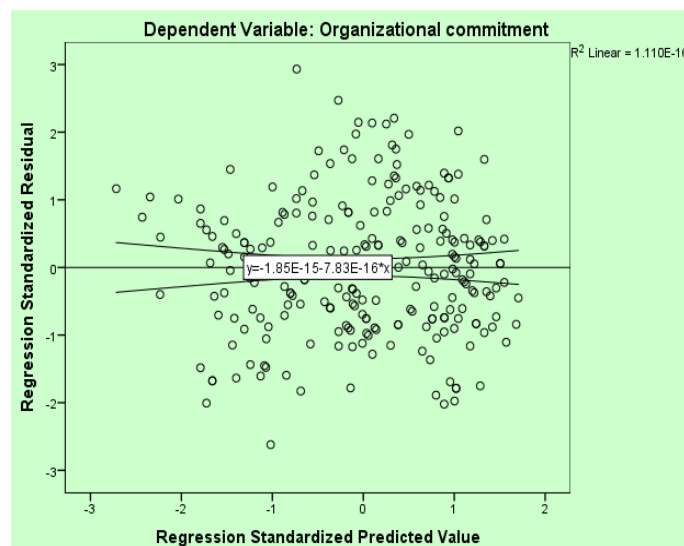


Dependent Variable: Organizational commitment

A multiple regression was calculated to see if transactional leadership style and transformational leadership style of principal predicted the organizational commitment of teachers'. Using stepwise method, the final regression model explains 68.7 percent of the variance of organizational commitment *[F $_{(2,237)}$ = 260.095, P< .000, $R^2$ = .687, $R^2$ $_{(adjusted)}$ = .684].* The adjusted R2 indicates no over-fitting of the model and that the results should be generalizable from the perspective of the ratio of observations to variables in the *equation (01).* Also the standard error of estimate has been reduced to 4.685. Our calculated F value of 260.095 is far above 1.00 *(α = 0.01),* so we see that the regression as a whole is highly significant. We can reach the same conclusion by noting that the output tells us that — *"p" is 0.000.* Because this probability value is less than our significant level of *α = 0.01,* we conclude that the regression as a whole is significant. The analysis shows that principal transactional leadership style *[Beta (β) = .259, t $_{(120)}$ = 5.84, P < .01]* and transformational leadership style *[Beta (β) = .652, t $_{(120)}$ = 14.68, P < .01]* significantly predicted organizational commitment of the teachers.

## CONCLUSION AND RECOMMENDATION

This findings supports Rai and Sinha (2000) the fact that supervisors' transformational leadership style had significant relationship with organizational commitment. Geijsel et al. (2003) findings clearly indicate the importance of transformational leadership for their effects on teacher commitment. Yung YU Lee (2005) show that the transformational leadership has significant and positive effect on commitment among secondary school teachers. Emery and Baeker (2007) indicate that the transformational factors of charisma, intellectual stimulation and individual consideration are more highly correlated organizational commitment than the transactional factors of contingency rewards and management by exceptions. Bushra et al. (2011) study concluded that transformational leadership positively effects job satisfaction and organizational commitment of employees. Lai, Luen and Chai (2014) found that transactional leadership has a significant positive impact on organizational commitment. Feizi, Ebrahimi and Beheshti (2014) showed that there was a significant positive correlation between transformational leadership and organizational commitment of teachers. In addition, stepwise regression analysis demonstrated that among the components of transformational leadership, the idealized influence had the greatest impact on organizational commitment of teachers. Riaz et al. (2015) show that there is significant and positive relation between transformational leadership and employees' affective commitment.

Koh et al (1995) showed transformational leadership had significant add-on effects to transactional leadership in the prediction of organizational commitment. Nguni, Sleegers and Denessen (2014) show transformational leadership style of principal to have strong effects on teachers' organizational commitment and Transformational leadership had significant add-on effects to transactional leadership in prediction of organizational commitment. Ian and Alwyn (2015) confirmed the relationship between principal leadership style and teacher commitment.

Additionally, the principal leadership style sub variables, in combination, accounted for some variance in the commitment demonstrated by teachers. The above findings are also in line with those of other researchers (Walumbwa 2005; Acar, 2012; Camaloglu, Sezgin & Kilinc, 2012; Yeh & Hong, 2012; Aydin, Sarier & Uysal, 2013; Selamata, Nordinb & Adnanc, 2013; Feizi, Ebrahimi and Beheshti, 2014).

Teachers' seem to be very committed when they perceive their principal as someone who is able to articulate a vision of the future for the school, provide an appropriate model that is consistent with that vision, foster acceptance of group goals, offer individual support and communicate high performance expectations. The teachers may be attracted to and committed to the organization because they perceive it to have values similar with their own. The actions of the principal may be viewed as actions of the organization itself; thus, the organization is personified through the leader. That is, when teachers perceive higher responsibility and thus, higher level of commitment.

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