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Comparative Analysis of Leadership Skills, Job Performance, Job Satisfaction and Organizational Commitment Among Head of the Department and Teachers in the Selected Public Sector Universities of Khyber Pakhtunkhwa

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Original Article

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Keywords	Abstract
Leadership Skills, Job Performance, Job Satisfaction, Organizational Commitment	<p><i>The purpose of this study is to find the level of leadership skills, job performance, job satisfaction and organizational commitment of the head of the department and teachers in the selected public sector universities of Khyber Pakhtunkhwa, Pakistan. Using a stratified random sampling method, 92 heads of teaching departments and 306 teachers were selected randomly from nine universities (already divided into three clusters (Northern, Central and Southern clusters). Field data has been collected through adapted questionnaires using a 5-point Likert scale. The analysis of the data has been made using leadership skills with three constructs and 18 items, job performance with two constructs and 16 items, job satisfaction with three constructs and 17 items and organizational commitment with three constructs and 18 items. Reliability has been assessed through the inter-item consistency method i.e., Cronbach's alpha was found 0.956 for leadership skills, 0.965 for job performance, 0.944 for job satisfaction, and 0.955 for organizational commitment respectively. The findings reveal that the perception of heads of teaching departments and teachers is above average levels for leadership skills, job performance, job satisfaction and organizational commitment respectively. The results further reveal that there is no significant difference between the perception of HODs and teachers regarding the leadership skills of HODs and the job performance of teachers. However, the differences have been found in the perception of HODs and teachers regarding compensation and job security due to the priorities and responsibilities and the perception of HODS and teachers has been found the same on Affective and Normative Commitment but different on continuous commitment.</i></p>

Introduction

Job performance is considered an important indicator for evaluating the success of an organization (Wall *et al.*, 2004). Performance is typically evaluated in financial terms however, other factors, such

as in-role and extra-role performance may also be considered (Gomez-Mejia, Balkin, & Cardy, 2007). Similarly, performance evaluation can also be employed to establish performance standards for each employee (Heneman & Milanowski, 2011) and enhancing employee job performance determine the organizational structure, refine job characteristics, and motivate employees to achieve their maximum potential, and obtain essential job performance (Johari & Yahya, 2009). However, for achieving organizational goals, the leadership skills of the leaders are pivotal (Bass *et al.*, 2003; Dvir *et al.*, 2002). In addition, to unite employees and to function efficiently, leadership skills play an important role in organizational structure (Purnaman, Yusuf, & Nuryanto, 2022). Relevant research studies have shown that variety of leadership abilities are important to guarantee the effective and efficient operations of institution (Northhouse, 2018). These leadership skills may include technical, conceptual, interpersonal, decisional, problem-solving, strategic planning, diagnostic, time management, communication, and political skills (Kalargyrou, Pescosolido, & Kalargiros, 2012; Katz, 1955; Northhouse, 2018; Peterson & Van Fleet, 2004; Williams van Rooij, 2013; Yukl, 2012).

Similarly, skillful heads of the department (HOD) possess qualities of transparency, decision-making skills, team building, recognition, responsibility, the ability to address political pressure, effective time management skills, and skills to make proper utilization of human and material resources (Prastiawan *et al.*, 2020). In educational institutions HOD is the most critical person in upgrading the quality of education in university teaching departments (Bukhari, Gul, Bashir, Zakir, & Javed, 2023) and also influences the work of teachers efficiently to accomplish educational objectives as well as improve student learning outcomes (Yukl, 2012). However, the review still shows that there is a lack of literature to investigate the level of leadership skills of HODS, job performance, job satisfaction and organizational commitment of teachers, and to further compare the means of the perception of HODS and teachers regarding leadership skills, job performance, job satisfaction and organizational commitment of teachers at public sector universities.

Problem Statement

The role of both head and teacher are important for the smooth proceeding of educational institutions. The HOD is responsible for all the affairs of the department and his overall dealing and behaving with staff members also affects the job satisfaction level and organizational commitment of teachers. Teachers' organizational commitment is a sign of job satisfaction which improves and increases the productivity of teachers and of the overall educational institution. In Pakistani universities, it is often observed that some HODs have sound academic backgrounds and enormous administrative and teaching experience, but they demonstrate poor administration due to lack of leadership qualities and they often fail to lead teachers as team members (Saleem, Batool & Khattak, 2017).

Similarly, teachers' performance may also be affected due to lack of organizational support. If this lack of organizational support exists for a long time it may result in teacher absenteeism, turnover behavior, and also in teacher resignation (Chi *et al.*, 2007). The purpose of this research is to investigate the perceptions of HODs and teachers about leadership skills of the head of the department and its impact on teachers' job performance, job satisfaction and organizational commitment.

Objectives of the Study

The study was based on the following objectives:

1. To investigate the level of leadership skills of HODs, job performance, job satisfaction and organizational commitment of teachers
2. To compare the means of the perception of HODs and teachers regarding leadership skills of HODs, job performance, job satisfaction and organizational commitment of teachers

Research Questions

1. What is the level of leadership skills of HODS, job performance, job satisfaction and organizational commitment of teachers?
2. What is the difference between the perception of HODS and teachers regarding leadership skills of HODS, job performance, job satisfaction and organizational commitment of teachers?

Research Methodology

This study is based on the positivist approach following the quantitative tools and methods. Descriptive (survey) design has been used to collect and analyze the data. The study consists of 1444 HODs and teachers of nine public sector universities of Khyber Pakhtunkhwa province which was selected through multistage cluster sampling approach. During the first stage, all the universities were divided into three clusters i.e., Northern, Central and Southern Clusters and then through a stratified sampling technique, 306 teachers and 92 HODs were selected as samples of the study. An adapted questionnaire designed on the 05- Likert Scale was used for data collection ranging from “strongly disagree” to “strongly agree” with point value 1 to 5. The variable “Leadership skills” consists of 18 items, Job Performance 16 items, Job Satisfaction 17 items and Organizational Commitment 18 items. The leadership skills consist of three skills including conceptual, human relation skills, and technical, each having 6 items. The job performance consists of two dimensions including in-role performance having 9 items and extra-role performance having 7 items. The third variable, job satisfaction has three dimensions work environment having 5 items, compensation having 7 items and job security having 5 items. The fourth variable was the organizational commitment with three dimensions i.e., affective commitment, continuous commitment and normative commitment with 6 items. The content and face validity of the questionnaire was established through a panel of experts who had enough teaching and research experience in the relevant field, leadership and management at university level. The reliability of the questionnaire was established through inter item consistency method (Cronbach’s Alpha).

Data analysis, Results and Discussion

Sample’s Characteristics

The total sample size of the study is 398 respondents, out of which 306 are university teachers of various ranks while 92 respondents are Head of the Departments (HODs). Among the 306 university teachers, 195 were male teachers while 111 were female teachers. Likewise, of the 92 HODs, 71 were male while 21 HODs were female. Details of the sample are given in figure 4.1.

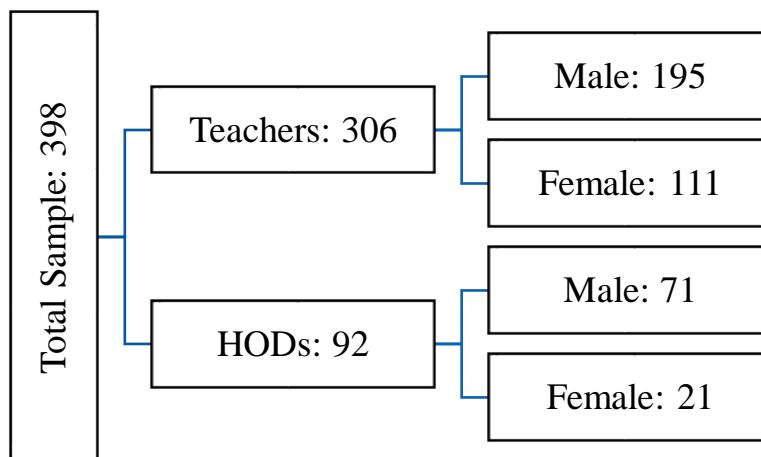


Figure 1: Gender-Wise Distribution of the Respondents

University-wise distribution of the sample is given in table 4.1 which shows that 14.38 percent of the sampled teachers and 11.96 percent of the sampled HODs were from University of Malakand. The proportion of teachers and HODs from University of Swat were 7.84 and 10.87 percent while those from Hazara University were 12.75 and 10.87 percent. Shaheed Benazir Bhutto Women University Peshawar and Women University Mardan were the two women universities in the sample from which constituting 10.87 percent (each) of the HODs sample and 9.80 and 12.75 percent of the teacher's sample.

Table 1 University-Wise Distribution of Respondents

Universities	Teachers	HODs
University of Malakand	44 [14.38]	11 [11.96]
University of Swat	24 [7.84]	10 [10.87]
Hazara University	39 [12.75]	10 [10.87]
Shaheed Benazir Bhutto Women's University, Peshawar	30 [9.80]	10 [10.87]
Women University Mardan	39 [12.75]	10 [10.87]
Abdul Wali Khan University Mardan	35 [11.44]	10 [10.87]
Kohat University of Science & Technology	30 [9.80]	10 [10.87]
University of Science & Technology, Banu	32 [10.46]	10 [10.87]
Gomal University	33 [10.78]	11 [11.96]

Note: Values in square parenthesis are percentages

Table:2 Perception of Teachers and HODs about Leadership Skills

Leadership Skills	Teachers		HODs	
	N	Mean	N	Mean
Conceptual Skill (CS)	306	4.10	92	4.22
Technical Skill (TS)	306	3.93	92	4.08
Human Relation Skill (IPS)	306	4.04	92	4.2
Grand Mean Score		4.02		4.16

The data given in above table-2 illustrates the perception of HODs and teachers about leadership abilities. The mean scores of all items in the relevant Constructs of the variable "Leadership skills" exhibit a maximum above-average level of observance. The construct "Conceptual skills" showed the highest above-average level of observance, with a maximal mean score of 4.22 for HODs and 4.1 for teachers among the six items. This result is consistent with the findings of Schmidt, Davis and Bottom (2011) and Garedew, (2015). The construct "Technical skills" exhibited an above-average level of observance among the six items, with a maximal mean score of 4.08 for HODs and 3.93 for teachers among the six items, consistent with the results of (Oluremi ,2013, Ghalandari et al.2012). On the other hand, the construct "Human relation skill" exhibited an above-average level of observance, as evidence by the maximum mean score of 4.2 for HODs and 4.04 for teachers among the six items. The Grand Mean of all the dimensions was 4.16 for HODs and 4.02 for teachers, which was higher than the average level of observance, the result consistent with the studies of Hedges, (2002), Bogler, (2001) and thus the analysis proves that there is a consistent association between leadership skills and perception of the teachers.

Table 3 Difference in Mean, Perceptions of HODs and Teachers about Leadership Skills

Leadership Skills	Experimental Variable	N	Mean	Levine's F	P value	t- Value	P value
Conceptual Skill	Teachers	306	-1.069	1.582	0.209	-9.787	.146
	HODs	92	3.556				
Technical Skills	Teachers	306	-0.284	3.373	0.076	-2.978	0.16
	HODs	92	0.944				
Human relation Skills	Teachers	306	-0.368	9.665	0.121	-3.296	0.32
	HODs	92	1.223				

Note: Since the items are converted to standardized values and then added to get various scales, means of the resulting scales can be negative. The asterisk (), (**), (***) signifies statistical significance at 1%,5% and 10% respectively.*

Table-3 focuses on comparing the mean of the perceptions of two groups i.e. Teachers and HODs about three sub-constructs of leadership skills i.e. Conceptual skill (CS). Technical skills (TS) and Human relation skills (HRS). The mean score for the data regarding the perception of teachers about CS is -1.692 while the HODs are 3.5561, showing a clear change in the two groups' average scores. However, Levene's values are 1.582 and P=0.209 which is above 0.05 threshold, indicating no significant difference in the variance between teachers and HODs. Thus, the assumption of equal variance holds. The t-value is -9.787 and 0.146 is P value more than 0.05, indicating there is no significant statistical difference between the perceptions of teachers and HODS regarding conceptual skills of HODs. Likewise, the mean score for the data regarding the perception of teachers about TS is -0.284 while the HODs are 0.9445, showing a clear change in the two groups average scores. However, Levene's values, 3.373 and P=0.076 are above the 0.05 threshold, which indicates no significant difference in the variance between teachers and HODs. Thus, the assumption of equal variance holds. The t-value is -2.978 and 0.16 is P value more than 0.05, indicating there is no significant statistical difference between the perceptions of teachers and HODS regarding Technical skills of HODs. The mean score for the data regarding the perception of teachers about HRS is -0.3678 while the HODs are 1.223, showing a clear change in the two groups average scores. However, Levene's value 9.665 and P=0.121 which is above 0.05 threshold, indicating no significant difference in the variance between teachers and HODs. Thus, the assumption of equal variance holds. The t-value is -3.296 and 0.32 is P value more than 0.05, indicating there is no significant statistical difference between the perceptions of teachers and HODS regarding the conceptual skills of HODs.

Table:4 Perception of Teachers and HODs about Job Performance

Job Performance	Teachers		HODs	
	N	Mean	N	Mean
In-role Job Performance (INRP)	306	3.90	92	4.00
Extra role Job Performance (EXRP)	306	3.74	92	3.82
Grand Mean Score		3.82		3.91

The perceptions of HODs and teachers regarding the job performance of instructors are illustrated in Table 4. The mean scores of all items in the relevant Construct of the variable "Job Performance" have a maximal above-average level of observance. The construct "In-role Job Performance" revealed

the maximum level of above-average observance, with a highest mean score of 4.00 for HODs and 3.9 for teachers among the nine items. The result consistent with the findings of (Yap et al., 2009). On the other hand, the construct "Extra role Job Performance" shown an above-average level of observance among the seven items, as evidenced by its maximum mean score of 3.82 for HODs and 3.74 for teachers among the seven items. The Grand Mean of the two dimensions was 3.91 for HODs and 3.82 for teachers, which was higher than the average level of the observance. The result consistent with the findings of (Netemeyer and Maxham, 2007; Rego and Cunha, 2008).

Table 5 Difference in Mean, Perceptions of HODs and Teachers about Job Performance of Teachers

Job Performance	Experimental Variable	N	Mean	Levine's F	P value	t-Value	P value
In-role Performance	Teachers	306	-1.061	0.270	0.604	-2.301	0.764
	HODs	92	0.203				
Extra role Performance	Teachers	306	-0.206	2.715	0.100	-1.982	0.223
	HODs	92	0.684				

Note: Since the items are converted to standardized values and then added to get various scales, means of the resulting scales can be negative. The asterisk (), (**), (***) signifies statistical significance at 1%,5% and 10% respectively.*

Table 5 focuses on comparing the perceptions of two groups i.e. Teachers and HODs about two subconstructs of Job Performance i.e. In-role Job Performance (INRP) and Extra role Job Performance (EXRP). The mean score for the data regarding the perception of teachers about INRP is -1.061 while the HODs are 0.203, showing a clear change in the two groups average scores. However, Levene's value 0.270 and P=0.604 which is above 0.05threshold, indicating no significant difference in the variance between teachers and HODs. Thus, the assumption of equal variance holds. The t-value is -2.301 and 0.764 is P value more than 0.05, indicating there is no significant statistical difference between the perceptions of teachers and HODS about teachers In-role Performance, influence by HODs leadership skills. Likewise, the mean score for the data concerning the perception of teachers about Extra role Performance is -0.2058 while the HODs are 0.6843, showing a clear change in the two groups average scores. However, Levene's value 2.715 and P=0.100 which is above 0.05 threshold, indicating no significant difference in the variance between teachers and HODs. Thus, the assumption of equal variance holds. The t-value is -1.982 and 0.223 is P value more than 0.05, indicating there is no significant statistical difference between the perceptions of teachers and HODs regarding teacher's Extra-role Performance which influenced by HODs leadership skills.

Table:6 Perception of Teachers and HODs about Job Satisfaction

Job Satisfaction	Teachers		HODs	
	N	Mean	N	Mean
Work Environment (WE)	306	3.8	92	4.00
Compensation (COMP)	306	3.60	92	4.01
Job Security (JS)	306	3.64	92	4.04
Grand Mean Score		3.7		4.01

Table 6 shows the perception of HODs and teachers about Job satisfaction. The mean scores of all items in the relevant Constructs of the variable " Job satisfaction " exhibit a maximal above-average level of observance. The construct "Work environment" exhibited the highest above-average level of observance, with a maximal mean score of 4.00 for HODs and 3.8 for teachers among the five items. The construct "Compensation" exhibited an above-average level of observance among the seven items, with a maximal mean score of 4.01 for HODs and 3.60 for teachers. On the other hand, the construct "Job security" exhibited an above-average level of observance, as evidenced by the maximum mean score of 4.04 for HODs and 3.64 for teachers among the five items. The Grand Mean of all the dimensions was 4.01 for HODs and 3.7 for teachers, which was higher than the average level of observance.

Table 07 Difference in Mean, Perception of HODs and Teachers about Job Satisfaction of Teachers

Job Satisfaction	Experimental Variable	N	Mean	Levine's Value	P value	t-Value	P value
Job Security	Teachers	306	-0.3714	3.571	0.060	-1.958	0.001
	HODs	92	1.2352				
Compensation	Teachers	306	-0.3198	0.651	0.420	-2.272	0.024
	HODs	92	1.0636				
Work Environment	Teachers	306	-0.2242	0.790	0.071	-3.226	0.064
	HODs	92	0.7459				

Note: Since the items are converted to standardized values and then added to get various scales, the means of the resulting scales can be negative. The asterisk (), (**), (***) signifies statistical significance at 1%,5% and 10% respectively.*

Table-7 focuses on comparing the perceptions of two groups i.e. Teachers and HODs about three sub constructs of Job satisfaction i.e. Work environment (WE). Compensation (COPM) and Job security (JS). The mean score for the data regarding the perception of teachers about JS is -0.3714 while the HODs is 1.2352, showing a clear change in the two groups' average scores. However, Levene's value 3.571 and P=060 which is above 0.05threshold, indicating no significant difference in the variance between teachers and HODs. Thus, the assumption of equal variance holds. The t-value is -1.958 and 0.001 is P value more than 0.05, indicating there is significant statistical difference between the perceptions of teachers and HODS regarding Job security of teachers of HODs. Similarly, the mean score for the data regarding the perception of teachers about Compensation is -0.3198 while the HODs are 1.0636, showing a clear change in the two groups average scores. However, Levene's value 0.651 and P=0.420 which is above 0.05threshold, indicating no significant difference in the variance between teachers and HODs. Thus, the assumption of equal variance holds. The t-value is - 2.272 and 0.024 is P value less than 0.05, indicating there is significant statistical difference between the perceptions of teachers and HODS regarding compensation for teachers. The result is supported by the findings of the study (Currall et all. 2005). The mean score for the data regarding the perception of teachers about Work environment is -0.2242 while the HODs is 0.7459, showing a clear change in the two groups average scores. However, Levene's value 0.790 and P=0.071 which is above 0.05threshold, indicating no significant difference in the variance between teachers and HODs. Thus, the assumption of equal variance holds. The t-value is -3.226 and 0.064 is P value more than 0.05, indicating there is no significant statistical difference between the perceptions of teachers and HODS regarding work environment.

Table: 8 Perception of Teachers and HODs about Organizational Commitment

Organizational Commitment	Teachers		HODs	
	N	Mean	N	Mean
Affective Commitment (AC)	306	3.8	92	4.00
Continuous Commitment (CC)	306	3.60	92	3.93
Normative Commitment (NC)	306	3.64	92	3.80
Grand Mean Score		3.7		3.91

Table 8 demonstrates the perceptions of HODs and teachers regarding Organizational commitment (OC). The mean scores of all items in the relevant Construct of the variable "OC" exhibit a maximal above-average level of observance. The item " Affective Commitment (AC)" exhibited the highest above-average level of observance, with a maximal mean score of 3.8 for teachers and 4.00 for HODs among the six items. While the item " Continuous Commitment (CC)" exhibited an above-average level of observance among the six items, with a maximum mean score of 3.6 for teachers and 3.93 for HODs among the six items. On the other hand, the construct " Normative Commitment (NC)" exhibited an above-average level of observance, as evidenced by the maximum mean score of 3.64 for teachers and 3.80 for HODs among the six items. The Grand Mean of all the dimensions was 3.7 for teachers and 3.91 for HODs, which was higher than the average level of observance.

Table: 9 Difference in Mean Perceptions of HODs and Teachers about Organizational Commitment of Teachers

Organizational Commitment	Experimental Variable	N	Mean	Levine's Value	P value	t-Value	P value
Affective Commitment	Teachers	306	-0.159	1.488	0.223	-3.246	0.214
	HODs	92	0.532				
Continuous Commitment	Teachers	306	-0.343	6.995	0.08	-2.272	0.003
	HODs	92	1.139				
Normative Commitment	Teachers	306	-0.213	8.472	0.40	-2.642	0.10
	HODs	92	0.709				

Note: Since the items are converted to standardized values and then added to get various scales, means of the resulting scales can be negative. The asterisk (), (**), (***) signifies statistical significance at 1%,5% and 10% respectively.*

Table 13 focuses on comparing the perceptions of two groups i.e. Teachers and HODs about three sub constructs of Organizational Commitment i.e. Affective commitment (AC). Continuous commitment and Normative commitment. The mean score for the data regarding the perception of teachers about AC is -0.1598 while the HODs are 0.5315, showing a clear change in the two groups average scores. However, Levene's value 1.488 and P=0.223 which is above 0.05threshold, indicating no significant difference in the variance between teachers and HODs. Thus, the assumption of equal variance holds. The t-value is -3.246 and 0.214 is P value more than 0.05, indicating there is no significant statistical difference between the perceptions of teachers and HODS regarding Affective Commitment. This result consistent with the study of Prempeh & Kim (2022).

Likewise, the mean score for the data regarding the perception of teachers about CC is -0.3426 while the HODs are 1.1394, showing a clear change in the two groups' average scores. However, Levene's value 6.995 and P=0.08 which is above 0.05threshold, indicating no significant difference in the variance between teachers and HODs. Thus, the assumption of equal variance holds. The t-value is -2.272 and 0.003 P value is less than 0.05, indicating there is a significant statistical difference

between the perceptions of teachers and HODS regarding Continuous commitment of teachers of HODs. The mean score for the data regarding the perception of teachers about Normative Commitment is -0.2132 while the HODs are 0.7091, showing a clear change in the two groups average scores. However, Levene's value is 8.472 and $P=0.40$ which is above 0.05 threshold, indicating no significant difference in the variance between teachers and HODs. Thus, the assumption of equal variance holds. The t-value is -2.642 and 0.10 is P value more than 0.05, indicating there is no significant statistical difference between the perceptions of teachers and HODS regarding conceptual skills of HODs. This result consisted of the findings of Noermijatia *et al.* (2021).

Discussion

The findings of study have indicated that leadership abilities of the heads of departments are essential for motivating and inspiring university instructors to achieve departmental and institutional objectives. The study also indicated that the perceptions of head of department (HOD) and teachers regarding the leadership skills of HODs, job performance, job satisfaction, and organizational commitment of teachers were above average. They were of the opinion that the heads of departments possessed a comprehensive grasp of the responsibilities and duties associated with their positions, as well as strong leadership skills. They possessed exceptional conceptual abilities and were adept at manipulating abstract concepts. They were capable of translating abstract concepts into tangible scenarios and have the capacity to realize the department's vision. It is their objective to preserve cordial relationships with their superiors and subordinates. Additionally, they endeavor to preserve positive relationships within and outside the department. They are adept at communicating with individuals both within and outside the department. Further, they also have strong decision-making abilities and made the appropriate decision at the appropriate time. The values of alpha were found to be 0.907, 0.894, 0.911, 0.982, 0.950, 0.923, 0.912, 0.920, 0.942, 0.918 and 0.924 for conceptual, technical, human relation skills, in-role, extra role job performance, work environment, compensation, job security, affective, continuous and normative commitment respectively. The reliability for the overall leadership skills was found to be .956 and the reliability for Job performance was found to be 0.965, Job satisfaction was 0.944 and Organizational commitment was 0.955. All the values of Cronbach's alpha were found to be greater than that of the threshold value. They strive to attain the organizational objectives and manage their time efficiently and effectively (Bukhari *et al.*, 2023; Cuppello *et al.*, 2023; Katz, 1955; Khan *et al.*, 2023; Aghenta, & Omoregie, 2006; 2012; Rue *et al.*, 2012) and ultimately, improve the morals of educators and their work performance.

Conclusions

The study concludes that the level of leadership skills of HODs as well as Job Performance, Job Satisfaction and Organizational commitment of teachers at public sector universities of Khyber Pakhtunkhwa province were of above average level which shows that HODs have good grasp on skills like conceptual, human relation and technical skills which significantly affect teachers' job performance. However, there is a minor difference in the perception of teachers and HODs regarding several aspects. The perception of both groups has been found different about job security, compensation and continuous commitment. The main focus of the head of the department is to achieve the institutions' goals however, universities are unable to acknowledge efforts of their competent instructors due to non-transparent negotiations, leg-pulling, dishonesty, favoritism, politicized issues and availability of less job opportunities in the majority of Pakistani universities due to which employees feel insecure. These results were found consistent with the findings of studies conducted by Rauter & Feather, (2004), Arif & Akram, (2018), Ali, Hussain, & Khan, (2020).

Suggestions

It is suggested that leadership skills of the head of the department have maximum influence in keeping the teachers motivated and boosting their potential level. Therefore, HODs should be selected based on their abilities and expertise in conceptual skills, technical skills and human relation skills instead of seniority. Similarly, provision of training to the fresh appointed head of the department to polish both hard and soft skills for managing human and physical resources. The Heads of Department (HODs) should be required to establish favorable environment in which employees feel at ease and are able to express their opinions and concerns without hesitation. In addition, they can be afforded equal opportunities to develop and progress without any form of favoritism. Additionally, it is the responsibility of the universities to ensure the well-being of their faculty members, which includes providing them with all the necessary amenities to thrive in the professional environment, such as financial benefits, medication, reduced workloads, free study packages for their children, and other necessary facilities. Longitudinal research would also be valuable to assess how changes in leadership skills, job satisfaction and organizational commitment can influence the performance of teachers over time.

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