

IMPACT OF AUTHENTIC LEADERSHIP ON ORGANIZATIONAL COMMITMENT OF TEACHERS AT SECONDARY SCHOOL LEVELMuti Ullah Khan¹, Dr. Asif Jamil*²**Original Article**

1. PhD Scholar, Qurtuba University of Science and Information Technology, D.I.Khan
Email: mutiullah64@gmail.com
2. Professor, Qurtuba University of Science and Information Technology D.I. Khan
Director (Rtd) Institute of Education and Research, Gomal University D.I.Khan
Email: asifjamil72@hotmail.com

Abstract

Impact of authentic leadership on worker's organizational commitment has been the subject of numerous studies in corporate organizations; however, research into constructs in educational organizations has captured very little attention. Thus, the impact of authentic leadership on male and female secondary school teachers' organizational commitment remained focus of this study. Research was initiated utilizing a quantitative method and descriptive survey research design in the Southern Districts of Pakistan's Khyber Pakhtunkhwa Province. Population comprised all the male and female teachers appointed in secondary schools of the stipulated area. A total of 395 secondary school teachers, both male and female were taken through simple random sampling technique to receive the survey. Findings of the study revealed that respondent view their school heads as well aware of their strengths and weaknesses, influence on others, their necessities and priorities and they know when to reassess their position on crucial matters. It was noticed that they feel emotional attachment to their organization, own its problems and feel proud of becoming part of their organization. They were found very concerned about the organization's future, and wanted to continue working for their organization until they retirement. It was found that head's authentic leadership and organizational commitment of respective teachers is significantly correlated and there is a positive impact of school heads upon organizational commitment of the respective teachers. It was recommended that all the Heads of secondary schools may actively demonstrate authentic leadership because it positively impacts teachers' organizational commitment and school performance.

Keywords: Authentic leadership, Organizational Commitment, Secondary schools Teachers, Southern Districts of Khyber Pakhtunkhwa

Introduction

It is an admitted fact that education has a very substantial role in the development and progression of any nation. Quality education is by and large a product of two major interdependent components i.e. effective leadership and commitment of the Teachers with their institution for achievement of the objectives set by the Institutions.

Society can be led toward growth in a variety of directions through education. Most of the effort goes back to schools as the operating model of the education system. Schools come first when planning and managing curricula to achieve goals. The achievement of educational objectives is more dependent on teacher effort than anything else. Therefore, schools require strong and committed teachers (Haftkhavani, Faghiharam & Araghieh, 2012). A few requirements must be met to have an effective teacher who can educate students effectively. One of these

requirements is organizational commitment, which motivates teachers to give their all efforts in the context of the classroom and school. For that reason, effective teachers are essential to developing an effective school. Additionally, for a teacher to be effective, we need to raise the degree of organizational commitment among teachers by educating ourselves about its significance and role in the teaching profession (Saki, 2009).

Organizational commitment among teachers is described as adopting and owning the goals and the values of Institution i.e. the School. It can be termed as a cheerful compliance for exercising heartfelt efforts on behalf of the school, and a firm inclination and desire to remain an active member of the Institution (Tsui & Cheng, 1999). Organizational commitment is classified into three types: affective, normative, and continuous (Greenberg, 2005; Boehman, 2006). Strong affective commitment encourages teachers to stay with an organization voluntarily. Strong continuance commitment encourages teachers to stay with an organization on a need basis. Employees with strong normative commitment feel obligated to continue working for the organization, often due to peer pressure (Balay, 2000). Organizational commitment has numerous positive outcomes. Committed individuals are less likely to be absent from work, leave their jobs and accept new ones. They are typically willing to follow organization rules, have strong attendance records, and have lesser turnover. Moreover, OC is positively related to job performance and a higher level of work motivation (Newstrom, 2009). Therefore, the organization's skilled and committed employees should be highly prioritized (Nehmeh, 2009).

According to Smith et al. (2021), the role of teachers in schools is intricate and multifaceted. Teachers have daily administrative duties assigned by the Principal in addition to their teaching responsibilities. Teachers with severe workloads experience emotional fatigue and other problems. Therefore, school principals' leadership skills are crucial in inspiring and assisting front-line teachers in performing effectively at work (Player et al., 2017; Werblow, 2019). Several studies have shown that the performance of a school is largely dependent on the leadership of principals (Drysdale et al., 2009). Building trust and fostering collaboration among teachers rely on the principals' leadership (Smith et al., 2021). Leaders may encourage their subordinates to work independently and put in extra effort to attain goals by setting an exceptional example (Luthans & Avolio, 2003; Lee et al., 2020). The organizational commitment of teachers will increase if leadership is well applied. On the other hand, it will deteriorate when leadership is poorly implemented (Benawa, Gea & Willyarto, 2017).

In the research studies conducted on the area of leadership, authentic leadership has been studied extensively. Educational institutions can produce excellent outcomes through their heads' authentic leadership behavior (Walumbwa et al., 2008; Elrehail et al., 2018; Wu & Chen, 2019). In a research study Avolio & Gardner (2005) reveal that it places more emphasis on authenticity when interacting with followers than other trait-based theories of leadership. Walumbwa et al. (2008) states that authentic leaders are transparent in relations, sincere, create a positive organizational environment, confident, trustworthy, and reliable. The Authentic leadership comprises four constituents including (1) Internalized moral perspective, (2) self-awareness, (3) balanced processing, and (4) relational transparency. Self-aware leaders better understand their emotions, strengths, weaknesses, and self-worth (Wallbridge, 2021). Leaders with internal moral standards regulate their behaviors and actions by using their values as a frame of reference (Saeed, 2019). Transparent leaders are open with their subordinates and thrive by admitting their mistakes (Rego, Lopes & Nascimento, 2016). The leaders who are balanced in processing solicit the ideas of others before they act (Abbas, Saud, Suhariadi, Usman & Ekowati, 2020). Several research studies found the organizational commitment of teachers and administrators' leadership styles to be positively correlated (Dale & Fox, 2008; Avolio, Zhu, Koh & Bhatia, 2004; Lo,

Ramayah, Min & Songan, 2010; Rowden, 2000). Few of the research studies demoed a positive connectedness between AL and OC in the health sectors, banking sectors, and industries of Pakistan (Javaid, Luqman, Amir & Umair, 2015; Bakari, Hunjra, Attiq, Khuhro, Khan & Kouser, 2017; Rukh, Shahrukh & Iqbal, 2018). Therefore, focus of this research was to inquire the effect of AL on the OC of both male and the female teachers working in the secondary school.

Statement of the Problem

Teachers in a nation's educational system are its most important element. Quality education is an impossible dream without competent teachers. Teachers' organizational commitment is among key factor affecting student progress. Lack of organizational commitment among teachers can be a result of both professional stress and their strained relationship with the principal. The principal has sway over the teachers for being the institution's head. There is a direct suitable and fitting relationship between Institutional head's leadership style and the dedication of teachers. It has been revealed by Khan et al. (2017) and Saeed (2019), in their research that the possible impact that authentic leadership can have on teachers' organizational commitment needs to be urgently studied in Pakistani educational institutions. Unfortunately, there isn't much research on the subject of the interaction between AL and OC in educational institutions. It is also important to note that, in the Pakistani context, not a single study has looked at impact of the Authentic Leadership upon commitment of the teachers working in the secondary schools. Hence the researcher planned to investigate how AL affects OC at the secondary school level in the districts situated in the south of KP.

Objectives of the Study

1. To explore perceptions of teachers about status of the Heads' authentic leadership at secondary schools level.
2. To investigate level of the organizational commitment of teachers in secondary schools.
3. To determine impact of the Heads' authentic leadership on teachers' organizational commitment at secondary schools level.

Research Questions

1. What are perceptions of secondary schools teachers about status of the Heads' authentic leadership?
2. What is level of the organizational commitment of secondary schoolteachers?
3. Is there any impact of the authentic leadership of school Heads on teachers' organizational commitment?

Research Hypotheses

- H₀-1:** There is no significant difference of perception among respondents regarding status of the Head's authentic leadership at secondary school level
- H₀-2:** There is no significant difference of perception among respondents regarding level of the teacher's organizational commitment at secondary school level
- H₀-3:** There is no significant difference of perception among respondents regarding impact of Head's authentic leadership on organizational commitment of teachers at secondary school level/.

Delimitations of the Study

1. This research study was confined to the teachers appointed in the public sector secondary schools situated in districts of south KP.
2. The impact of Authentic Leadership on Organizational Commitment of the teachers was ascertained only in view of the respective teachers' perceptions.

Research Methodology

The Focal point of the study was to explore and compare secondary school teacher's perception concerning impact of the authentic leadership on their commitment with the Institution. The study was carried on in southern districts of the Khyber Pakhtunkhwa Province in Pakistan. For pursuing the study through to its completion, the researcher followed quantitative research method whereas descriptive survey research design was opted for conducting the research.

Population for the study consisted of 7940 male and female secondary school teachers from all the 6 districts i.e. D.I.Khan, Tank, Lakki Marwat, Bannu, Karak, and Kohat referred to as Southern districts of Khyber Pakhtunkhwa. A total of 400 secondary school teachers, consisting of 257 males and 143 females were taken as sample and simple random sampling technique was applied for the purpose. The formula advocated by L.R. Gay was for s applied for selecting a representative sample out of the entire population of male and female teachers.

A structured questionnaire built on a five point scale advocated by Likert, was used for determining perceptions of the respondents about secondary school heads way of authentic leadership and its perceived impact upon organizational commitment of subordinate teachers.

Following a test of instrument's content validity and test of reliability on Cronbach's alfa, the coefficient value of which was found as 0.81, considered as quite good for proceeding further according to Cronbach (2004). A pilot testing of the data collection instrument was also done before launching it for actual data collection. Questionnaires were distributed among the respective respondents and for the purpose formal permission of the respective school authorities was taken prior to distribution of questionnaire among the respondents. The researcher personally visited all the sampled secondary schools in southern districts for gathering required data from the sampled population. A total of Four hundred questionnaires were distributed among the sampled respondents out which, five partially filled and incomplete questionnaires were not included for data analysis, thus a total of 395 valid questionnaires were considered for analysis, hence the response rate was calculated as 98%.

Data Analysis and Results

For the purpose of reaching at findings and drawing the conclusion following data collection, the collected data were arranged and tabulated. The data were entered into the latest version i.e. 26 of SPSS; afterwards descriptive and inferential analysis was done to convert the data into statistical information. Keeping in view the complexion of research hypothesis, the researcher applied independent t-test or inferential analysis of the gathered data. Following is the account of inferential analysis of data.

Table # 1 Showing status of authentic leadership as perceived by male and female secondary school teachers

Respondent	Gender	N	Mean	S.D	t _{tabulated}	t _{calculated}	α	p-value
Teacher	Male	254	3.405	.451	±1.960	-	0.05	.0006
	Female	141	3.583	.513		3.440		

Figure # 1 Showing graphical presentation of the above table.

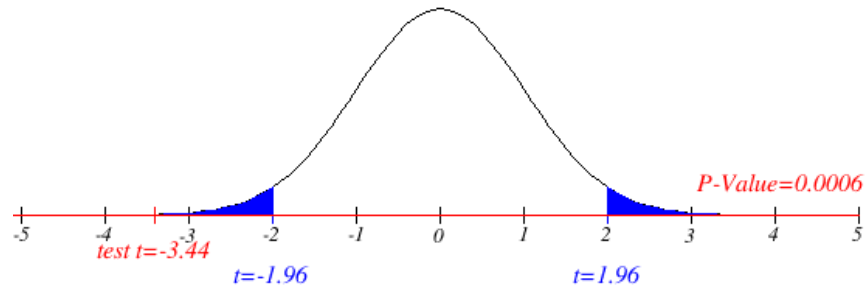


Table # 1 given above reveals that as perceived by the respondents, their Heads in the adverted secondary schools enjoy a positive status concerning authentic leadership and apply it effectively in their respective institutions. With reference to the gender-wise perceptions, it was found that the mean scores of male and female teachers regarding the subject matter were 3.4055 and 3.5834, with standard deviations of .45199 and .51326, respectively. The calculated p-value was .0006, which is lower than the alpha value ($p < 0.05$). Similarly, the t calculated was intended -3.440, which is greater than the tabulated value ($-3.440 > \pm 1.96$); therefore, a significant variation of perception was however found between male and female teachers' perceptions concerning their heads' authentic leadership.

Table # 2 Showing Level of the organizational commitment of teachers as perceived by male and female teachers working in secondary schools

Respondent	Gender	N	Mean	S.D	t _{tabulated}	t _{calculated}	α	P-value
Teacher	Male	254	3.3276	.52785	± 1.960	-	0.05	.0001
	Female	141	3.6129	.47390		5.501		

Figure # 2 Showing graphical presentation of the above table.

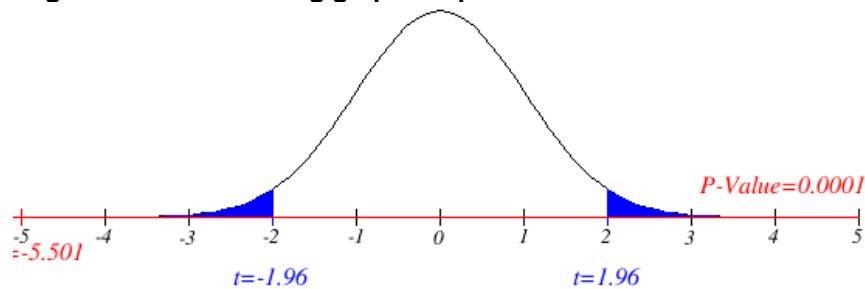


Table # 2 illustrates that overall level of organizational commitment of the teacher, both male and female is up to the mark with a little bit of variation among the two genders. It was noted the mean scores of male and female teachers regarding organizational commitment were 3.3276 and 3.6129, with standard deviations of .52785 and .47390, respectively. The calculated p-value was .0001, which is lower than the alpha value ($p < 0.05$). Similarly, the t calculated was intended -5.501, which is greater than the tabulated value ($-5.501 > \pm 1.96$).

Table # 3 Showing Impact of Authentic Leadership on Organizational Commitment of teachers as perceived by the respondents

Respondent	Gender	Regression weights	R	R ²	F	P-value
Teacher	Male	AL → OC	.655	.429	104.253	.000
	Female		.759	.576	342.411	.000

Table # 3 describes that on the whole the teachers perceive a significant positive impact of authentic Leadership upon Organizational Commitment of the respective teachers. According to the above statistical scores i.e. R .655 & R² .429, respectively and the model F 104.253 as significant with a p-value of .000, it was noticed that 42.9% male teachers believe that organizational commitment of the teachers in a secondary school setup is positively influenced by the authentic leadership of their Heads. Similarly with reference to the statistical scores given in the above table i.e. R .759 & R² .576, respectively and the model F 342.411 as significant with a p-value of .000, it was noted that 57.6% female teachers do also perceive that authentic leadership has a very positive significant impact upon organizational commitment of the respective secondary school teachers.

Discussion

The secondary school teachers are in view that their school heads are aware of their strengths and weaknesses, well aware of their influence on others, know exactly what others think about them, well-aware of their necessities, well-aware of their priorities, can accurately describe how others see their capabilities, and know when to reassess their position on crucial matters. All of the above statements indicate that secondary school heads have self-awareness, which is described as an essential quality of authentic leadership. Moreover, the teachers perceive that their heads follow the directions of their inner moral principles, their beliefs and behaviors are in line with each other, make decisions based on their core convictions, resist pressure to do things that go against their values, internal moral norms guide their conduct, do not hesitate in making difficult decisions based on highest ethical standards. Therefore, the aforementioned debate indicates that secondary school heads also possess the internalized moral perspective attribute of authentic leadership. The teachers also state that their heads are transparent in their relationship because they openly share information with others, share their ideas and thoughts with others, acknowledge their mistakes before others, do not conceal their shortcomings from others, say exactly what they mean to say, behave in genuine and avoid imitation, a good advocate of truth, express their emotions in the same way that they feel them. Hence, the relational transparency attribute of authentic leadership exists in secondary school heads. The secondary school heads also possess the balanced processing attribute of authentic leadership in the view of teachers. They make decisions with honesty, acknowledge the ideas even if challenge their core beliefs, thoroughly consider all points of view before making a decision, encourage individuals to express their opposing viewpoints, don't insist on their viewpoint over that of others, and are not afraid of arousing opposition from their followers. The study shows that teachers of secondary schools perceive their heads to be authentic. They state that their heads possess all the qualities including relational transparency along with internalized moral perspective, balanced processing and self-awareness concerning authentic leadership. The self-awareness and Internalized moral perspective qualities were found higher in school heads while balanced processing and relational transparency were found comparatively lower. Furthermore, this research study reaches the conclusion that female teachers perceive their heads to be more authentic than their male

counterparts. Trimble (2018) supports the above results but here in this study the internalized moral perspective and relational transparency qualities were found higher in school heads while self-awareness and balanced processing qualities were found comparatively lower. The study findings are also similar to the following studies (Hlongwane, 2016; Seabron, 2020).

It was assumed by the teachers that they have a strong emotional attachment to their organization, they think the problems of the organizations are their own, feel proud of becoming part of their organization, they are willing to work hard than expected to help the organization succeed, they think their values and the values of the organization are very similar, they are very concerned about the organization's future, want to work for their organization until they retire, tell friends about their organization that it is a good organization to work for, they usually say good things about their organization. All of the above statements indicate that secondary school teachers have an affective attachment to their organization. Moreover, the teachers indicate that they do not leave the organization because of the scarcity of potential alternatives for them, and they will need a lot of time and energy to master the skills required to work with another organization. Therefore, the teachers also have a continuance attachment to their organization. Secondary school teachers also have a normative attachment to their organization because they don't think it is right to leave their organization even if it is beneficial to them, they will feel guilty if they leave the organization, they don't leave the organization because they feel obliged to the people in the organization, leaving the organization is unethical for them, would violate the trust of the organization if they leave, feel obliged to meet their organization expectations.

It was noticed with reference to acquired data that the teachers have all three types of commitments including affective, normative, and continuance commitment to their organization. Teachers perceive that their values are corresponding to the values of Institution. It was found that female teachers are comparatively more committed to the organization than their male counterparts. Aslamiah (2019) supports the above results by stating that elementary school teachers in Indonesia have a more emotional and norms-based attachment to their organization. The study findings are also similar to the following studies (Selamat, Nordin, & Adnan, 2013; Shamma; 2018).

It was also noticed that female teachers' affirm existence of more authentic leadership traits among their school Heads as compared to the male teachers. Similarly female teachers were found more committed to their organization than their male counterparts. The results reveal that those teachers who perceive their heads to be more authentic have more organizational commitment. Therefore, the authentic leadership of the Principal highly influences teachers' organizational commitment. The following studies support the above mentioned results (Schweitzer's, 2014; Marshall, 2015; Topchyan & Woehler, 2021). Javaid, Luqman, Amir, and Umair (2015) studied the relationship between affective organizational commitment and authentic leadership among bank workers from Pakistan and outside the country. A cross-sectional survey and a quantitative methodology were employed in this investigation. 250 bank workers provided the information that was gathered. The researchers discovered a strong correlation between AL and AC. Based on moral principles, this research study showed that genuine leadership encourages affective commitment in followers. In four district hospitals in Sindh province, Pakistan, Bakari, Hunjra, Attiq, Khuhro, Khan, and Kouser (2017) investigated the impact of authentic leadership on workers affectional commitment towards change. Change efficacy and change appropriateness were the mediating factors. In this research work, the quantitative approach and survey design were employed. A total of 258 paramedical and medical staff provided the information. Findings revealed a beneficial connection among emotive commitment to change and

genuine leadership. Efficaciousness and rightness of change played a role in mediating the relationship between authentic leadership and affectional commitment for the change.

Rukh, Shahrukh, and Iqbal (2018) investigated how employees in various Lahore, Pakistan, industries reacted to real leadership in terms of their organizational commitment. Job satisfaction served as the mediator in the interaction between AL and OC. 300 workers contributed the data that was gathered. The study's conclusions indicate that genuine leadership has an impact on job satisfaction. It implies that when a leader is forthright, sincere, and helpful, the level of job satisfaction among the workforce will rise and they will become more driven and interested in their work. Additionally, if employees are happy, they will be more inclined to stick with the company. As a result, while there is no direct link between authentic leadership and organizational commitment, there is one through work satisfaction.

In the studies mentioned above, a positive relationship was found between Authentic Leadership and Organization Commitment in Pakistan's health sectors, banking, and industries. Therefore, the results of previous studies support the results of the current investigation, which was conducted in the educational institutions of Pakistan. Furthermore, this study examined the perspectives of male and female teachers on the impact of Authentic Leadership on Organizational Commitment. A significant difference was found between respondents' opinions on authentic leadership and organizational commitment. The explanation for the difference between respondents' organizational commitment could be that; due to gender socialization practices, women place higher importance on broad social and affiliative interests. As a result, they often dislike switching occupations and organizations. The men can quickly move to another organization that may be more satisfying, as they place higher importance on the reward system and the nature of work (Angle & Perry, 1981).

Furthermore, women place more value on their employment because they have fewer job options open to them and are prevented from looking for work outside of their local area due to family obligations. According to the results, it is advised that the institutions being studied may employ an authentic leadership style because it is more suited to their workplace. Additionally, the Principals of boys secondary school should exhibit true leadership to inspire the faculty to commit to the organization in an effective manner.

Conclusion

It was concluded that all the four attributes of the authentic leadership which include Relational transparency, Self-awareness, balanced processing and internalized moral perspective are convincingly possessed by secondary school heads. Teachers like their school heads' authentic leadership. Gender based stance of teachers' show that female teachers as compared to their male counterparts view more positive demonstration of authentic leadership in all four dimensions by their heads. As regards Teachers level of organizational commitment, it is concluded that teachers have affective, normative as well as continuance attachments to the organization, which in turn describe the organizational commitment of teachers. The gender-wise teachers' standpoint shows that female teachers are more committed to their organization than their male counterparts. It was finally ultimately concluded that authentic leadership and organizational commitment are positively correlated active practice of authentic leadership by heads of the Educational Institutions significantly impacts organizational commitment of the respective Teachers, however female Teachers believe in a more strong impact of authentic leadership upon organizational commitment of teachers, as compared to the male teachers.

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