Effect of Head Teachers' Managerial Styles on the Teachers' Professional and Organizational Commitment

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Abstract

This study was aimed to investigate the effect of three managerial styles i.e. autocratic, democratic, and laissez-faire of head teachers on the professional and organization commitment of teachers at elementary level. This research is descriptive and correlation in nature. A survey instrument was self-developed and validated through expert opinions and pilot study. The stratified cluster random sampling technique was used to select 540 teachers (40 %) including 274 male and 266 female from the population. The findings of the study show that most practiced managerial style was democratic and least practice was laissez-faire. The organizational and professional commitment levels of the teachers were significantly positive correlated with democratic and negative correlated with autocratic managerial style. It is recommended that head teachers may adopt democratic managerial style to enhance the professional and organizational commitment of teachers. The Punjab Education Department may arrange the training through Directorate of Staff Development for head teachers to practice democratic managerial style to increase the organizational and professional commitment of teachers. Head teachers may develop passion of duty and commitment in teachers by making educational and organizational plan with the collaboration of teachers and assigning duties according to their abilities, interests and willingness. The effect of other variables on teachers' commitment like national educational policies, cooperation of community and parents, work environment, academic qualification, professional qualification and experience of teachers may be examine in further studies.

Keywords: Democratic, Autocratic, Laissez-faire, Professional Commitment, Organizational Commitment

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Introduction

The study examines the effect of three managerial styles i.e. autocratic (AMS), democratic (DMS), and laissez-faire managerial style (LMS) of head teachers on professional commitment of teachers (PCOT) and organizational commitment of teachers (OCOT). Key elements of education are schools, head teachers, teachers and students; they all are interlinked with each other. The head Teachers are leaders and managers in schools and have powerful effect on the teachers and teachers have powerful effect on the students. No education system can be improved without the quality of its teachers because teachers perform his duty in classroom particularly and in the school environment in-general.

The purpose of the study was to identify more practice managerial style of head teachers and to find out relationship between managerial styles of head teachers and teachers' professional commitment and organizational commitment. For achieving these objectives two research questions, two null and two non-directional hypotheses were developed. The research questions were: Which one is the most practiced managerial style of head teachers? Which type of head teachers' managerial style promotes teachers' organizational and professional commitment? The null hypotheses were: There is no significant difference between the perception of male and female teachers about their head teachers' practiced managerial style. There is no significant difference between the perceptions of male and female teachers about their organizational and professional commitment. Non-directional hypotheses were: There is significant relationship of head teachers' managerial styles with organizational and professional commitment of teachers. There is significant effect of head teachers' managerial styles on organizational and professional commitment of teachers.

Literature Review

Leadership and Management

Bush (2006) denotes that field of educational leadership and management is almost same with many contending perceptions and an expected absence of contract on the particular natural world of the authority. A significant discussion has been elaborated that educational leadership is a diverse field or a branch of the broad study of management. Bush (1999) says that managerialism is a pressure on actions for the disbursement of educational function, ethics and values.

Management of School

Thomas (1999) states that management of school means surroundings accurate objectives these objectives engage different stages, set aims, assigning resources, providing results, estimating the impact, and sketch action strategies to achieve them. The functioning part of the administrator is similarly manager. Massie (1992) states that management is to obtain things complete all the way through other peoples. Kraus and Curtis (1986) argued that Head teachers must work by others to attain administrative aims and objectives. Certo (2003) argued that functions of management are behavior that build the management procedure, planning, organizing, influencing and controlling are four basic behaviors of management.

Role of Head Teachers' in Teachers' Commitment

Ahmad (2004) state that head teachers is the greater and important individual in school. Part of a school, head teachers is careful as the chief, primary significant individual in the confirming the success of the school and good organization in running the school. Lambertz (2002) denotes that teachers and policymakers equally look for an effective leadership that can create sustainable school enhancement and teacher commitment. leadership style that boosts employees' commitment is necessary for an organization to successfully attaining their objective (Swanepoel, Erasmus, Schenk, & Van, 2000). School leadership has been converted into significance in education policy schedules globally. It plays a key role in school environment. Active school leadership is important for improving proficiency and neutrality of schooling (Policy, 2008). School leadership is careful to be greatly important in persuading teachers' levels of agreements with new goals and developments (Day, 2000; Fullan, 2002). Elliott and Crosswell (2002) argued that this is due to school principals are assumed to be the transcribers and connectors amongst the schools and the organizational objectives and priorities and definite teacher practice.

Managerial Leadership

According to Leithwood, Jantzi, and Steinbach (1999) managerial leadership accepts that the focus of leaders must to be on tasks, functions, behaviors. Most approaches to managerial headship also adopt that the behavior of organizational members is rational. This definition is

extraordinarily close to the definition that is given for 'formal models' in the author's series of books on a related topic, managers and leaders of self-managing schools should be able to develop and imply a cyclical process involving seven managerial functions such as budgeting, evaluation, goal setting, needs- identification, priority-setting, planning and implement(Bush, 1989, 1995, 2003; Caldwell, 1992).

Model of Management and Leadership

Bush (2003) define the typology of management and Leadership models as; in Management model is cover Formal, Collegial, Political, Subjective, Ambiguity and cultural whereas in Leadership model cover Managerial, Participative, Transformational, Interpersonal, Transformational, Post-modem, Contingency, Moral, Instructional.

Leadership Styles

Leadership Style means the ways/method through which a leader influences his subordinates/followers. Ribbins (1999)stated that leaders depend on styles which are democratic, autocratic and laissez-fair. A democratic style is characterized by co-operation, co-ordination and by collaboration. Yulk (2005) argued that "Autocratic leadership style allows no participation in laissez-fair and decision which is also known as (free-rein leadership) style that empowers subsidiary to work with freedom. The quality of leadership is a definite style of leader, which may have been played a basic role in making the association between leaders. Effective enactment signals the transformational capacity of leadership and impact, that may have influence on the assistants (Grosso, 2008).

Autocratic Leadership Style

Autocratic leadership involves a high level of power, attitude that makes most of the important decisions yourself as the leader. Though detailed literature has been issued on participation of leadership however in Autocratic leadership, there is not any agreement on general decision (Yukl, 1994).   The "dele-gated", where the decision making comity has responsibility to take final the decision, even if the administrator demands previous agreement about it (Vroom & Yetton, 1973; Yukl, 1994). More the participation of educators in decision making procedure leads the greater steps of job approval. Such type of hypothesis is established on research of contribution in decision making and on the

association amongst educator job satisfaction (Imber, Neidt,& Reyes, 1990; Rice & Schneider, 1994; Schneider, 1984). In such environment, leaders are as representative administrator which provides the association with their staff. Educators would be more pleased with their job as compared to institutes where leaders possess a rude and imperious behavior (Kottkamp, Mulhern & Hoy, 1987).

Autocratic leadership style contains the leader for making final decisions, apply full power, give tasks for participants and retain a master-servant correlation with group followers Omolayo (2007) and Musaazi (1988) described three fundamental administrative styles comprise autocratic, democratic and laissez faire.

Democratic Leadership Style

Schwartz (1983) found a high gentleness among workers in democratic organizations. Lewin, Lippitt, and White (1939) concluded that democratic style is the most effective than any other leadership style. The school where democratic leadership style is adopted, there will be good mutual understanding, co-operation.

Laissez-faire Leadership Style

The laissez-faire leadership style, where all the rights and authority gave to workers completely. This was first defined by Lewin et al. (1939), This type of leadership gives completely self-determination either to make decisions or to complete an assignment in whatever the method they consider suitable to his subordinates (Robbins, 2010). Hamidifar (2010) remarked that leaders who are working the leadership style are generally doing carelessly and take not any interest on problems that get up in the institute environment. Laissez-faire is denoting to "hands off, let things-ride" a method in its real French style. Leaders of Laissez-faire have been assumed to no involvement in decision making and have no strong interest to support followers and sustaining their requirements (Northouse, 2010).

Teachers' Commitment

In the light of previous studies there are two types of teacher's commitment, organizational commitment and Personal commitment. Organizational commitment linked with performances and believes connected to the ease of an organization (Mowday, Steers & Porter, 1979). While personal commitment discusses the views and activities

concerning the school community, education profession, and learners (Elliott & Crosswell, 2002).

Professional Commitment

Nazari and Emami (2012) pointed out that the professional commitment refer the self-control of power of an workers' records along with the goal line and evaluate of their right, having more trust and displaying significant motivation to attach with the profession and fully involvement in the professional activities. Gehlawat (2013) stated that teachers of private institutes are greater attached to their privilege than in public assembly. Gerald (2011) stated that young educators are more involved than older ones and have more experience but Burcak (2013) establish no symbol dissimilitude in commitment by approval to period while Hanlon (1983) disagreed with this previous statement. According to him old educators are further attached as compared to young ones. Seeing kind, certainly must have measured that ladies' independent of reduction is greater than the gents' level of commitment (Chan, Lau, Nie, Lim & Hogan, 2008). Nevertheless, the discoveries of Borman and Dowling (2008) denoted humble undertaking of women.

Affective professional commitment relate to educators' excitable relationship to, documentation by, and distribution in the education employment and its aims in remark to need of the educator to recognize by and the desire not to omit the profession for deep wish (Bagraim, 2003; Ware & Kitsantas, 2007). The normative professional commitment discusses with the approach of moral duty of individuals to stay in the job (Allen & Meyer, 1993; Bagraim, 2003; Ware & Kitsantas, 2007). According to this, the sense of responsibility of the employee towards their profession (Maheshwari, Bhat & Dhiman, 2007). Nazari and Emami (2012) argued that continuance commitment based on the reimbursement and expenses that is related to keep on in the profession. Ware and Kitsantas (2007) pointed out that the degree to which persons considers that they must remain in the teaching profession because of lack of alternatives or possible disruptions resulting from leaving their profession. Maheshwari, Bhat, and Dhiman (2007) stated that it is the economic compulsions that make the professionals stay with the profession and its values.

Organizational Commitment

Allen and Meyer (1993) stated about organizational commitment, determines three separate kinds of business commitment, the affective, prescriptive, and continue business condemnation. These professional commitments relate to: (a) excitable, (b) passion of duty, and (c) financial object of personae. Man may be committed to the declaration, as one of the overheads inhere emotional summit meeting or union of two or more than two are involved. Walumbwa, Lawler, Avolio, Wang and Shi (2005) found that an employee's willingly involvement and commitment to the organization is called organizational commitment. Worker commitment is explained in a method as the worker's emotional connection to the institute (Marmaya, Hitam, Torsiman & Balakrishnan, 2011). Administrative commitment has generally been reflected as a person's attachment with the institute and his or her willingness to use energy for institutional welfare (Walumbwa, Lawler, Avolio, Wang, & Shi, 2005).
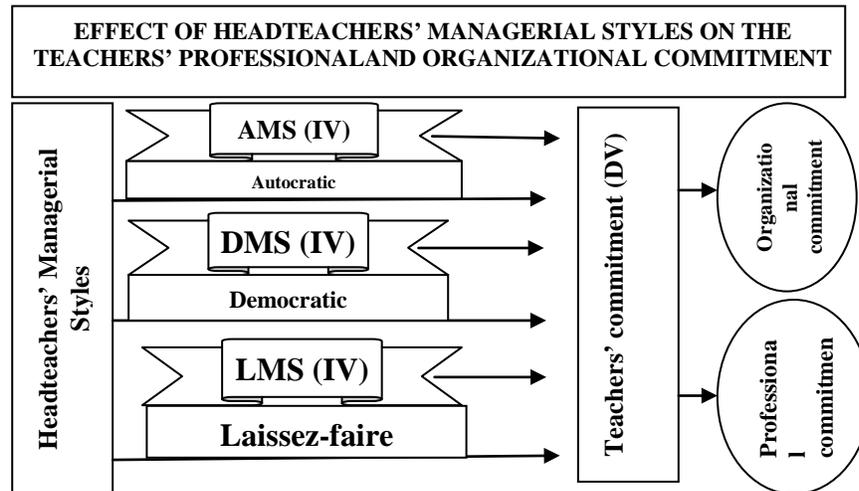

Figure 1. Theoretical framework of the study

Methodology

Research Design

This research is descriptive and correlation in nature. The data was collected personally and with the help of three research associates.

Participants

The participants of the study were teachers of public sector elementary schools in district Mianwali. Total 40 male and 30 female public sector elementary schools in district Mianwali were selected through stratified cluster random sampling techniques. The sample of 540 including 274 male and 266 female teachers was taken from population.

Instruments

In order to draw valid conclusions from research, reliable and valid instrument must be used for measuring the variables, so a questionnaire was prepared after going through the relevant literature and keeping in view all the important aspects and variables of the topic of the study. This questionnaire was developed by using five-point likert scale.

Reliability and Validity

In order to check validity of the questionnaires, it was distributed among five experts. In order to check reliability and validity,50 questionnaires were administer on 35 male and 15 female elementary school teachers in 6 schools. The reliability of the questionnaire was checked by applying Cronbach's Alpha, which was 0.90 that is good to administer at large scale.

Data Analysis

Data collected through questionnaire, was tabulated and analyzed by applying mean score, Independent sample t-test, Pearson correlation, and regression, using SPSS version.

Table1
Description of Head Teachers' managerial by Mean Scores

Managerial Styles	Sum of responses	Percentage of responses	Mean Score
Democratic Managerial Style (DMS)	2109	78	3.905
Laissez-faire Managerial Style(LMS)	1688	62	3.127
Autocratic Managerial Style(AMS)	1246	46	2.309

*N=540 *** (Criterion Mean= 3)

Table 1 depicts the most dominant managerial style of Head Teachers by mean scores. Mean Scores 3.90 of democratic managerial style shows that this Style was most practices as compare to laissez-faire and autocratic managerial style and the mean score 2.309 of autocratic managerial style shows that this style was least practices as compare to democratic and laissez-faire managerial style.

Table2

Comparison in Means of Managerial styles of head teachers and PCOT & OCOT

Variables I.V	Mean score	Variables D.V	Mean Score
AMS	2.30	Professional commitment	4.28
DMS	3.90	Organizational commitment	4.18
LMS	3.12		

Table 2 explains the managerial style of head teachers and professional commitment level of Teachers highest mean score 3.90of democratic managerial style confirm that dominant managerial style is democratic and the mean score 4.28 of Professional commitment and mean score 4.18 of OCOT show the high level of OCOT and PCOT.

Table 3

Gender wise comparison about the dominant managerial style by independent t –test

Management Style	Gender	N	Mean Score	df	t- value	p-value
DMS	Male	274	3.79	538	-4.402	.000
	Female	266	4.02			

*Significance level p value at 0.05 α= (*p*<0.05)

Table 3 depicts that gender wise comparison about dominant management style of head teachers. Gender wise Mean scores of democratic management style of head teachers (Male = 3.79, Female = 4.02) t value (t = -4.402) and the *p* value (*p* =0.000, *p* < 0.005) shows that there is slightly difference in perception of male and female teachers about their head teachers' dominant managerial style.

Table 4
Gender wise comparison about the OCOT & PCOT by using independent sample t- test

Variables	Gender	N	Mean	*d f*	*t*- value	*p*-value
PCOT	Male	274	4.20	538	-4.619	.000
	Female	266	4.37			
OCOT	Male	274	4.12	538	-3.231	.001
	Female	266	4.25			

*Significance level p value at 0.05 α= (*p*<0.05)

Table 4 depicts the major division of scores that gender wise mean score of PCOT and OCOT are significant different. The p value and t value of PCOT (*p*=.000<0.05, t= -4.619) and OCOT (*p*=.001<0.05, t= -3.231) reject the null hypothesis that there is no significant difference between the perceptions of male and female teachers about their OCOT and PCOT. It is concluded that male and female teachers have significant difference in their opinion about their professional and organizational Commitment.

Table 5
Relationship of HTMS with OCOT and PCOT by Pearson correlation (N=540)

Variables(IV)	PCOT(DV)	Sig. (2-tailed)	OCOT(DV)	Sig. (2-tailed)
AMS	-0.113**	0.009	-0.133**	0.002
DMS	0.390**	0.000	0.383**	0.000
LMS	0.043	0.43	0.063	0.141

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

Table 5 explains the relationship of HTMS with OCOT and PCOT and, calculated value show that AMS is negatively correlate with OCOT and PCOT with LMS style is slightly correlated whereas DMS is significant positively correlate with teachers' professional and organizational commitment.

Table 6
Model Summary or Regression Analysis

Managerial styles	professional commitment		Organizational commitment	
Predictors	R	R Square	R	R Square
AMS	0.013[a]	0.013	0.133	0.018
DMS	0.390[a]	0.152	0.383	0.147
LMS	0.043[a]	0.002	0.063	0.004

a. Predictors: (Constant), Laissez-faire, Democratic, Autocratic

Table 6 explains Regression analysis of DMS, PCOT and OCOT show, (PCOT) $R^2 = 0.152$ & (OCOT) $R^2 = 0.147$. This means that 15.2% of variance in PCOT of respondents is due to DMS and 14.7% variance in OCOT of respondents is also due to DMS. A low value of R means that there is a weak or no linear correlation. This may also mean that there is a random or nonlinear relationship between the two variables. Therefore it is concluded that DMS has significant relationship with PCOT and OCOT whereas the AMS and LMS have weak or no correlation.

Table 7
Regression coefficients (β)

Predictor	Un standardized Coefficients		Standardized Coefficients	*t*- value	*p*-value
	B	Std. Error	Beta		
Managerial Style	PCOT				
AMS	-0.070	0.27	-0.113	-2.631	0.009
DMS	0.277	0.28	0.390	9.821	0.000
LMS	0.039	0.039	0.043	1.007	0.314
	OCOT				
AMS	-0.089	0.069	-0.113	-3.112	0.002
DMS	0.294	0.031	0.383	9.627	0.000
LMS	0.062	0.042	0.063	1.473	0.141

a- Dependent Variable: professional (PCOT) and organizational commitment (PCOT)

b- Predictors: Managerial styles (AMS, DMS&LFS)

Table 7 shows the results of regression coefficients (β) of the two independent variables. Regression coefficient of AMS is low and negative (PCOT & OCOT) = (β = -0.113 & β = -0.113) which indicates that one unit change of AMS will cause -0.113 unit changes in PCOT &

OCOT in a negative direction. Similarly regression coefficient of DMS is moderate (PCOT & OCOT) = (β = 0.390 &β = 0.383) and significant. This implies that one unit change in DMS will cause 0.390 & 0.383 unit change in PCOT & OCOT. Regression coefficient for LMS is very low (PCOT & OCOT) = (β =0.043 &β =0.063) and not significant, meaning that the impact of this construct is minimal. This may also mean that democratic managerial style of head teachers has significant positive effect on professional and organizational commitment of teachers.

Results

Findings of the study showed that among the managerial styles of head teachers, democratic managerial style (*Mean*= 3.90) was the dominant and the most practiced as compared to laissez-faire (*Mean*= 3.12) and autocratic managerial style whereas the autocratic managerial (*Mean*= 2.30) style was least practiced as perceived by teachers. The professional (*Mean*= 4.28) and organizational commitment (*Mean*= 4.18) levels of the teachers were high and significant correlated (*Mean*= 4.18) with head teachers' managerial style, and democratic managerial style was found positive correlated with teachers' professional and organizational commitment (PCOT *r*=0.390& OCOT *r*=0.380). Regression analysis showed that the head teachers' democratic managerial style had positive effect on teachers' professional and organizational commitment while autocratic style was found correlated negatively.

Discussion

The parameters define in the questionnaires for the indication of managerial styles of head teachers are helpful in determining the dominant managerial style of head teachers thus democratic managerial style is determine as a dominant managerial style of the head teachers whereas the laissez-faire managerial style is found to be practiced and up to some extent the autocratic managerial Style of the head teachers is also practiced.

Most of the teachers are committed with their profession and organization due to their head teachers behavior and their head teachers are in practice to encourage and motivate them and provide valuable guidance that is infusing commitment in them. It was concluded that teachers have same opinion about the managerial style of head teachers and also have same opinions about professional and organizational commitment. These findings are in accordance with our present

circumstances where we cannot find any concept of head teachers' leadership and behavior but this concept is just related with management. That's why we can observe that our educational administrators and policy makers do not give any deliberation, trainings, and awareness to leadership as well as managerial 'traits of the head teachers. Therefore, it may be the cause why they are not aware about managerial' role and its effectiveness. This situation brings forward the reality. In consistence with the findings of the studies carried out by Asgari and Mahjoob (2013), and also in line with results of Machumu and Kaitila (2014).

The results shows that teachers are highly committed due to managerial style of theirs head teachers along with others factors like intrinsic motivation, positive effective supervision as well as other leadership styles may influence in teachers' commitment these findings in line with the results of Cemalog/lu, Sezgin and Kılınç (2012), Javaid and Mirza (2013), Ling and Ibrahim (2013) and Munaf (2011).

Conclusions and Recommendations

The research result revealed that among the managerial styles of head teachers, DMS is the most practiced as compared to laissez-faire and autocratic managerial. The professional organizational and commitment (Mean score 4.18) levels of the teachers are high and significant correlated (Mean score 4.18) with head teachers' managerial style, and DMS was found positive correlated with teachers' professional and organizational commitment. Therefore, following recommendations are made on the basis of findings and conclusions:

1. Head teachers' managerial style is directly linked with commitment so the head teachers may adopt democratic managerial style to enhance the professional and organizational commitment of teachers.
2. Directorate of Staff Development Punjab may arrange special trainings for the head teachers to adapt democratic managerial style to enhance the commitment level of teachers.
3. Head teachers may develop passion of duty and commitment in teachers by making educational and organizational plan with the collaboration of teachers and assigning duties according to their abilities, interests and willingness.
4. The effect of other variables on teachers commitment like national policies, behavior, managerial style and supervision, cooperation of community and parents, work environment, academic qualification, professional qualification and experience of teachers, may be examine in further studies.

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