Relationship between Principal Transformational Leadership and Teachers' Commitment to School at Secondary Level

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Abstract

Principal transformational leadership fosters a supportive and inspiring school environment, which enhances teachers' commitment by motivating them to align with the school's vision and engage more deeply in their professional roles. This leadership style also strengthens teacher morale, job satisfaction, and willingness to collaborate towards common educational goals. The objective of the study was to find out the level of Principal transformational leadership and teachers' commitment, and relationship between them. The population was comprised off all secondary level schools of district Kasur. Multistage sampling techniques was used. Questionnaire was used to collect the data. Descriptive and inferential statistics was used to analyze the data. SPSS was used to analyze the data. The findings of the study revealed that there was highly significant relationship between Principal transformational leadership and teachers' commitment at secondary level. Future research could explore the mediating role of school culture or professional development opportunities in strengthening the relationship between principal transformational leadership and teachers' commitment at the secondary level. Additionally, longitudinal studies could assess how sustained transformational leadership impacts teacher retention and long-term school performance.

Keywords: Principal transformational leadership, teachers' commitment, Secondary Level

Introduction

Transformational leadership is widely recognized as a powerful leadership style that has significant implications for organizations, particularly within educational settings. Principals who exhibit transformational leadership behaviors are viewed as pivotal in shaping the school culture, fostering professional growth, and enhancing teachers' commitment to the school (Alzoraiki, Ahmad, Ateeq, Naji, Almaamari, & Beshr, 2023). This leadership style not only inspires and

motivates teachers to pursue a shared vision but also strengthens their emotional attachment and dedication to the institution. The relationship between principal transformational leadership and teachers' commitment to school has been the subject of extensive research, as schools worldwide aim to improve both teaching quality and student outcomes by focusing on leadership dynamics (Kılınç, Polatcan, Savaş, & Er, 2024). Transformational leadership, first conceptualized by Burns (1978) and later expanded by Bass (1985), involves leaders who act as role models and inspire followers to transcend their own self-interests for the greater good of the organization. Bass (1985) outlined four primary components of transformational leadership: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration (Metaferia, Baraki, & Mebratu, 2023). Idealized influence refers to the leader's ability to model ethical behavior and gain respect and trust from followers. Inspirational motivation involves the articulation of a compelling vision that encourages enthusiasm and commitment. Intellectual stimulation challenges followers to think creatively and critically, fostering innovation. Lastly, individualized consideration emphasizes the leader's ability to address the individual needs of each follower, offering personalized support and opportunities for professional growth (Zadok, & Benoliel, 2023). In the context of schools, principals who exhibit these transformational leadership traits create a nurturing and supportive environment where teachers feel valued and motivated. This fosters a deep sense of connection to the school and enhances their commitment to achieving the institution's educational goals. A principal's transformational leadership can have a far-reaching impact on teachers' sense of purpose, professional efficacy, and willingness to go above and beyond in their roles (Freeman, & Fields, 2023).

Teachers' commitment to their school is a critical factor that influences the overall effectiveness and success of educational institutions. Commitment, in this context, refers to the degree to which teachers identify with the school's mission, take ownership of their roles, and remain dedicated to achieving educational objectives (Berkovich, & Hassan, 2023). Research has consistently shown that highly committed teachers are more likely to engage in reflective practices, pursue ongoing professional development, and demonstrate resilience in the face of challenges (Firestone & Pennell, 1993). Teacher commitment can be understood through several dimensions: affective commitment, normative commitment, and continuance commitment. Affective commitment refers to the emotional attachment and identification with the school, wherein teachers align with the values and goals of the institution (Kareem, Patrick, Prabakaran, Tantia, MPM, & Mukherjee, 2023). Normative commitment is driven by a sense of obligation, where teachers feel morally responsible to remain with the school and contribute to its success. Continuance commitment is based on the practical considerations of leaving the school, such as the costs and risks associated with changing jobs. A high level of teacher commitment has been associated with improved teaching quality, greater student achievement, and reduced turnover rates (Louis et al., 2010). However, maintaining high levels of teacher commitment requires strong leadership that fosters a supportive and collaborative culture within the school. This is where the principal's transformational leadership plays a pivotal role (Bantilan, Sombilon, Regidor, Mondoyo, & Edig, 2024).

Research suggests that transformational leadership by principals significantly enhances teachers' commitment to their schools. Several studies have demonstrated a positive correlation between

transformational leadership and increased affective and normative commitment among teachers (Leithwood & Jantzi, 2005; Avolio, Bass, & Jung, 1999). Principals who exhibit transformational leadership behaviors can foster a sense of shared purpose, encouraging teachers to feel more connected to the school's mission and vision. This connection strengthens teachers' emotional and moral investment in the school, making them more likely to remain committed to their roles and work collaboratively with their colleagues. Idealized influence is perhaps the most critical element of transformational leadership in shaping teachers' commitment to the school. Principals who model ethical behavior and demonstrate a strong sense of integrity and fairness gain the respect and trust of their teachers (Rachmad, Mokan, Badriyyah, Gusliana, & Tawil, 2023). When teachers perceive their leader as trustworthy and principled, they are more likely to internalize the values and mission of the school, fostering a sense of belonging and loyalty. As role models, transformational principals set high standards for both themselves and their staff, encouraging teachers to strive for excellence in their practice. This, in turn, boosts teachers' intrinsic motivation and strengthens their commitment to the school (Hermanto, Srimulyani, & Pitoyo, 2024).

Inspirational motivation, another key element of transformational leadership, involves the principal's ability to communicate a clear and compelling vision for the school. When principals inspire their teachers with a forward-looking and meaningful vision, they create a sense of purpose that goes beyond the day-to-day tasks of teaching. This shared vision helps teachers align their personal goals with the broader objectives of the school, enhancing their sense of commitment to the institution. Teachers who are motivated by a common vision are more likely to collaborate with their colleagues, take ownership of school initiatives, and invest in long-term goals that benefit the entire school community (Hidayat, Sumardjoko, & Muhibbin, 2023). Transformational leaders also promote intellectual stimulation by encouraging teachers to think critically and creatively about their work. Principals who challenge their staff to question the status quo, explore innovative teaching practices, and engage in reflective inquiry foster a culture of continuous learning and professional development (Khan, 2023). This intellectual engagement not only enhances teachers' sense of professional efficacy but also increases their commitment to the school. Teachers who feel supported in their professional growth are more likely to remain loyal to the school and contribute to its long-term success. Moreover, intellectual stimulation fosters a collaborative culture where teachers are motivated to share best practices and work together to improve student outcomes (Noori, Orfan, & Noori, 2024).

Individualized consideration, the final component of transformational leadership, emphasizes the importance of personalized support and mentorship. Principals who take the time to understand the unique needs, strengths, and challenges of their teachers create a more inclusive and supportive work environment (Purwanto, & Sulaiman, 2023). By offering tailored professional development opportunities and providing individualized feedback, transformational leaders help teachers feel valued and respected. This personalized attention fosters a sense of loyalty and commitment among teachers, as they feel that their contributions are recognized and appreciated. Teachers who receive individualized support are more likely to remain committed to the school, even in the face of challenges or external pressures. One of the most significant outcomes of transformational leadership in schools is its positive impact on teacher retention. High levels of teacher turnover can be detrimental to school stability, student achievement, and organizational cohesion (Jilani,

Bukhari, Lashari, Rasool, A., Khoso, & Shah, 2024). However, schools led by transformational principals tend to experience lower turnover rates, as teachers are more likely to remain committed to the school's vision and mission. The emotional connection that transformational leaders foster among their staff helps to mitigate feelings of burnout and dissatisfaction, which are common reasons for teacher attrition. By promoting a supportive, intellectually stimulating, and values-driven work environment, transformational leaders can significantly reduce turnover and retain high-quality teachers (Werang, Agung, Pio, Asaloei, & Leba, 2023).

The relationship between principal transformational leadership and teachers' commitment to school is a crucial dynamic that can greatly influence the overall success of an educational institution. Transformational principals who exhibit idealized influence, provide inspirational motivation, encourage intellectual stimulation, and offer individualized consideration create a school environment that fosters teacher commitment. This, in turn, leads to higher levels of teacher engagement, professional growth, and retention, ultimately benefiting student outcomes and school performance. As schools continue to face evolving challenges, the role of transformational leadership in cultivating a committed and resilient teaching workforce remains more important than ever

Objectives
1- To find out the level of Principal Transformational Leadership at Secondary Level.
2- To find out the level of Teachers' Commitment to School at Secondary Level
3- To identify the relationship between Principal transformational leadership and teachers' commitment to school at secondary level.

Methodology
A quantitative method was applied. Data for the current investigation came from primary sources. The population was drawn from all secondary schools in the Kasur district, both public and private. The district of Kasur has 233 public secondary schools and 1181 teachers overall (SIS, 2022). In total, there are 713 private schools, employing 2852 instructors (PEPRIS, 2022). The sample was collected by a multistage sampling technique. First, the complete population was split into two strata (public and private) by the researcher using a stratified sample technique. The researcher then used the cluster sampling technique to divide the entire population into four clusters (Tehsils). Using a straightforward random sampling method, 25 private schools and 10 public schools were chosen from each cluster. A total of 140 schools—40 public and 100 private—were used to gather the data. Three teachers from each private school and four teachers from each public school were selected using a simple random sample technique. Consequently, the sample consisted of 460 teachers. Questionnaires served as the study's instrument. (Kausar, Shoukat, & Usman, 2024) adapted the principal leadership questionnaire and the teachers' commitment questionnaire. Both the reliability and validity of the questionnaire were examined through pilot testing. The data was analysed using SPSS version 27 and the Cronbach's Alpha values of the Principal Leadership Questionnaire (0.887) and Teachers' Commitment (0.921). To accomplish the goals, descriptive statistics (mean, standard deviation) and inferential statistics (Pearson r) were employed.

Data analysis
Principal Transformational Leadership

Table 1: Sample description on the basis of Mean and S.D.

Items	N	Mean	S.D.
The principal encourages me to think creatively and seek innovative solutions to challenges in the classroom.	460	4.56	.697
The principal communicates a clear and inspiring vision for the future of our school.	460	4.38	.667
The principal recognizes and appreciates my individual strengths and contributions to the school.	460	4.33	.698
The principal demonstrates high ethical standards and acts as a role model for both staff and students.	460	4.38	.649
The principal motivates me to align my personal goals with the broader goals of the school.	460	4.40	.658
The principal fosters an environment where I feel safe to express my ideas and take risks in my teaching practices.	460	4.35	.698
The principal provides personalized support and guidance for my professional development.	460	4.32	.696
The principal encourages collaboration and teamwork among the staff.	460	4.36	.671
The principal challenges me to critically reflect on my teaching methods and consider new approaches.	460	4.37	.707
The principal builds trust and respect among the staff by being consistent and fair in decision-making.	460	4.31	.702

The above table illustrates the sample description on the basis of mean and S.D., According to the respondents responses, the principal encourages me to think creatively and seek innovative solutions to challenges in the classroom (M=4.56; SD=0.69), the principal communicates a clear and inspiring vision for the future of our school (M=4.38; SD=0.66), The principal recognizes and appreciates my individual strengths and contributions to the school (M=4.33; SD=0.69), The principal demonstrates high ethical standards and acts as a role model for both staff and students (M=4.38; SD=0.64), The principal motivates me to align my personal goals with the broader goals of the school (M=4.40; SD=0.65), The principal fosters an environment where I feel safe to express my ideas and take risks in my teaching practices (M=4.35; SD=0.69), The principal provides personalized support and guidance for my professional development (M=4.32; SD=0.69), The principal encourages collaboration and teamwork among the staff (M=4.36; SD=0.67), The principal challenges me to critically reflect on my teaching methods and consider new approaches (M=4.37; SD=0.70), The principal builds trust and respect among the staff by being consistent and fair in decision-making (M=4.31; SD=0.70). Overall, respondent's responses reflected toward the level of agreement.

Teachers' Commitment to School

Table 2: Sample description on the basis of Mean and S.D.

Items	N	Mean	S.D.
I feel emotionally attached to this school and enjoy being a part of its community.	460	4.37	.707
I am willing to put in extra effort to help this school achieve its goals.	460	4.34	.702
I believe in the school's mission and values and strive to uphold them in my work.	460	4.36	.703
I feel a strong sense of loyalty and commitment to remaining at this school.	460	4.36	.691
I actively seek out opportunities to collaborate with my colleagues to improve the school.	460	4.42	.687
I feel that my personal goals align with the goals of the school.	460	4.37	.719
I would recommend this school to other educators as a great place to work.	460	4.43	.694
I feel motivated to contribute to the success of this school even when faced with challenges.	460	4.36	.691
I regularly engage in professional development to improve my teaching for the benefit of the school.	460	4.41	.653
I feel proud to tell others that I am part of this school's staff.	460	4.37	.724

The above table illustrates the sample description on the basis of mean and S.D., According to the respondents responses, I feel emotionally attached to this school and enjoy being a part of its community (M=4.37; SD=0.70), I am willing to put in extra effort to help this school achieve its goals (M=4.34; SD=0.70), I believe in the school's mission and values and strive to uphold them in my work (M=4.36; SD=0.70), I feel a strong sense of loyalty and commitment to remaining at this school (M=4.36; SD=0.69), I actively seek out opportunities to collaborate with my colleagues to improve the school (M=4.42; SD=0.68), I feel that my personal goals align with the goals of the school (M=4.37; SD=0.71), I would recommend this school to other educators as a great place to work (M=4.43; SD=0.69), I feel motivated to contribute to the success of this school even when faced with challenges (M=4.36; SD=0.69), I regularly engage in professional development to improve my teaching for the benefit of the school (M=4.41; SD=0.65), I feel proud to tell others that I am part of this school's staff (M=4.37; SD=0.72). Overall, respondent's responses reflected toward the level of agreement.

Table 3: Relationship between Principal transformational leadership and Teachers' commitment to school

		Principal transformational leadership	Teachers' commitment to school
Principal transformational leadership	Pearson Correlation	1	.663**
	Sig. (2-tailed)		.000
	N	460	460
Teachers' commitment to school	Pearson Correlation	.663**	1
	Sig. (2-tailed)	.000	
	N	520	520

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

The above table shows the relationship between Principal transformational leadership and Teachers' commitment to school. The Pearson correlation value 0.663 shows that there was strong positive relationship between Principal transformational leadership and Teachers' commitment to school.

Discussion and conclusion

At the secondary level, principal transformational leadership plays a pivotal role in shaping the academic environment, fostering teacher motivation, and enhancing student outcomes. Principals who exhibit transformational qualities at this level inspire teachers through a shared vision, promoting a sense of purpose and unity. They encourage innovative teaching practices and provide individualized support to meet the diverse needs of their staff. By acting as ethical role models, they build trust and credibility, which strengthens relationships within the school community (Hammad, Polatcan, & Morad, 2024). These principals also emphasize collaboration and intellectual stimulation, creating an atmosphere where teachers feel empowered to take initiative and improve their instructional methods. As a result, schools with transformational leaders often see higher teacher commitment, improved academic performance, and a more positive school culture. At the secondary level, teachers' commitment to their school is a critical factor influencing the overall educational environment and student outcomes. Highly committed teachers exhibit a strong emotional attachment to the school, aligning their personal values with the institution's mission and vision. This commitment often translates into a willingness to invest additional time and effort in both classroom teaching and extracurricular activities, fostering a positive school culture. Teachers with high levels of commitment are more likely to engage in collaborative work with colleagues, take ownership of their professional development, and contribute to school improvement initiatives (Licayan, 2024). Moreover, their commitment enhances student learning by creating a stable, supportive, and motivating environment. However, factors such as school leadership, available resources, and job satisfaction significantly impact teachers' levels of commitment. Transformational leadership from principals can further strengthen teachers' dedication, fostering a sense of belonging and shared purpose at the secondary level.

The relationship between principal transformational leadership and teachers' commitment to school at the secondary level is crucial for fostering a positive and effective educational environment. Transformational principals inspire teachers by communicating a compelling vision and acting as role models, which strengthens teachers' emotional attachment to the school. By offering personalized support and promoting professional growth, these leaders help teachers feel valued, enhancing their commitment to the school's mission (Bacha, & Kosa, 2024). Additionally, transformational leadership encourages collaboration and innovation, motivating teachers to invest in long-term goals and improving student outcomes. This leadership style also builds trust and creates a supportive culture, reducing teacher turnover and increasing job satisfaction. Ultimately, the presence of transformational leadership at the secondary level significantly enhances teachers' dedication and loyalty to the institution.

It was concluded that the relationship between principal transformational leadership and teachers' commitment at the secondary level is crucial for fostering a positive and productive school environment. Transformational principals inspire and motivate teachers through clear vision, ethical behavior, and personalized support, which strengthens teachers' emotional and professional commitment to the school. This leadership style enhances collaboration, innovation, and retention among staff, directly benefiting student outcomes. By fostering a shared sense of purpose, transformational leadership creates a more engaged and dedicated teaching workforce. Ultimately, such leadership is key to improving school performance and sustaining teacher commitment in secondary education.

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