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## **Impact Of Transformational Leadership On Teachers` Turnover Intention In Private High Schools Of District Swat: The Mediating Role Of Organizational Commitment**

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### **Abstract**

Staff turnover is a critical issue in the private educational sector of Pakistan. In this regard, the present study was aimed to help private schools` management in retaining valuable teaching staff and to avoid their actual turnover. For this purpose organizational commitment was considered as a mediator between transformational leadership and turnover intention in private high schools of district Swat (Khyber Pakhtunkhwa, Pakistan). Population of the study was private high schools` teachers of the respective district. A sample of 335 teachers was taken for the study and it was generalized to the whole population. The current study was quantitative in nature; therefore, a quantitative research method was employed for the study. Regarding research design, an experimental cross-sectional research design was adopted for the study. Non-probability (convenience)sampling technique was adopted for data collection in the present study from participants, and questionnaire was used as a tool for data collection. Instruments used for data collection were multifactor leadership questionnaire, turnover intention scale, and organizational commitment scale. The study`s results revealed a significant correlation among transformational leadership, organizational commitment, and turnover intention. Turnover intention had a significant negative correlation with both transformational leadership and organizational commitment. Regarding the association between transformational leadership and organizational commitment, there was a significant positive correlation between these two variables. Structural equation modeling showed that organizational commitment played the role is a partial mediator between turnover intention and transformational leadership among the participants. The final model of the study revealed a significant path from transformational leadership to turnover intention through organizational commitment. Thus, organizational commitment played a role as a mediator between transformational leadership and turnover intention among private high schools` teachers of district swat. In light of the practical implication of the study,

private schools of the respective district should implement transformational leadership in their organization to cope with the problem of actual turnover.

**Keywords:** Transformational leadership, organizational commitment, turnover intention, Private educational sector.

## 1. Introduction

Organizations of the whole world confront workers' turnover as a critical issue whatever size, location, and type of business they have (Long, Thean, Ismail, & Jusoh, 2012). Turnover erects obstacles in the way of attaining an organization's predetermined goals and also disturbs the firm's operational consistency (Hom & Kinicki, 2001). Turnover costs organizations in many forms, such as losing effective employees, filling vacant positions, and processes associated with filling these positions (Abbasi, Hollman, & Hayes, 2008). Additionally, it decreases the firm's efficiency and increases unnecessary costs (Allen & Griffeth, 2001).

In human resource management's discipline, turnover has attracted researchers' attention for decades due to its destructive effects on the organization. In the words of Husain, Siddique, Ali, Ali, and Akbar (2015), workers' intention to quit is a severe problem in the discipline of human resource management. Skilled employees' attraction and retention are critical for organizations in today's competitive world. Trends like improvement in technology, conversion of the world to a global village, and advances in work-related knowledge have compelled the firms to devise strategies for acquiring, maintaining, and retaining human capital (Holtom, Mitchell, Lee, & Eberly, 2008). Therefore, organizations spend a large sum of money on retaining talented employees, and they have assigned this responsibility of acquiring and retaining the talented employees to human resource managers of the organizations.

When an employee feels insecurities in the organization, it reduces employees' morale, commitment, job satisfaction, and increases their stress. When these insecurities continue for an extended period, it leads to turnover intention and, finally, to actual turnover (Masemola, 2011). Turnover intention is a cognitive decision surfacing between the worker's attitude and decision about a job to continue or quit (Sager, Griffeth, & Hom, 1998). According to Meyer and Allen (1984), turnover is an employee's will to resign from the current job and join another employment organization. Numerically turnover represents workers' ratio who have quit the firm in a certain period to the total number of workers (Price, 1977). In simple words, turnover shows a worker's movement towards leaving the firm. It is the forerunner of actual turnover. According to Price (2004), the turnover intention is broadly examined in two ways: Voluntary and Involuntary turnover. **Voluntary turnover** is quitting one's job with his/her own free will (Price, 2004). **Involuntary turnover** is an individual dismissal by an employer or organization for reasons like having a severe illness, long absence without reason, ineffectiveness, and etcetera. (Price, 2004).

Turnover has severe consequences for an organization. It affects organizations in the form of direct and indirect costs (Ali, 2008). Expenses associated with the recruitment, selection, and training of new employees represent direct costs, while overtime

expenses, increased work burden, and a decrease in productivity level represent indirect costs (**Martin, 2011**). In the words of **Dess and Shaw (2001)**; **Staw (1980)**, costs related to procurement, recruitment, selection, training, and orientation are referred to as direct costs while social capital loss, learning-related costs, reduced morale, and workload pressure on the employees are referred as indirect costs. Additionally, the process of attaining the organization's goals is jeopardized by employee turnover. Non-monetary costs like the organization's tarnished image and decrease in customer loyalty are also associated with turnover, ultimately bringing lasting destructive impacts on the organization (**Long et al., 2012**).

Staff turnover is a constant problem in the private education sector, and it is alarming in many private education organizations (**Akhter, Muniruddin, & Sogra, 2008**). The rate of staff turnover in the private education sector is much higher than in the public education sector. This turnover results in a quality and qualified staff shortage (**Garcia & Weiss, 2019**). One of the critical causes of the school's poor performance is the shortage of qualified teachers (**Ingersoll, 2001**). Lack of qualified and sufficient teaching staff endangers students' education and their future (**Garcia & Weiss, 2019**). Additionally, it tarnishes the organization's reputation and has a devastating long-term impact on the organization (**Long et al., 2012**).

Pakistan's private education institutes have less stable staff than public education institutes (**Qadir & Khan, 2016**). This instability in switching institutions is due to the availability of many opportunities to select or reject an institute according to the factors they consider essential regarding their jobs (**Zahra, Irum, Mir, & Chishti, 2013**). In the words of **Shah, Ahmad, Jumani, and Tariq (2017)**, Pakistan's private secondary schools face staff turnover is a crucial problem. The high rate of staff turnover results in the loss of talented and competent employees, which poses threats to private institutions' survival and creates multiple problems for the school's management. Therefore, there is tough competition among private institutes for quality staff attraction and retention.

The practice of transformational leadership behaviors by a leader increases employees' organizational commitment towards their organization (**Iqbal, Fatima, & Naveed, 2020**). Employees with high organizational commitment have a low desire to leave their organization (**Jehanzeb, Rasheed, & Rasheed, 2013**). **Khan (2015)** suggests that employees' turnover intention results from a bad leader or manager, and they leave their boss in place of their organization. He further asserts that poor leadership could hamper even the best employee. Numerous studies have looked at the possibilities of how to retain quality employees in the private education sector. In this regard, it is believed that a good leader can increase the subordinates' organizational commitment, and their increased organizational commitment results in less inclination towards turnover. Therefore, this study explores how the school principal's transformational leadership behaviors could identify staff turnover intention through organizational commitment; and how the school's management could be availed of competitive advantage over other institutes. In previous literature's light, there hardly exists any empirical evidence that looks at such relationships among these variables in Pakistan's private education sector.

In the last few decades, transformational leadership has drawn researchers' attention due to its strong impact on workers' turnover intention (**Gyensare, Anku-Tsedee, Sanda, & Okpoti, 2016**). Transformational leadership prevents workers from quitting by cultivating a collaborative culture in the organization (**Sun & Wang, 2017**). Transformational leadership converts and transforms individuals inside a group, and people who apply this style inspire their subordinates to perform more than their capabilities and expectations (**Northouse, 2010**). The most useful feature among transformational leaders' features is the provision of positive feedback to subordinates. These leaders convince subordinates for sacrificing their personal goals for the betterment of collective ones. When subordinates consider organizational success, goals, and objectives as their own, they have the will to attain a higher level of performance with the end to contribute positively to their work's context (**Bass, 1985**). In the light of previous research, it worth noting that transformational leaders are inclined to build an operational environment with motivated and satisfied workers (**Bass & Riggio, 2006; Burns, 1978; Bycio, Hackett, & Allen, 1995; Chen, Beck, & Amos, 2005; Marshall, 2010**). They build up an environment that decides about workers' mood at the workplace and, as a result, affects their commitment's level and productivity (**Watson, 2009**). As compared to leadership's other styles, transformational leadership has been shown more functionality in reducing intention to quit (**Bycio et al., 1995**).

Transformational leadership could be defined as a leadership style where a leader is proactive, raise subordinates awareness far beyond the expected common interests, and assist subordinates in achieving extraordinary goals. Transformational leaders have qualities such as idealized influence, intellectual stimulation, inspirational motivation, and individual consideration. In **idealized influence**, the leaders induce faith and pride in subordinates, supply an awareness of mission and vision, gain trust and respect from subordinates, and set high quality for emulation (**Mester, Visser, Roodt, & Kellerman, 2003**). In **Intellectual stimulation**, the leader increases subordinates' consciousness about issues and enables them to judge issues from new angles and bring creativity to their thinking (**Yukl, 1998**). In **Individual consideration**, the leader acknowledges individual uniqueness, creates a connection between individuals and firm needs, and provides advice, coaching, and mentoring to the employees when they need it (**Mester et al., 2003**). In **Inspirational motivation**, the leader develops and communicates an attractive vision, using images and symbols to concentrate the followers' efforts, and convince them to shows behaviors appropriate for the situation (**Avolio, 1994; Bass & Avolio, 1994; Yukl, 1998**).

As a predictor of workers' retention, organizational commitment has become the focus of managers in general and human resource practitioners in particular (**Idris, 2014**). One of the management's fundamental objectives is to maximize the firm's efficiency level by improving workers' skills, talent, and commitment. Committed workers show loyalty towards their organization and are marked as productive elements of the organization. **Dey (2012)** defined organizational commitment in simple words as an employee's degree of attachment to the employing firm. According to **Supriyanto (2013)**, organizational commitment describes a worker's willingness and desire to take part in a firm's success. **Meyer and Allen (1991)** divided organizational commitment

into three sub-types, and these are: **Continuance commitment** shows individuals' attachment to the firm due to consequences connected with leaving the firm (Balassiano & Salles, 2012). **The affective commitment** represents employees' emotional bond with the employing firm (Leroy, Palanski, & Simons, 2012). **Normative commitment** shows the degree of moral connection of workers to the employing firm.

A vast list of acceptable behaviors has been associated with an organizational commitment such as attendance, work quality and quantity, employees' desire to stay in the firm, and sacrifice for the firm's sake (London, 1983; Rabinowitz & Hall, 1977). Committed workers show more inclination towards extra-role such as creativity, which keeps a firm competitive (Katz & Kahn, 1978). Organizational commitment positively affects employees' job satisfaction and enhances their overall performance (Dinc, 2017). He further suggests that Organizational commitment is essential for retaining talented employees. Employees devoted to the organization are always hard-working (Singh, 1998) and shows a strong will to stay in the organization (Allen & Griffeth, 2001). Thus, organizational commitment has positive effects on employees as well as on the organization as a whole. Therefore, examining organizational commitment to reduce employees' intention to quit could lead to constructive implications for both employees and the organization.

### 1.1 Study's objectives

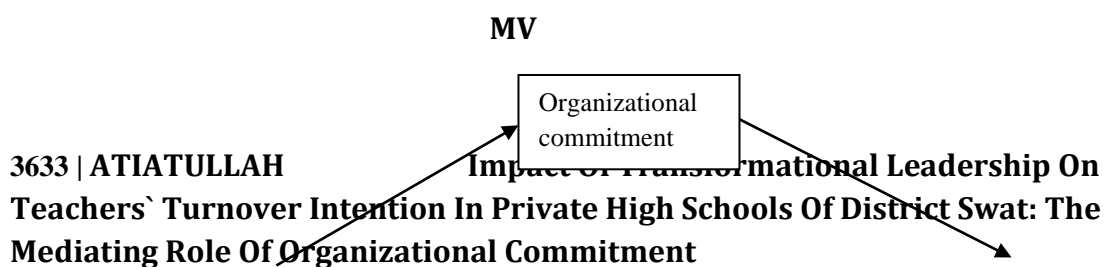
The study has several objectives, among which the central objective is to investigate organizational commitment's role as a mediator between transformational leadership and turnover intention among teachers of private high schools of district Swat.

Objectives of the study are:

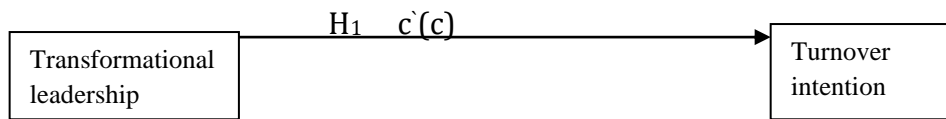
- To examine the association between transformational leadership and turnover intention among teachers of private high schools of district Swat.
- To examine the association between transformational leadership and organizational commitment among teachers of private high schools of district Swat.
- To examine the association between organizational commitment and turnover intention among teachers of private high schools of district Swat.
- To examine the mediating effect of organizational commitment on the association between transformational leadership and turnover intention among teachers of private high schools of district Swat.

### 1.2 Research model and hypotheses of the study

This study will test the validity of the following conceptual model (Figure 1) and its hypotheses.



IV      a + H2                      H4H3    b-DV



**Figure 1: Proposed conceptual model of the study**

**Note:** In model, **IV** = independent variable, **MV** =mediating variable, **DV** = dependent variable.

H1: There exists a significant negative association between transformational leadership and turnover intention among teachers of private high schools of district Swat.

H2: Transformational leadership has a significant positive association with organizational commitment among teachers of private high schools of district Swat.

H3: Organizational commitment has a significant negative association with turnover intention among teachers of private high schools of district Swat.

H4: Organizational commitment mediates the association between transformational leadership and turnover intention among teachers of private high schools of district Swat.

## 2. Methodology

### 2.1 Participants and procedure for data collection

The population of the study was private high school teachers of district Swat. Participants of the study were 335 teachers from 28 private high schools of the district. Participants of the study comprised both male and female teachers. Approximately sixty-eight (68) percent of participants were male and thirty-two (32) percent female. About seventy-two (72) percent were married among participants, and twenty-eight (28) percent were single. Their age ranged from twenty (20) years to fifty (50) years. The average age of the participant was 31.11, with a standard deviation of 4.53. Their educational level ranged from less than bachelor to MS/MPhil. Nearly fifty-one percent (50.7%) of the participants had a Master's or BS (Hons) level of education. Their teaching experience ranged from one (1) year to twenty-one (21) years. The average teaching experience of the participant was 7.24 years, with a standard deviation of 2.24. The number of classes taken by teachers per day ranged from three (3) classes to eight (8) classes. Approximately thirty (30) percent of teachers were taking six (6) classes per day. Their salary per month ranged from ten (10) thousands to fifty-four (54) thousands. The participant's average salary was about twenty-three (23) thousands per month with a standard deviation of 3.15.

For data collection, the target schools were visited by the researcher personally. Before giving the questionnaire, participants' willingness towards filling the questionnaire was

inquired. Questionnaires were given only to those candidates who showed a willingness to fill the questionnaire. Due to time consideration, a convenience sampling method was applied for data collection. Participants had to return the filled questionnaires within one week. A total of three hundred and thirty-five (335) questionnaires were distributed among the participants. Participants of the study had to return the questionnaire within one week. After elapsing the prescribed time, the questionnaires were returned by the participants. All the questionnaires were checked for validity; they were valid and considered for data analysis purposes.

## **2.2 Instruments**

This study used the already available tools (validated) for data collection purposes. These are:

### **2.2.1 Multifactor Leadership Questionnaire (Form-5X Short)**

The Multifactor leadership questionnaire developed by **Bass and Avolio (1995)** was used to collect transformational leadership behavior-related data from the participants. The scale was edited according to the need of the study. This scale has a total of forty-five (45) items. We selected only sixteen (16) items. Four items for each dimension of transformational leadership, namely, idealized influence, inspirational motivation, intellectual stimulation, and individual consideration. Items of the scale were rated from 0= Not at all to 4= frequently, if not always. In the present study, Cronbach's alpha coefficient for the inspirational leadership scale was .944.

### **2.2.2 Organizational Commitment Scale**

The organizational commitment scale of **Meyer, Allen, and Smith (1993)** was used to collect data related to the participants' organizational commitment behaviors. It has twenty-four (24) items. For the present study, we selected only twelve (12) items. One item of normative commitment and two items of affective commitment were reverse coded in the questionnaire. These items were transformed and recorded in the same variable with the help of SPSS software. If a participant answered a reverse coded question with 7 points, he/she earned 1 point and vice versa. Items of the scale were rated from 1= strongly disagree to 7= strongly agree. Cronbach's alpha for organizational commitment in the present study was .901.

### **2.2.3 Turnover Intention Scale**

The turnover intention scale (TIS-6), designed by **Roodt (2004)**, was used for collecting turnover intention related data from the participants. This scale has six (6) items. For this study, only four (4) items were selected. One item of this scale, "How often do you look forward to another day at school?" negatively correlated with other items. The reason behind this negative relationship was its coding in the opposite sense from other items. So its values were transformed and recorded in the same variable in the SPSS software for data analysis processes. Items of the scale were rated from 1= never to 5= always. In this study, Cronbach's alpha coefficient for TIS-6 was .848.

## **2.3. Data analysis**

The present study was quantitative; therefore, a quantitative research design (experimental cross-sectional) and method were employed. The reason behind selecting

an experimental cross-sectional design was the proposed cause-effect relationship between variables, i.e., the organizational commitment will be caused by transformational leadership, and its impact will be felt on turnover intention. As the study was quantitative, the research approach used in this study was deductive.

In the first step of data analysis, statistical operations such as mean, percentage, and standard deviation operations were performed to summarize the participants' demographic information. In the second step, correlation analysis was performed to find correlation among dependent, independent, and mediation variable. In the third step of data analysis, the hypotheses of the study were tested. The study's hypotheses were tested through correlation analysis, and the mediation effect was determined through the four-step Model of **Baron and Kenny (1986)**. For analyzing the mediating effect, both the two-step process introduced by **Anderson and Gerbing (1988)** and **Baron and Kenny (1986)** four-step model were used.

In **Anderson and Gerbing (1988)** two-step process, in the first step, the study's measurement model is tested, and if it fits the data well, then the second step of the process (testing the structural model) is performed. In this study, for testing the mediating effect, first, the measurement model of the study was tested to see whether the model fitted the data well or not. The measurement model of the study fitted the data well. When the study's measurement model was found acceptable, maximum-likelihood estimation was used to test the Amos 22.0 program's structural model. For model fit the following indices were used (a)  $\chi^2$  (chi-square), (b) SRMR (c) RSMEA (d) CFI (e) NFI (f) GFI. A model is considered fit if badness-of-fit indices have values less than .080, and goodness-of-fit indices have values higher than .90 (**Hooper, Coughlan, & Mullen, 2008; Hu & Bentler, 1999**). For data analysis purposes, SPSS and AMOS software were used.

### 3. Results

#### 3.1 Measurement Model of the study

To see whether the measurement model fit the data well or not, confirmatory factor analysis was employed. The output showed that the data was well fitted by the measurement model. For transformational leadership:  $\chi^2$  (98, N= 335) = 303.739,  $p < 0.001$ ; GFI= .907; CFI= .949; NFI= .963; RMSEA= .047; SRMR= .036. Regarding organizational commitment:  $\chi^2$  (51, N=335) = 193.353,  $p < 0.001$ ; GFI= .911; CFI= .917; NFI= .981; RSMEA= .042; SRMR= .047. For turnover intention:  $\chi^2$  (2, N=335) = .358,  $p < 0.50$ ; GFI= .958; NFI= .999; CFI= .928; RSMEA= .001; SRMR= .004.

**3.2 Correlation analysis:** Following Table (Table I) shows inter-correlation among three latent variables.

**Table I. Inter-correlation among study's variables**

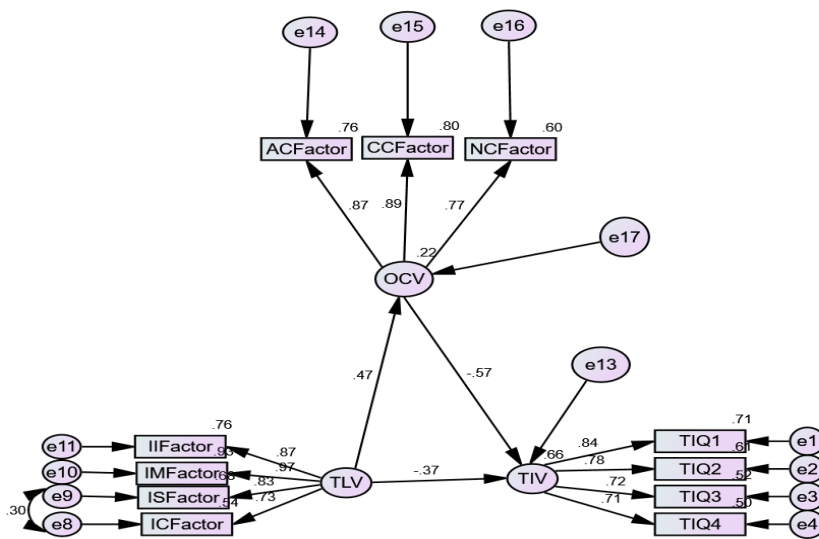
M	SD	1	2	3		
1	Transformational Leadership	3.88	1.169	1		
2	Organizational Commitment	3.68	1.201	.448**	1	
3	Turnover Intention	2.66	0.968	-.589**	-.647**	1



Correlation among all three latent variables was significant. Turnover intention had a significant negative relationship with both transformational leadership and organizational commitment. There was a significant positive association between transformational leadership and organizational commitment.

### **3.3 Structural Model and Bootstrap test**

The process of testing the study's structural model was performed in two steps. In the first step, the direct effect of transformational leadership (predictor) on the turnover intention (dependent variable) was tested. The directly standardized estimate coefficient (Beta) was significant  $\beta = -.63$ ,  $p < 0.001$  with  $R^2 = .40$ . In the second step, a mediation model (**Model 1**) was created that had both mediator (organizational commitment) and the direct path from transformational leadership to turnover intention was tested. First, parameter estimates of the latent variables were examined. All three latent variables had a significant relationship with each other .i.e. the standardized path coefficient among turnover intention, organizational commitment, and transformational leadership was significant. Then various badness-of-fit and goodness-of-fit indices were checked for model fit. Result revealed that the data were not fitted by the model well,  $\chi^2 (41, N=335) = 160.130$ ,  $p < 0.001$ ; GFI= .920; NFI= .939; CFI= .953; RSMEA= .079; SRMR= .036. For improving the study's model, modification indices of **Model 1** were checked. Modification indices of **Model 1** showed that we could add residual terms of intellectual stimulation and individual consideration to make them free-parameters. By adding residuals terms of these two dimensions of the transformational leadership, **Model 2** was created, presented in figure (**Figure 2**). Data was well-fitted by **Model 2**:  $\chi^2 (40, N=335) = 135.851$ ,  $p < 0.001$ ; GFI= .961; NFI= .948; CFI= .932; RSMEA= .076; SRMR= .035. Correlation among latent variables, namely turnover intention, organizational commitment, and transformational leadership, can be easily explained, and the final model (**Model 2**) is acceptable.



**Figure 2: Study's final structural model**

**Note:** Standardized estimates were used for factor loading, and abbreviated terms were used for constructs of latent variables, i.e., AC (Affective Commitment), NC (Normative Commitment), CC (continuance Commitment), OC (Organizational commitment), II (Idealized influence), IS (Intellectual Stimulation), IM (Inspirational Motivation), IC (Individual Consideration), TL (Transformational Leadership), and TI (Turnover Intention).

In last, the mediating effect of organizational commitment on transformational leadership and turnover intention's relationship was tested through the bootstrap estimation process with the help of AMOS (software), taking sample size 2000 and confidence interval = 95 percent. **Table II(Final structural Model's Table)** below shows that turnover intention was subjected to transformational leadership's significant direct effect ( $\beta = -.367, p < 0.001$ ). Additionally, the indirect effect through organizational commitment was also significant ( $\beta = -.268, p < 0.010$ ). The direct effect and indirect effects were 52.91 and 42.20 percent of the total effect. The value of  $R^2$  was increased from .40 to .66 in the indirect relationship between transformational leadership and turnover intention through organizational commitment.

**Table II. Final structural Model's Table**

The following table shows direct and indirect effects at 95% confidence intervals for the final model.

Model Pathways (Standardized)	Estimated Effect (Lower bound) (Upper bound)	95% CI	95% CI	S.E	P
<b>Direct effect</b>					
	$\beta$				
TL → OC ***	.471	.349	.588	.062	
OC → TI ***	-.570	-.719	-.427	.074	
TL → TI ***	-.367	-.500	-.235	.072	
<b>Indirect Effect</b>					
TL → OC → TI .001	-.268	-.387	-.180	.053	

Regarding the four steps process involved in **Baron and Kenny (1986)** mediation model, all the steps were proved.

Step1: The outcome variable must have a significant relationship with the predictor. Here turnover intention had a significant relationship with transformational leadership.

Step2: Mediator must have a significant association with the predictor. Here, the organizational commitment had a significant association with transformational leadership.

Step3: The outcome variable must have a significant association with the mediator variable. Here, the turnover intention had a significant association with organizational commitment.

Step 4: By adding the mediator, if the association between dependent (outcome) and predictor (forecaster) variable becomes insignificant, there is full mediation; otherwise, it is partial mediation. There is partial mediation in the present case because after adding the mediating variable (organizational commitment), the relationship between transformational leadership is still significant, but it became gradually weak. Hence, **Baron and Kenny (1986)** Model's all steps were supported by the present study, and organizational commitment partially mediated the association between transformational leadership and turnover intention.

Concerning the study's hypotheses, all the proposed hypotheses were accepted. Regarding the first hypothesis of the study (H1), the proposed relationship between transformational leadership and turnover intention was a significant negative association. There was a significant negative association between transformational leadership and turnover intention with  $\beta = -.367$ ,  $p < 0.001$ . The second hypothesis of the study (H2) as hypothesized, transformational leadership has a significant positive association with organizational commitment was also confirmed. As there was a significant positive association between transformational leadership and organizational commitment with  $\beta = .471$ ,  $p < 0.001$ . Regarding the third hypothesis (H3) of the study, the proposed association was a significant negative relationship between organizational

commitment and turnover intention. H3 was also accepted with  $\beta = -.570$ ,  $p < 0.001$ . Regarding the fourth hypothesis (H4) of the study, it was hypothesized that organizational commitment mediates the association between transformational leadership and turnover intention. H4 was also confirmed as organizational commitment partially mediated the association between transformational leadership and turnover intention with  $\beta = -.268$ ,  $p < 0.010$ . In the direct relationship between transformational leadership and turnover intention, the  $\beta$  value was  $-.63$ . In the indirect relationship, the value of  $\beta$  goes down to  $-.36$ , which shows a significant decrease in transformational leadership and turnover intention relationship.

#### **4. Discussion**

The present study aimed to investigate the impact of transformational leadership on private high school teachers' turnover intention through organizational commitment in district Swat. The study's results revealed that organizational commitment partially mediated this association, and turnover intention was significantly affected by transformational leadership through partial mediation of organizational commitment.

Discussing the study's first finding, transformational leadership had a significant negative relationship with turnover intention. This result of the study is consistent with previous findings (Abouraia & Othman, 2017; Amankwaa & Anku-Tsedee, 2015; Dimaculangan & Aguilung, 2012; Gill, Mathur, Sharma, & Bhutani, 2011; Khan, 2015; Long et al., 2012; Mittal, 2016). This finding is congruent with past findings, and it gives room for the idea that leader who practices transformational leadership behaviors result in subordinates' low desire to quit the employing organization.

In light of the second finding, transformational leadership and organizational commitment were positively related to each other. This result of the study is consistent with previous results (Dunn, Dastoor, & Sims, 2012; GAO, Bai, & SHI, 2011; Ibrahim, Ghavifekr, Ling, Siraj, & Azeez, 2014; Thamrin, 2012). This finding of the study extends knowledge available on these two variables' association in various service sectors. It also adds to the proposition that the leader's transformational leadership practices increase followers' commitment towards the organization (Tuna, Ghazzawi, Tuna, & Catir, 2011).

The third finding of the study as hypothesized; organizational commitment has a significant negative relationship with turnover intention. This finding of the study is also in line with previous findings (Ahmed & Nawaz, 2015; Bhatti, Bhatti, Akram, Builal, & Akram, 2016; Jehanzeb et al., 2013; Mensah & Kosi, 2016; Muthukumar, 2017; Tarigan & Ariani, 2015; Thanacoody, Newman, & Fuchs, 2014; Werbel & Gould, 1984; Yildirim, Acar, Bayraktar, & Akova, 2015). This finding of the study extends support for the idea that workers having a high degree of commitment towards their organization have less will to leave the organization (Ahmed & Nawaz, 2015). When discussing employees' turnover intention, organizational commitment should be considered an essential variable because employees with a high commitment level are less likely to quit the present employment and join another (Tarigan & Ariani, 2015).

Regarding the study's last finding, organizational commitment partially mediated the relationship between transformational leadership and turnover intention. In other words, the turnover intention was significantly affected by transformational leadership through organizational commitment. This finding of the study replicated the previous research findings (Gul, Ahmad, Rehman, Shabir, & Razzaq, 2012; Gyensare et al., 2016; Lim, Loo, & Lee, 2017; TSE, 2008). This finding of the study adds to the literature on transformational leadership's influence on turnover intention through organizational commitment in various service sectors. It also supports the view that managers or leaders who use transformational leadership create awareness among their followers of critical issues, support them, and advise when they need it; encourage them instead of criticizing their failure. When followers find such qualities or behaviors in their leaders, it strengthens their psychological bond with the organization and creates awareness of the expenses connected with quitting the organization. Furthermore, they think continuing with the present organization is a rational decision, and it is social responsibility on their shoulder. In other words, practicing the transformational leadership style creates willingness in individuals to stay with the present organization. Most importantly, when employees have organizational commitment's high level, it has adverse effects on their intention to quit, and they like to stay with the organization.

To reduce the ratio of practical turnover in Pakistan's private educational sector and cope with employees' turnover intention behaviors. The present study finding can play an indispensable role in reducing employees' quitting behaviors and enabling private schools' management to retain quality and talented staff. Private educational institutes should introduce transformational leadership style in their institutions, and if in some institutes this style is functional, they must make it useful. As evident from this study's results, when employees are subjected to a transformational leader, they have a high degree of commitment and like to continue their employment with the present organization, and sacrifice their interests for the organizational ones. Organizations with committed employees have a harmonious and prosperous working environment, and they have a good reputation outside the organization.

The present study had some limitation which needs to be addressed. The study employed a cross-sectional survey instead of longitudinal. In a cross-sectional survey, the data is collected at one point in time. In the present study, data collection at one point in time might have created biasness in data because the human mood cannot be the same at various points of time, and perhaps some respondents had a bad mood at the time of filling the questionnaire. Another limitation of the study is the time limitation. To collect data from the entire population had additional expenses and was time-consuming too. Therefore, the convenience sampling method was adopted for data collection in the present study, and perhaps it has not presented the population well.

The current study was limited only to district Swat's private high schools (Khyber Pakhtunkhwa, Pakistan). Future studies should expand it to extensive scale studies, considering a large population .i.e. considering the whole province as a population. This relation should be examined at a high level in the private education sector, such as at the graduate or postgraduate levels. A longitudinal study would be of high value because it

will provide more reliable results than a cross-sectional study. The relationship among these variables should be examined in other service sectors. It will provide a base for the justification of the present study's findings. This relation should examine in the private education sector of other countries. It will provide more understanding of the problem because each country has its own culture, and the culture gap has a strong effect on a phenomenon. Examining the relationship among these variables at the cross-culture level would also be of high value, as it will provide the problem's better understanding globally.

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