



Sustainable Leadership Practices and Organizational Commitment at Higher Education Institutions in Pakistan: An Ex Post Facto Study

Sidra Bano¹ & Dr. Irfan Bashir²

¹ MPhil ELM Scholar, Department of Education, University of Management and Technology, Lahore, Pakistan
Email: b.sidra58@gmail.com

² Assistant Professor, Department of Education, University of Management and Technology, Lahore, Pakistan
Email: irfanbashir@umt.edu.pk

Abstract

The objective of this study is to investigate the effect of sustainable leadership practices on organizational commitment of faculty in higher education institutions. The study also tries to find the most commonly *emphasized* leadership practices under the framework of sustainable leadership. The study participants include the faculty members of both public and private sector universities in the Lahore. *The data was collected from 281 faculty members using two questionnaires based on Meyer and Allen OC theory, and Hargreaves & Fink's seven principles of sustainable leadership.* The findings revealed that the sustainable leadership practices significantly are raising faculty commitment. *The study additionally examined how sustainable leadership practices varied among various demographic groups, emphasizing how crucial context is when putting sustainable leadership into reality. Notably, when presented with sustainable leadership practices, faculty members from private universities expressed higher levels of organizational commitment. Further, the study determined which precise practices—like mentorship and group decision-making—were most successful in raising faculty participation. The consequences point to the necessity of specialized training courses for higher education administrators who wish to implement these strategies. A prospective approach might also shed more light on the long-term advantages of sustainable leadership for the satisfaction at work of faculty members. Based on demographics variables (gender, sector, department, and designation), different sustainable leadership practices were noted by using both descriptive and inferential statistical methods. The findings of this study show a strong relation between organizational commitment and sustainable leadership practices. University policymakers can use the findings to better understand how to support long-term sustainable leadership in order to maintain organizational stability and raise faculty performance.*

Keywords

Sustainable Leadership Practices, Organizational Commitment, Higher Education Institutes, Effect, Impact, Faculty, Pakistan

Introduction

With the advancement in this post- technological era, society has been reshaped and have a significant impact of political, economic, social, and technical variables, particularly on education. These factors impact school-related outcomes, including teaching quality, achievement of students, learning for pupils, and effectiveness of teachers. Particularly, in the context of educational institutions, the change is becoming more significant. As the leaders are anticipated to take a more comprehensive approach. In a world that continues to evolve swiftly proactive sustainable leadership practices (SLP) help organizations stay ingenious and viable. In recent times, researchers have focused on sustainable leadership (SL), which aims at integrating ethical, academic political, leadership, and societal requirements. Previous research has examined sustainable leadership definitions (Davies, 2007;

Hargreaves & Fink, 2012), sustainable leadership model (Hargreaves & Fink, 2004), contributions towards organizations (Armani et al., 2020), and organizational transition (Carter et al., 2012). In Pakistani context, the literature lacks significant study on sustainable leadership (SL) at higher education institutions. The relationship between organizational commitments (OC) of faculty is crucial to comprehend in the context of Lahore's Higher Education Institutions (HEIs), where a multitude of educational establishments contribute to the intellectual dynamism. This research intends to provide a new perspective on the literature by determining the impact of SLP on faculty members' dedication towards the organizations. The leadership at HEI level demonstrates SLP to promote the effective structure for the long term OC of the faculty and maintain an organizational continuity. By incorporating SLP and transforming the higher education institution structure into learning organizations, policymakers may assure long-term success. The leadership may help to transform the institution into learning organizations by emphasizing SLP.

Background of the Study

Higher education has been perceived as both an ambition and a strategy to accomplish the global Sustainable Development Goals (SDGs). Nousheen et. al. (2020) pen down the urgency towards the education for sustainable development after the endorsement of the SDG'S 2030 plan by The United Nations. A crucial component in addressing the complexity of contemporary learning environments is SL. In the evolving dynamics under the framework of SDG'S, the perspective of leadership at educational institutions especially at higher educational level has been changed. Under the new notation of sustainable development and leadership practices, Farooq, Othman, and Nordin (2017) recommend that HEIs prioritize SLP that are consistent with their core values and organizational stability. A sustainable leadership model was created by Hargreaves and Fink (2006) to assist organizations in attaining their leadership potential. The organization anticipates two benefits from this initiative: career advancement through skill development for senior leadership and maintaining organizational sustainability and stability as per the sustainable leadership model proposed by Hargreaves and Fink (2006). In this sense, sustainable leadership is a team effort including all stakeholders rather than the responsibility of a select few. With reference to the literature, the various behavioral traits which constitute the framework of SL signify the leaders to encourage towards involvement, innovation within a workspace. The primary aim of this research is to identify an existing gap with respect to SLP, and its effect on faculty's OC at the HEIs of Lahore, in particular. As in an educational setup, the faculty is considered to be the pillar of the academic grounds. Through the employing of SLP, this study aims to provide a thorough understanding of the complex effects of SL towards faculty's OC at Lahore's HEIs. Policymakers may prepare the road for long-term success and organizational continuity in Pakistan's higher education institutions by changing HEIs structures into learning organizations using SL approaches.

In contemporary times, leadership is considered to be a significant basis for almost all domains. While considering its importance, various studies have examined the impact of different forms of leadership practices on various dependent factors. For example, autocratic leadership practices are associated with the adverse impact, while democratic or transformative leadership practices are subjected to the beneficial yet positive results within an organization. However, SL extends beyond these traditional models by placing a strong emphasis on social obligation and long-term organizational development. This term has been coined in the light of SDGs, particularly, focuses under the umbrella of the Education Sustainable Development (ESD). Universities and colleges can contribute significantly to the advancement of the broader sustainability objective and strengthen their own organizational adaptability by incorporating sustainable leadership methodologies. As a result, there is a need to understand the impact of SLP in educational organizations, with respect to faculty and different elements of organization which influence an organizational efficacy. This study will give a comprehensive insight about the effect of SLP with respect to faculty's sense of OC, in specific to the organizational efficacy in particular. The success of the organization as a whole can ultimately be attributed to the work environment that SL can establish, where faculty members feel more motivated, supported, and involved. The study fills significant knowledge gaps regarding the effect of SLP on faculty OC in the context of Lahore's HEIs. The study intends to provide empirical insights into how faculty members in Lahore's academic institutions are affected by SLP. The Higher education regulatory bodies may improve organizational productivity and faculty well-being by making decisions based on concepts of how SLP may impact

faculty results. The study's findings may help policymakers implement SLP and transform educational institutions into learning organizations for long-term success. In addition to it, the study aims to identify methods for enhancing faculty members' productivity in their fields, resulting in a more pleasant and productive work environment. Overall, the study's findings are projected to considerably improve the health and performance of instructors in Lahore's HEIs, therefore enhancing the academic community as a whole.

Research Objectives

The followings are the objectives of the study;

- a) To find and compare organizational commitment of faculty (based on gender, sector, department, designation).
- b) To measure the effect of sustainable leadership practices on faculty organizational commitment in higher education institutions.

Research Questions

- a) How do different demographic characteristics (gender, sector, department, and designation) affect faculty members' organizational commitment?
- b) How do faculty organizational commitment in higher education institutions relate to sustainable leadership practices?

Null Hypothesis: Sustainable leadership practices have no significant effect on faculty's organizational commitment in higher education institutes.

Literature Review

Individual and societal development relies on educating people who can innovate, think logically, and support social justice. The most effective education systems teach students to be successful, productive, critical, cultivated, and active members of a society. In this regard, sustainable development, which is a guiding principle in international policy and is important in the context, is very necessary. Through curricular integration, educational institutions can enable students to become catalysts for transformation for a prosperous tomorrow. With the help of the SDGs, education can be connected to practical problems and equip students with the skills they require to confront intricate yet challenging worldwide issues like inequalities, destitution, and global warming. Through fostering critical thinking, teamwork, and sustainability awareness in students, this model not only addresses the significant learning needs of the present but also concentrates on the welfare of society in the future (UNESCO 2014). The findings demonstrate the apparent need for SL in education—that supports to manage educational institutions, adapt curricula, provide teachers opportunities for professional development, and influence learning in relation to social, cultural, economic, and environmental contexts. In light of this, sustainability, according to the World Commission on Environment and Development (WCED), is the ability to meet current requirements without sacrificing the capacity of future generations to accomplish what they need own. When it comes to educational institutions, sustainability can be considered by creating an environment that have minimal adverse effects on environment, society and economy. By ensuring that these principles are carried out efficiently, SL in education enhances organizational performance and the overall well-being of the whole instructional institution (Scott, 2015). Thus, restructuring instructional techniques and achievements through SL is essential to guaranteeing the institution's beneficial effects on the environment and community for coming generations.

Based on the educational organization, the seven principles of SL developed by Hargreaves and Fink (2006) are explained in detail in their book "Sustainable Leadership." Leaders are required to be adaptive, proactive, and considerate of the long-lasting consequences of their decision-making, according to the seven principles of sustainable leadership (Hargreaves & Fink, 2006). As the organization's pattern will not change independently of the leader, Hargreaves and Fink (2006) argue that establishing an organization that integrates SLP may pay dividends in the long term. In the light of the prevailing studies of SL, later Avery and Bergsteiner (2011) identify the SLP which promotes profitable growth and sustainability for businesses, making it a popular topic in leadership study. A long-term strategy is vital, but so is developing a broader yet an inclusive, translucent and ethical workplace environment, considered to be essential elements towards leadership of the organizational structure (Hargreaves & Fink, 2006, Bashir & Khalil, 2017). The structural framework for a lasting and significant educational influence is subsequently established by implementing and practicing the guiding principles of sustainable leadership framework. Numerous factors contribute to the complex

changing of world dynamics, including the broad spectrum of the stakeholders, differences in organizational structures and cultures, and the processing and transmission of information (Neesha, 2021). Some of the indicators of Baldrige quality framework also identifies SLP like indicators as identified by Tufail & Bashir (2023). As of right now, it is believed that organization leadership styles and practices will have a positive impact on rising employee loyalty and satisfaction levels with the company, particularly when it comes to maintaining the workforce and organizational activities for proactive outcomes. Leadership's advantageous impacts on satisfaction and loyalty are directly related to the idea of OC, which represents the stronger psychological ties that exist between individuals and their supervisors, which enhances the efficient functioning and proactive performance of the organization as a whole.

In general terms, OC is considered to be employee's psychological condition, demonstrates their connection, affiliation, and relationship to their company. A person's level of authority in terms of affiliation and participation in an organization's many objectives is referred to as their OC (Çokluk & Yılmaz, 2010; Bano et al, 2023). Major scholars who have made noteworthy contributions to the literature on OC include Meyer and Allen. In the opinion of Meyer and Allen (1991) OC is a factor as a multifaceted construct that can take multiple forms. It is common to conceptualize OC as an emotional attachment to a company. Organizational sustainability is contingent upon on a decrease in employee turnover and greater satisfied employees towards working environment of the organizational structure, both of which might result from this psychological connection. Therefore, this emotive connection increases one's motivation to persist in the organization and the willingness to work harder, which also leads to an individual sharing the organization's values (Mowday et al. 1979, Maryam et al, 2024). Later on, Porter et al. (1974) describe OC under three: a) a strong commitment to and acceptance of the organization's goals and concepts; b) An intention on the association's part to put in an extensive amount of work; also c) an unambiguous determination towards preservation of organizational involvement. In order to encourage and inspire commitment, these dimensions emphasize how crucial it is that organizational and individual goals align together properly. Three categories of commitment were distinguished by Meyer and Allen (1991) and Dunham, Grube, and Castaneda (1994): affective, continuation, and normative commitments. Affective commitment is defined as a psychological connection and identity with the organization. Whereas continuous commitment is predicated on the alleged and apparent expenses of discontinuing the organization, Furthermore, Gellert and Schalk (2012) highlight that employees in the public sector are more likely to remain committed to their jobs because they perceive more job security and stability, which minimizes employee turnover. According to their research, personnel in the public sector typically show higher levels of continuation and normative commitment than those in the private sector because of institutional loyalty and a lesser danger of unemployment. Employees in the private sector, on the other hand, may exhibit higher levels of affective commitment as a result of leadership techniques meant to boost emotional involvement and personal growth as well as competitive pressures. Conversely, normative commitment demonstrates that an employee believes bound and entitles to stay within the organization. However, currently, Meyer and Allen (1991) developed a three-dimensional model of OC that is one of the most widely recognized perspectives. In addition to enhancing and strengthening the comprehension and awareness of commitment among employees, this approach assists in directing initiatives and actions for improving and promoting workforce participation and retention. Through application of these insights, organizations can develop a dedicated staff that enhances their long-term objectives and goals in more positive manner.

It is believed that leaders of organizations who demonstrate sustainable leadership behaviors—which include making decisions with a long-term perspective, encouraging methodical innovation targeted at boosting stakeholder value, cultivating a highly skilled, devoted, and intense workforce, and offering high-quality services, products, and solutions—will be successful in raising employees' OC and job satisfaction (Avery & Bergsteiner, 2011; Bashir et al 2016 & 2022). By adopting a comprehensive approach to management and leaders may foster an atmosphere where staff members are acknowledged and appreciated by valuing and involving them in roles and responsibilities, also suggesting under the guiding principles (breadth and resourcefulness) of SL proposed by Hargreaves and Fink. In addition to preserving the endurance of the organization, SLP also have a significant effect on faculty members' OC, encouraging a sense of loyalty, engagement, and alignment with the institution's long-term objectives. The literature on gender differences in OC,

however, has produced conflicting results. For instance, Ng and Feldman (2010) found no statistically significant gender disparities in OC across industries, indicating that institutional culture or job type may have more of an effect on commitment levels than gender alone. In case academics perceive that the institution's SLP are in line with their beliefs, they are more likely to feel a stronger sense of responsibility and attachment to the institution. Faculty collaboration may increase as a result of this congruence, creating a feeling of belonging and significant meaning in its ultimate purpose. Such attributes can not only be helpful to bring about a beneficial and optimal organizational identity, but also to enhance one's individual happiness and satisfaction.

In summary, research suggests that to foster stability and trust among faculty members is through effective leadership that prioritizes long-term objectives and moral decision-making. A culture of emotional security, encouragement of career development, and interaction are all attributes of leaders who create an atmosphere where faculty members are empowered and appreciated. In turn, this makes people feel more committed to the organization by giving them the confidence to pursue their career objectives. Sustaining faculty involvement and adaptation in the face of constantly shifting academic expectations requires SLP that emphasize a high priority on professional development initiatives. It is more likely that faculty members will experience fewer anxious and emotionally eliminated out whenever leaders advocate maintaining equilibrium between their personal lives and their institutional duties.

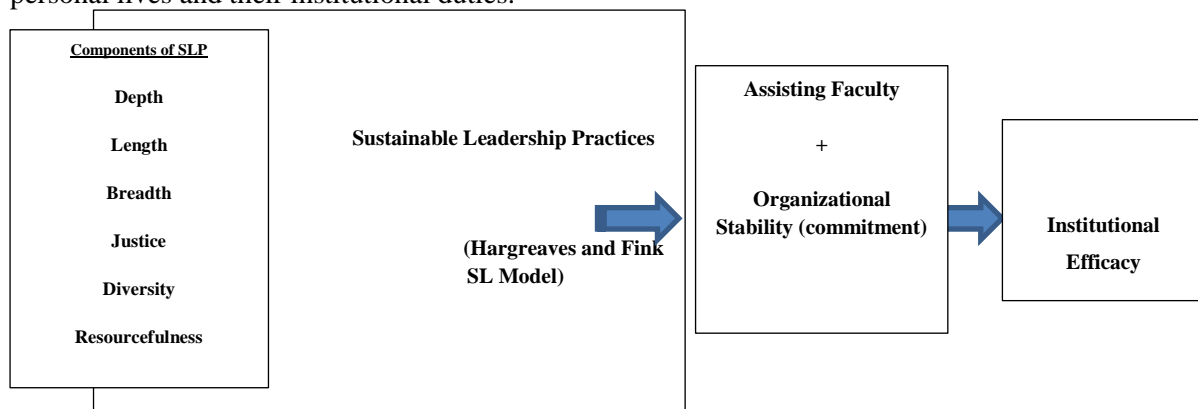


Fig. 1. Conceptual and Theoretical Framework

The above illustrated figure exemplifies the SLP paradigm, which emphasizes supporting faculty and building organizational stability to improve the effectiveness of the institution. Cultivating a sense of belongingness, strengthening commitment within the organization all depend on sustainable leadership practices within the institution. This nurturing environment has an optimistic effect not only on pupil achievements and institutional achievement, but, in addition to the faculty's sustaining one's psychological wellness.

Research Methodology

Remaining in quantitative paradigm and using casual comparative approach, the research examines how faculty OC is affected by SLP in universities of Pakistan. Due to time and resources constraints, the study was limited to Lahore, as Lahore has the highest number of public and private sector university of Pakistan. Moreover there are also universities ranked high by Times Higher Education and HEC. Data was gathered from the faculty of Lahore's public and private universities.

The study's population specifically consists of all of the faculty members of public and private universities. Lahore has 15 public and 21 private universities with an estimated 10,597 faculty members. In accordance to the population, faculty members from a variety of departments (sciences, social sciences, arts and humanities) were taken into consideration for data collection so that maximum representation may be achieved. While considering the diversity of faculties, a non-proportionate stratified random sampling technique would be optimal for the present study. Regardless of the fact, the survey questionnaires were dispersed both physically and online using Google form, the aggregate of received responses was 281. This total number of responses determined the final sample sized considered to be used in this study. In doing so, the ultimate purpose was to ensure for a broader comprehensive representative understanding of the effect of SLP on OC. The researchers used oneself developed tool for SLP and one adopted tool for organizational commitment. both tools had > .90 alpha reliability.

Data Analysis

The data was collected from the faculty of public and private sector universities in Lahore through questionnaire to get the answers of the research questions:

Research Question 1: What is the difference in OC among faculty members according to certain demographic factors (such as gender, sector, department, designation)?

Table 1

Gender based comparison of organizational commitment by faculty

Sr. No.	Dimension Name	Gender	N	Mean	St. Deviation	df	Sig (2- tailed)
1.	Affective Commitment	Male	120	26.59	4.60	279	.059
		Female	161	25.45	5.18		
2.	Normative Commitment	Male	120	25.47	6.03	279	.887
		Female	161	25.57	5.90		
3.	Continuation Commitment	Male	120	26.56	5.12	279	.480
		Female	161	26.12	5.23		
4.	Total Organizational Commitment	Male	120	78.63	13.81	279	.383
		Female	161	77.16	14.05		

Table 1 shows that there is no significant difference ($p > .05$) among all dimensions (affective commitment [$p=.059$], normative commitment [$p=.887$], continuation commitment [$p=.480$], and overall total [$p=.383$]) of organizational commitment on the basis of gender. Both male and females have equal organizational commitment overall and on all subscales.

Table 2

Sector based comparison of organizational commitment by faculty

Sr. No.	Dimension Name	Sector	N	Mean	St. Deviation	df	Sig (2- tailed)
1.	Affective Commitment	Public	137	25.22	4.58	279	.018
		Private	144	26.62	5.23		
2.	Normative Commitment	Public	137	25.21	5.26	279	.388
		Private	144	25.83	6.54		
3.	Continuation Commitment	Public	137	25.91	4.50	279	.207
		Private	144	26.69	5.74		
4.	Total Organizational Commitment	Public	137	76.35	12.12	279	.093
		Private	144	79.15	15.40		

Table 2 shows all the dimensions' affective commitment ($p= .018$), normative commitment ($p=.388$), continuation commitment ($p=.207$), and overall total ($p=.093$). There is no significant difference ($p>.05$) in organizational commitment of faculty on the basis of sector (public & private) except Affective commitment [public ($M=25.22$, $S.D. = 4.58$), private ($M=26.62$, $S.D. = 5.23$)]. The result shows that faculty of private sector feels stronger in terms of affective commitment domain. On the other hand, faculty members of both private and public sectors have similar opinion about organizational commitment (normative commitment, continuation commitment and overall total).

Table 3

Department based comparison of organizational commitment by faculty

Sr. No.	Dimension Name	Department	N	Mean	St. Deviation	df	Sig (2- tailed)
1.	Affective Commitment	Science	107	25.88	4.81	279	.884
		S.S., Arts, Humanities	174	25.97	5.07		
2.	Normative Commitment	Science	107	25.07	5.90	279	.312
		S.S., Arts, Humanities	174	25.81	5.98		
3.	Continuation Commitment	Science	107	25.70	5.05	279	.121
		S.S., Arts, Humanities	174	26.68	5.23		
4.	Total Organizational Commitment	Science	107	76.66	13.23	279	.289
		S.S., Arts, Humanities	174	78.48	14.36		

Table 3 shows that there is no significant difference ($p > .05$) between the mean scores of all the dimensions of organizational commitment scale (affective, normative, continuation commitment and overall total) on the basis of departments (sciences, social sciences, arts, and humanities). The result shows that faculty members among all the departments have similar organizational commitment.

Table 4
Designation based comparison of organizational commitment by faculty

Sr. No.	Dimension Name	Designation	N	Mean	St. Deviation	F	Sig
1.	Affective Commitment	Lecturer	168	26.07	5.37	.32	.809
		Assistant Professor	73	25.56	3.87		
		Associate Professor	22	26.54	4.63		
		Professor	18	25.55	5.60		
		Total	281	25.94	4.96		
2.	Normative Commitment	Lecturer	168	25.72	6.21	1.49	.217
		Assistant Professor	73	25.60	5.11		
		Associate Professor	22	26.18	4.88		
		Professor	18	22.72	7.43		
		Total	281	25.53	5.95		
3.	Continuation Commitment	Lecturer	168	26.42	5.39	.65	.581
		Assistant Professor	73	26.20	4.48		
		Associate Professor	22	27.00	4.15		
		Professor	18	24.83	6.88		
		Total	281	26.31	5.18		
4.	Total Organizational Commitment	Lecturer	168	78.22	14.79	.89	.446
		Assistant Professor	73	77.36	11.69		
		Associate Professor	22	79.72	11.34		
		Professor	18	73.11	16.85		
		Total	281	77.79	13.94		

In order to compare the means of different groups (on the basis of designation: lecturer, assistant professor, associate professor, professor), the One- Way Analysis of Variance (ANOVA) has been applied. This table shows that there is no significant difference ($p > .05$) among all designations on all dimensions of organizational commitment scale (affective, normative, continuation commitment, and overall total). The result shows that faculty of all ranks and designations have similar opinion towards organizational commitment.

Research Question 2: What is the effect of SLP on OC of the faculty?

Table 5
Effect of SLP on OC

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	F	Sig.
1	.381 ^a	.145	.123	13.06199	6.619	.000 ^b

Regression was applied to find out the effect of sustainable leadership practices on organizational commitment of faculty in universities. Table 5 shows that significance value is $< .05$, and Adjusted R square value is .123 so, there is a mild significant effect of SLP on OC.

Table 6
Gender based Comparison of Effect of SLP on OC

Gender	Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	F	Sig.
Male	1	.365 ^a	.133	.126	12.91767	18.084	.000 ^b
Female	1	.312 ^a	.097	.092	13.39850	17.169	.000 ^b

Regression was applied to find out the effect of sustainable leadership practices on organizational commitment of faculty in universities on basis of gender (male & female). Table 6 shows that the effect of SLP on OC of faculty on the basis of gender is more evident on male [$p < .05$, $AR = \text{square} .126$, $F = 18.084$] as compared to female [$p < .05$, $AR = \text{square}$].

Table 7
Sector based Comparison of Effect of SLP on OC

Sector	Model	R	R Square	Adjusted R Square	R	Std. Error of the Estimate	F	Sig.
Public	1	.313 ^a	.098	.091		11.55437	14.685	.000 ^b
Private	1	.354 ^a	.125	.119		14.46271	20.311	.000 ^b

Regression was applied to find out the effect of sustainable leadership practices on organizational commitment of faculty in universities on basis of sector (public & private). Table 7 shows that the effect of SLP on OC of faculty on the basis of sector is highly significantly evident on private sector [$p < .05$, $AR = \text{square} = .119$, $F = 20.311$] as compared to public sector [$p < .05$, $AR = \text{square} = .091$, $F = 14.685$].

Table 8
Department based Comparison of Effect of SLP on OC

Department	Model	R	R Square	Adjusted R Square	R	Std. Error of the Estimate	F	Sig.
Sciences	1	.298 ^a	.089	.080		12.69226	10.262	.002 ^b
S.S., Arts, Humanities	1	.331 ^a	.110	.105		13.59190	21.220	.000 ^b

Regression was applied to find out the effect of sustainable leadership practices on organizational commitment of faculty in universities on basis of department (science & social science, arts, humanities). Table 8 shows that there is a significant effect of SLP on OC of faculty on the basis of department (science & social science, arts, humanities). However, it is more significant for the group of social science, arts and humanities [$p < .05$, $AR = \text{square} = .105$, $F = 21.220$] as compared to that of science group [$p < .05$, $AR = \text{square} = .080$, $F = 10.262$].

Table 9
Designation based Comparison of Effect of SLP on OC

Designation	Model	R	R Square	Adjusted R Square	R	Std. Error of the Estimate	F	Sig.
Lecturer	1	.379 ^a	.144	.139		13.73278	27.918	.000 ^b
Assistant Professor	1	.198 ^a	.039	.026		11.54763	2.905	.093 ^b
Associate Professor	1	.225 ^a	.051	.003		11.32895	1.071	.313 ^b
Professor	1	.419 ^a	.176	.124		15.77547	3.415	.083 ^b

Regression was applied to find out the effect of sustainable leadership practices on organizational commitment of faculty in universities on basis of designation (lecturer, assistant professor, associate professor, & professor). Table 9 shows that there is strong significant effect of SLP on OC of faculty on the basis of designation (lecturers [$p < .05$, $AR = \text{square} = .139$, $F = 27.918$]) as compared to assistant professors, associate professors, and professors, which have no significant effect of SLP on OC of faculty.

Findings

- 1). SLP significantly affect faculty OC, particularly among those in the humanities departments. This implies that faculty members in these fields strongly identify with SLP that priorities sustainability, maybe as a result of the intrinsic values of inclusivity and collaboration that are frequently highlighted in humanities teaching.
- 2). There are no considerable gender-based variations in the majority of OC characteristics, particularly affective, normative, and continuity commitments. This implies that faculty members of both sexes have comparable degrees of dedication to their schools, suggesting that both sexes share a sense of involvement and belonging.
- 3). There were considerable sector-based differences, with teachers at private universities showing higher levels of affective commitment ($p = .018$) than faculty at public universities. This discrepancy might result from the different organizational cultures and support systems

seen in private universities, where faculty values seem to be more in line with sustainable leadership approaches.

- 4). Higher affective commitment has been identified by faculty at private universities, most likely as a result of long-term leadership practices and strategies that encourage development and diversity. By fostering a positive atmosphere that strengthens faculty ties to their university, these approaches serve the long-term goals of sustainable leadership practices. SLP has comparatively higher effect for male, lecturers and professors as compared to others.

Discussion

The main aim of the study is to find out the effect of the independent variable (SLP) on dependent variable (OC) by using Seven Principle Model of Sustainable leadership by Hargreaves & Fink (2003). The data analysis of this study shows a strong correlation between organizational outcomes, in terms of faculty opinion, towards OC.

As per as the literature review of the research, fostering long- term success and structural and mechanism consistency within an organization by implementing SLP is essential towards high rise in faculty's OC. The results' data analysis shown that, by fostering a sense of importance and support for faculty members as they work toward institutional objectives, SL dramatically increases faculty OC. It's evident from the collected data that faculty members' OC, especially affective commitment, is positively influenced by SLP. This result is in line with the three components of Meyer and Allen's (1991) model, which asserts that affective commitment becomes more effective when team members have a psychological attachment to the objectives of the organization. The gender-based differences (Table 6) show an unexpected pattern, nevertheless, even though the effect of SLP on OC is consistent with previous research: female faculty members indicated much more OC than male colleagues. According to this, female faculty members are more receptive to SLP, especially when it comes to creating fair and creative employment opportunities. In comparison, Ng and Feldman (2010) did not find any gender-based variations in OC, which indicates that the leadership style used in academic institutions may be a significant factor in determining gender-based experiences. In contrast to Gellert and Schalk (2012), who reported that employees in the public sector frequently display more commitment due to job security and institutional loyalty, sector-based data (Table 7) also revealed higher affective commitment among teachers in the private sector. The competitive character of private universities, where leadership's involvement (SLP) in fostering a supportive atmosphere becomes even more important to sustaining faculty engagement, may be reflected in this unusual finding.

Although the majority of the results are consistent with previous research, certain unforeseen results call for additional inquiry. First, faculty in the private sector report higher levels of OC, which runs counter to studies like Gellert and Schalk (2012). This suggests that future research should examine whether institutional culture, job security, or leadership style differences in private universities are factors in this variation. The gender disparities in OC also underscore the need for additional study on how SLP can be modified to accommodate the unique requirements of various demographic groups. It is unclear whether these practices can be further optimized to lessen gender discrepancies in academic leadership and job satisfaction, even though the study shows that female professors gain more from equity-focused leadership. With significant variations by gender, sector, and department, the study's findings offer persuasive evidence that SLP have a positive impact on OC.

Recommendations

- 1). In order to support ongoing success and organizational sustainability, faculty development programs ought to be created to cultivate leadership qualities among academic staff members. By offering specifically designed support that recognizes their particular issues and goals, these programs need to empower faculty, particularly female members.
- 2). To promote collaborative leadership, a feeling of community, and shared accountability among academics, institutions ought to establish professional learning communities. Faculty members' stability can be reinforced by these communities' encouragement of cooperation and peer support, especially when it comes to meeting individual needs and putting good teaching techniques into practice.
- 3). To address any variations in the way individuals view leadership, university policy should concentrate on gender-sensitive leadership initiatives, fostering an inclusive leadership culture can help female faculty members feel more empowered and advance their careers.

- 4). Institutions should assess and align their leadership practices to the needs and values of their teachers, given that faculty at private institutions report higher levels of affective commitment. Faculty commitment can be increased and their relationships to the university strengthened by customizing SLP that correspond to their experiences.
- 5). Universities ought to devote resources on leadership development that focuses on collaborative leadership techniques in order to foster cultures where cooperation and ingenuity flourish. By assisting leaders in better meeting the needs of professors, this training can enhance academic performance.
- 6). Last but not least, it is critical that university administrators consistently assess the success of their leadership initiatives. Faculty feedback can offer important insights into how SLP affect OC.

Conclusion

This research shows about the significance about the SLP with reference to the faculty well-being under the framework of OC. The study highlights the importance of various SLP for the learning environment, particularly within the universities. These practices ultimately ensure the innovative yet supportive working environment for the faculty, in specific, results not only in proactive and effective mechanism but enhances the student's achievement as well. In the context of higher education institutions, faculty OC can be shaped via sustainable leadership framework. Universities may establish a more collaborative, resourceful, and equitable learning environment by implementing leadership techniques that prioritize these three areas. The findings of the study highlight how crucial it is to modify leadership tactics to meet the unique requirements of various demographic subgroups within the academic community. As a result, effective SLP are essential for both the institutional performance and the faculty members' personal and professional development.

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