

Role of Employee Satisfaction among Leadership Behavior, Organizational Commitment, and Job Performance

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Abstract

Recent research led by Hay Group has shown that leading organizations adopt a structured approach to employee development, recognizing career growth as a shared responsibility between the organization and its employees. The impact of organizational culture particularly leadership behaviors and management styles, on outcomes like organizational commitment, employee performance, and job satisfaction has become a central topic in both academic business research and popular business media. The objective of the study is to determine the mediating role of employee satisfaction among leadership behavior, organizational commitment, and job performance. The population for the current study was faculty members of Art and science degree and postgraduate colleges in Sialkot, including those from Punjab, the federal government, PAF, and private institutions. A sample of 215 faculty members was selected using the nonprobability convenience sampling technique. The results indicate a positive and significant relationship between participative leadership behavior and organizational commitment. A similar relationship was observed between participative leadership behavior and employee satisfaction. There is a negative association between participative leadership behavior and job performance. Therefore, there is no mediation exists between participative leadership behavior and job performance due to employee satisfaction while employee satisfaction partially mediates the relationship between participative leadership behavior and organizational commitment.

Keywords: Participative Leadership, Job Satisfaction, Employee Satisfaction, Organizational Commitment

1. Introduction

It was stated that leaders as entrepreneurs are the key architects of society ([Schein, 2010](#)). Secondly, it also explains that after cultures are formed they affect what sort of leadership is possible, thus if elements of society become nonproductive. Leadership can and must do somewhat to quicken

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culture modification. Leadership is a worthy quality generally; the public is increasingly mesmerized by the concept of leadership.

They start to raise questions about themselves and others and what makes effective leaders. As an aftermath, knowledge houses are occupied with literature and books about leaders and advice on what way to lead the team effectively, and how to raise your voice to be heard. Leadership is a way to develop their private, societal, and professional lives ([Yousef, 2017](#)).

Subordinates are influenced by the leader's interaction and also through organizational culture (Streimikiene et al., 2021). According to the concept of human resource management employees are assets of the company, so companies look for persons with leadership traits because they have faith in them, they incorporate extraordinary assets into their institute and eventually increase the efficiency and profits (Adero & Odiyo, 2020; Zafar & Zafar, 2019). Educational institutes all over Pakistan have countered by providing courses in leadership education. Researchers defined and understood leadership in many different ways (Ali et al., 2021; Zafar & Zafar, 2019). (Northouse & Lee, 2021) stated that various opinions prevail regarding the concept of leadership that either it is a God-gifted trait or it can be learned. Human history has improved leadership over timeworn and yet it is still dealt with as an arcane concept.

Many studies have explored the relationship between leadership behavior, job satisfaction, and organizational commitment (Ab Rahman & Jantan, 2020; Purwanto, 2020). Literature found that leadership behavior—particularly honesty and participative leadership—fosters strong employee satisfaction and commitment (Jang et al., 2023; Usman et al., 2021). It was also emphasized that leadership is increasingly focused on managing change, requiring leaders to adapt to different situations (Usman, 2020). Additionally, researcher also underscores the critical role of leadership behavior in shaping job satisfaction and performance (Megawaty et al., 2022). Another study also demonstrates that effective leadership and positive organizational culture are important factors for improving job satisfaction and fostering long-term organizational commitment (Bagga et al., 2023).

Business leaders are facing challenges for which a high degree of flexibility is required to cope with. Existing administrative challenges have highlighted the need for leadership and personal commitment from administrative decision-makers which, then, become more vital for administration success (Megawaty et al., 2022; Purwanto, 2020; Usman, 2020). So leadership behaviors as well as their effects on employee satisfaction, job performance, and organizational commitment are some of the critical factors that ultimately determine efficiency, effectiveness, success, and competitiveness of business in the current competitive world. Practically, it helps leaders, consultants, and managers to enhance their performance which ultimately leads to management development of the organization (Megawaty et al., 2022).

Current research wants to explore the impact of participative leadership behavior on work satisfaction and job performance of faculty members in Sialkot colleges. Faculty members of Sialkot colleges may find this study helpful in adopting appropriate leadership behavior that would leave a good impact on their employee satisfaction, organizational commitment, and performance and how employee contentment plays a mediating role in relationships. In this research, we select participative leadership behavior as the independent variable employee satisfaction as the mediating variable, and organizational commitment and job performance as the dependent variables. Concisely, the study aimed to increase an understanding of how participative leadership behavior and employee contentment relate to organizational commitment and job performance. The research questions for the study are as

RQ₁: Does participative leadership behavior directly affect the performance of employees?

RQ₂: Does participative leadership behavior play a major role in employee commitment to the job?

RQ₃: Does employee satisfaction improve performance on the job?

RQ₄: Does employee satisfaction play a critical role in employee commitment to the job?

Path-Goal Theory

Early 1970s path-goal theory first appeared in various studies (House, 1974; House & Mitchell, 1975). The chief objective of this path-goal theory is to improve subordinate performance and subordinate contentment by directing on subordinate inspiration (Bans-Akutey, 2021). According to House and Mitchell (1975), the drive is generated by leadership by increasing the amount and types of payouts that employees receive from their jobs as well as facilitating them to achieve goals through training and guidelines, eradicating hindrances and making the work for their selves more satisfying. At current, Path-goal theory is the most persuasive exigency approach to leadership, developed by Robert House and excerpt vital elements from Ohio state leadership research and expectancy theory of motivation, on starting configuration and concern (Bans-Akutey, 2021). The path-goal theory explains how leaders persuade followers to achieve selected goals. According to literature, the path-goal theory states that the basic targets of a leader are to assist assistants, aim effectually, and to make available the essential guidelines to achieve their as well as organizational goals (Fabac et al., 2022). Path goal theory exhibits two possible contextual contingencies (Olowoselu et al., 2019);

- (a) The personal physiognomies of team players
- (b) The job ambiance.

Personal physiognomies of employees cover employee's locus of control, work experience, observed abilities, wants, and drive. Job ambiance contains the degree of goal configuration, the kind of official power system, and the work group itself. Goal configuration means the degree of goal explanation, work system, and categorical job description. The official power system covers the degree of official power to be used and the degree to which employee behaviors can be confined by rules and regulations. Workgroup explains the qualifications of relative group members as well as the quality of working relationships among them. The accurate mix of leadership behavior and situation subject to employees and working environment unforeseen events would lead to desired results for instance; higher performance, and higher satisfaction (Bans-Akutey, 2021; Fabac et al., 2022). In this theory leader upsurges supporters' motivations either:

- (a) Elucidate supporters track to the available reward
- (b) Upsurge the reward as per supporter's values and wants

Here path elucidation means the leader works with employees to assist them find and acquire behaviors that ensure organizational reward and goal fulfillment. Surging the reward means that the leader tells the employee to learn the value of intrinsic or extrinsic rewards for them. Concisely, the path-goal theory is formulated to elucidate how leaders could assist employees by choosing definite behaviors that are well-matched to employees' requirements and the state of employees at work. This recommends quadruple classification of leadership behavior. These are directive leadership, supportive leadership, participative leadership, and achievement-orientated leadership. Selecting suitable style leaders upsurges employees' expectancy for contentment and prosperity. It is thought that leaders have a degree of freedom to opt for all or any leadership behavior depending on the situation.

2. Literature Review

Literature defines participative leadership as one who not only takes responsibility for his own but also takes responsibility for those who are working in the enterprise (Akpoviroro et al., 2018). Participative leaders are also called to be democratic (Hussan & Pinky, 2023). Empirically it can be observed that this sort of leadership involves all team members while identifying crucial business visions and developing business strategies directed toward having committed employees (Akpoviroro et al., 2018; Ludigo et al., 2023; Mutiu & Calvin, 2020). Additionally, earlier literature discussed participative leaders as a democratic personality who also has an open hearing of various opinions of employees while decision making, which is also considered a significant factor in increasing organizational commitment in employees (Naqvi & Naqvi, 2024; Wang et al., 2022). Studies also empirically explored the existence of a significant relationship between organizational commitment and participative type of leadership (Adigüzel et al., 2021; Akpoviroro et al., 2018; Pervaiz, Pervaiz, & Manzoor, 2022; Nwagbara et al., 2024), even in the context of school teachers. Above stated literature can be considered as a direction for practitioners that employers should consider participative leadership style for improving organizational commitment in employees (Parveen et al., 2023; Shah, 2023).

H₁: Participative leadership behavior has a relationship with organizational commitment.

Participative leadership is considered to be a multidimensional factor that can play a significant role in different types of organizational and employee-based perspectives. Accordingly, the process followed by the leader where the employer consulted with its employees while decision-making is termed a “Participative Leader” (Khassawneh & Elrehail, 2022; Wang et al., 2022). Research conducted by (Riaz et al., 2023) also explored the theoretical importance of participatory leadership for increasing organizational performance with the help of raising employee self-confidence in the context of Yemeni pharmaceutical companies. Literature also empirically proven that participative or democratic leadership could be used as a motivational tool for increasing various employee and organizational level factors, mainly productivity and organizational performance (Akpoviroro et al., 2018; Evitasari & Thoyib, 2023; Hayat Bhatti et al., 2019; Riyadh et al., 2023). Literature also seconds the finding by providing theoretical grounds that this leadership could be a significant antecedent for performance measuring (Naqvi & Naqvi, 2024; Riyadh et al., 2023). Another exploratory-based research has also proven that participative leadership can play a fruitful role in having efficient business performance (Ugoani, 2023), so leaders should promote participative culture at various organizational hierarchical levels (Alcances et al., 2023; Arina et al., 2023).

H₂: Participative leadership behavior has a relationship with job performance.

Literature explored well the relationship between various types of leadership styles and satisfaction and found a sort of consistent relationship between these factors (Samanta et al., 2023). Another research empirically proved that the existence of a positive and significant relationship between the participative types of leadership is an important factor behind the rise in employee satisfaction (Adigüzel et al., 2020), also explored that leadership can play a vital role in developing satisfaction in medical field employees. Evidence from the education sector was also established to prove the positive influence of the participative leadership style of school heads on a high level of job satisfaction in teachers of different contexts (Jang et al., 2023; Kosgei & Edabu, 2023). Theoretically, it also explored well the significant linkage between leadership and a rise in employee satisfaction levels (Agaoglu et al., 2025; Ramirez-Lozano et al., 2023). It was observed that if employees aren't considered to be participative in decision making they feel reluctant to have satisfactory behavior towards the organization (Adigüzel et al., 2020; Naqvi & Naqvi, 2024; Ugoani, 2023).

H₃: Participative leadership behavior has a relationship with employee satisfaction.

Employee satisfaction is being considered an extensively researched topic in organizational psychology studies, literature employees various methods to explore satisfaction as facilitators for management, commitment, performance, and productivity (Eliyana & Ma'arif, 2019; Garmendia et al., 2023; Turner & Turner, 2020). Furthermore, satisfaction is also considered a positive factor for employment in the shape of retention and reducing recruitment costs for the business. It also investigated the intervening role of satisfaction between the adoption of participative leadership styles and organizational commitments and founded significant positive mediation of job satisfaction in principles of junior high Medan (Banjarnahor et al., 2018), also founded as a significant partial mediator for university lecturers and employees of SME sector (Ampofo et al., 2023; Damanik et al., 2021; Nanjundeswaraswamy, 2023). Literature also assures the significance through the path model and also explores the positive role of leadership in raising satisfaction levels (Setiawan, 2023), and eventually positive association with commitment (Himabindu, 2023; Lari Dashtbayaz et al., 2023). Recent literature also explored well the consideration of employee satisfaction as mediation (Akkoca, 2023; Garmendia et al., 2023; Ramlawati et al., 2023), these findings also provide theoretical grounds for considering employee satisfaction as mediation between leadership and organizational commitment (Khoso & Pathan, 2023).

H₄: Employee satisfaction mediates the relationship between leadership behavior and organizational participative commitment.

Literature also empirically proves that satisfaction might be beneficial for organizational growth and efficiency, provides positive outcomes for employee training, and most importantly a significant factor for organizational performance (Ćulibrk et al., 2018; Usman & Asif, 2022; Zafar & Zafar, 2019). Another study also supports the thought regarding positive mediation of satisfaction between leadership and performance measures, also suggests that leaders apply a well appropriate leadership to obtain a high level of organizational performance (Saputra & Satrya, 2024). Literature also directed the practitioners that various sorts of leadership style adoption including participative one can indirectly through employee satisfaction enhance organizational performance (Banjarnahor et al., 2018; Nanjundeswaraswamy, 2023; Ramlawati et al., 2023; Samanta et al., 2023), also proven well in developed contexts (Silva et al., 2023). These relationships are also assured through path models by exploring the positive role of role of leadership in building employee satisfaction which eventually influences job performance positively (Arina et al., 2023; Evitasari & Thoyib, 2023). Not only this, satisfaction as a partial mediator was also being explored in earlier literature for performance (Dayioglu et al., 2024; Saputra & Satrya, 2024).

H₅: Employee satisfaction mediates the relationship between participative leadership behavior and job performance.

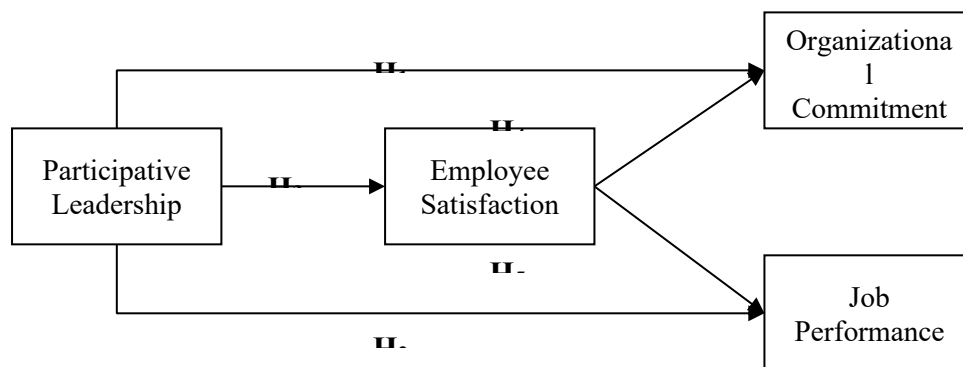


Figure 1. Theoretical Framework

On the basis, of past studies review, the theoretical framework for this study is suggested in Figure 1. This framework is partially adopted from the existing literature. The framework consists of the direct impact of participative leadership on organizational commitment and job performance and also through the mediating role of employee satisfaction.

3. Research Methodology

Current research follows the quantitative research paradigm by considering a cross-sectional time frame based upon a field survey in a non-contrived setting for exploring the statistical empirical findings. Talking about the nature of the study, it is a descriptive statistical study, which consists of a defined population, design, size, measurement, analysis units, data collection and management, and lastly, some specific techniques to measure the results of the study. Data was collected from the public and private degree and post-graduate colleges of Sialkot by physically approaching faculty during their working hours, at the following colleges Govt. Murray College, Govt. Allama Iqbal college, Govt. Jinnah Islamia College, Govt. Allama Iqbal college for women, Govt. APWA college for women, Govt. Nawaz Sharif Girls Degree College, Leadership College for Women, Leadership College of Commerce, NISA Girls College, Punjab College for Women, Punjab College of Commerce, SIIT College of Commerce, Superior College of Science, The Standard College of Business Administration and The Standard College for Boys. Data was collected swiftly, economically, and proficiently and several respondents can be approached in a short time.

For a soft copy of the questionnaire, respondents were asked to bold/color the appropriate response rather than circle the response. This is for the convenience of respondents and to increase the response rate. The original copy of the questionnaire is saved to maintain the instrument's integrity. A total of 300 questionnaires were distributed manually and via email to male and female faculty members in private and public colleges in Sialkot. The nonprobability intercept-based sampling design was selected due to the unavailability of a sampling frame. This technique is considered a valid and appropriate sampling technique especially in social sciences and behavioral studies (Ali et al., 2021; Faraz et al., 2020; Usman & Asif, 2022; Zafar & Zafar, 2019). Based on this population sample size for this study depends on 290 individuals at 95% confidence interval. Around 65% of the questionnaires were distributed among male and female faculty members of private colleges, while 35% of the questionnaires were distributed among male and female faculty members of government colleges. The sum of affective responses was 215, and the response rate of private and public colleges was 71% and 75.45% respectively.

For data collection, a cross-sectional survey design was adopted and a self-administrated survey was carried out on a five-point Likert scale. Teachers of particular universities requested to respond on concepts and to omit biasness, only self-rated scales were used. Demographic questions were also asked about the basic profile of respondents (age, gender, education level, tenure, marital status), as well as the profile of institutions (type of educational institution, age of institution, number of faculty members). Moreover, questions were about underlying constructs like the 5-item scale was adapted to measure participative leadership behavior (Harris & Ogbonna, 2001). Organizational commitment was measured through an 11-item commitment scale adopted from (Allen & Meyer, 1990), 18 items were considered for deeply exploring the employee satisfaction construct adopted from the job satisfaction survey (Spector, 1985). Lastly, job performance was measured through the 7-item Job performance scale and 10-item contextual performance scale (Koopmans et al., 2014). Data was analyzed through the SPSS statistical package, initially, descriptive statistics, frequency distribution, means, and standard deviation were calculated. Afterward, Pearson Correlation Analysis was conducted to develop a correlation matrix and for a better understanding of the relationship among variables. Ultimately, Regression analysis is run to test the first three hypotheses and

framework and the last two hypotheses (mediating hypothesis) as mentioned in the theoretical framework are tested by following the guidelines (Baron & Kenny, 1986).

4. Data Analysis

This study self-administrated questionnaire method used to collect data. Data was collected through personal visits to respondents and through mail courier. After scrutiny 215 were usable/valid questionnaires kept for analysis purposes having response rates above 71% based on initial floated questionnaires, collection of data took around 3 and a half months. The descriptive statistics data part of the questionnaire comprises of questions. Queries mainly related to age, gender, type of institution, age of the institution, marital status, education, working years in a current institution, and size of institution (number of faculty members).

The value of standard deviation, skewness, and kurtosis points are low, therefore presenting that the statistics are strong, and demonstrative of the sample and standard (Demir, 2022). So, parametric analysis techniques can be applied in successive sections. The high mean values and the low SD values, in Table 1, indicate that the majority of faculty members have scored high and have shown consent along with items. The mean value of job performance is notably above its mid-point. The mean score of employee satisfaction is slightly lower than its respective mid-point. The mean scores of participative leadership behavior and organizational commitment are lower than their respective mid-points. Literature addresses this issue as the means score value of organizational commitment is lower than its mid-point may be due to the short institutional tenure of respondents or due to the majority of young and highly qualified respondents.

Table 1. Descriptive Statistics

		Valid Cases	Mean ¹	SD	Skewness	Kurtosis
Participative Leadership Behavior		215	2.58	1.13	1.152	0.734
Employee Satisfaction		215	2.99	0.59	-0.60	0.49
Organizational Commitment		215	3.06	0.80	0.08	0.19
Job Performance		215	3.98	0.57	-1.06	2.62

***1Both participative leadership behavior and organizational commitment were measured on the 7-point scale", hence a mid-point is 4.*

****Employee satisfaction was measured on "6-point scale", therefore a mid-point is 3.5.*

****Job performance was measured on a "5-point scale", so its mid-point is 3.*

4.1 Model Assessment

The very first test in model assessment is factor analysis which was conducted using the Principle axis factoring extraction method and factors with eigenvalues of greater than one were extracted and retained. The Kaiser-Meyer-Olkin (KMO) Test is a measure of the data suitability for Factor Analysis. For this study, the KMO test is run to check the sampling adequacy of each variable. The Value of KMO is greater than 0.6 showing adequate sampling (Table 2). Bartlett's test indicates the strength of the association among variables. Its value shows the significant relationship among variables.

Table 2. KMO and Bartlett's Test

KMO Measure of Sample Adequacy	Bartlett's Test of Sphericity (Sig.)
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Participative Leadership Behavior	0.843	0.000
Employee Satisfaction	0.782	0.000
Organizational Commitment	0.644	0.000
Job Performance	0.881	0.000

Reliability analysis is run to check the reliability and validity of scale and goodness of data. The results of the reliability analysis are mentioned in detail in Table 3. The Cronbach Alpha reliability coefficient displays how well measures in a group are linked with one another, its value closer to “1” depicts high internal consistency reliability. The value of Cronbach Alpha for this study ranges from 0.630 for organizational commitment to 0.898 for job performance (Table 3). The Cronbach Alpha scores of this investigation are similar to reference research reports. The high coefficient score of more than 0.7 led to the decision that the scale was reasonably valid.

Table 3. Reliability Analysis

	Cronbach Alpha (Current Study)	Cronbach Alpha (Reference Study)
Participative Leadership Behavior	0.877	0.92 ^{*1}
Employee Satisfaction	0.700	0.70 ^{*2}
Organizational Commitment	0.630	0.87 ^{*3}
Job Performance	0.898	0.85 ^{*4}

****1**Reffered from Harris and Ogbonna (2001)

****2**Paul E. Spector (1985)

****3**Referenced from Allen and Meyer (1990)

****4**Referenced from Linda Koopmans, Claire M. Bernaards, Vincent H. Hildebrandt, Stef van Buuren, Allard J. van der Beek, Henrica C.W. de Vet, (2014)

4.2 Correlation Analysis

To view the relationship among factors, the Pearson coefficient was chosen as it was formulated for interval level. The Pearson correlation matrix shows the trend, strength, and impact of the bivariate associations among all the variables. The correlation overall provides the direction of the relationship between variables. The core purpose of correlation is to evaluate the negative or positive non-directional linkage between two constructs.

Table 4. Correlation Analysis

		PLB	ES	OC	JP
PLB	Pearson Correlation	1	.289**	.383**	-.142*
	Sig. (2-tailed)		.000	.000	.019
	N	215	215	215	215
ES	Pearson Correlation	.289**	1	.483**	-.119
	Sig. (2-tailed)	.000		.000	.041
	N	215	215	215	215
OC	Pearson Correlation	.383**	.483**	1	-.234**
	Sig. (2-tailed)	.000	.000		.000
	N	215	215	215	215
JP	Pearson Correlation	-.142*	-.119	-.234**	1
	Sig. (2-tailed)	.019	.041	.000	

N	215	215	215	215
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***. Correlation is significant at the 0.01 level (2-tailed).*

**. Correlation is significant at the 0.05 level (2-tailed).*

As per the correlation matrix result in Table 4 there is a correlation of 0.289 ($r = 0.289$, $p < 0.01$) between participative leadership behavior and employee satisfaction, it shows a significant positive correlation between participative leadership behavior and employee satisfaction. There is a correlation of 0.383 ($r = 0.383$, $p < 0.01$) between participative leadership behavior and organizational commitment, it shows a significant positive correlation between participative leadership and organizational commitment. There is a correlation of -0.142 ($r = -0.142$, $p > 0.01$) between participative leadership behavior and job performance, it shows a significant negative correlation between them. For this study, participative leadership behavior shows a significant positive relationship with employee satisfaction, and organizational commitment and a significant negative relationship with job performance.

4.3 Hypotheses Testing

To investigate the hypothesis SPSS is used, the hypothesis was tested by opting for Baron and Kenny, (1986) guiding principle for mediation analysis. A simple regression analysis was run to test the simple hypothesis. Li, 2004 used Baron and Kenny, (1986) guiding principles in mediation analysis.

Table 5. Simple Regression Analysis Results

Independent Variable	Model Summary		ANOVA		Coefficient			
	R Square	Adjusted R Square	F	Sig.	B	Beta (β)	t	Sig.
¹ Participative Leadership Behavior	0.147	0.143	36.680	0.000	0.270	0.383	6.056	0.000
² Participative Leadership Behavior	0.20	0.15	4.360	0.038	-0.072	-0.142	-2.088	0.038
³ Participative Leadership Behavior	0.084	0.079	19.425	0.000	0.151	0.034	4.407	0.000

****Dependent Variables:** *1 Organizational commitment, *2 Job performance, *3 Employee Satisfaction

Table 5 show regression results, starting from impact of participative leadership on organizational commitment, the value of R square (R^2) is 0.147 which indicates that a 14% variation in this variable is caused by participative leadership behavior. The value of β is 0.383 indicates the per unit average change in organizational commitment due to participative leadership behavior. A positive value of t depicts the significant influence of participative leadership conduct on organizational commitment. Zero significance supports the hypothesis, so H_1 is significant. Secondly shows the result of the impact of participative leadership on job performance. R^2 for this path indicates 20% significant variation in job performance is due to participative leaders, hence H_2 is also considered accepted based on significant t-statistics. Lastly, shows the impact of participative leadership on mediator employee satisfaction. R square (R^2) for this path is 0.084 which indicates that an 8.4% variation in employee satisfaction is due to participative leadership. The value of β is 0.034 indicates the per unit average change in employee satisfaction due to participative leadership

behavior. Positive and significant t-statistics depict a significant influence of participative leadership behavior on employee satisfaction, so **H₃** is also accepted.

4.4 Mediation Testing

To test the mediation among variables according to the guidelines of Baron, and Kenny, (1986) the primary step is there must be a substantial association between independent and dependent variables (Table 6). This explored earlier the significance of the direct impact of participative leadership behavior on organizational commitment and job performance. Moreover, for evaluation of **H₄** firstly the R^2 value for participative leadership to employee satisfaction is 0.084 indicating that an 8.4% variation in employee satisfaction is caused by participative leadership. The value of β is 0.289 indicates the per unit average change in employee satisfaction due to participative leadership, positive value of t depicts the significance of the relationship. Secondly, the R^2 value for the path of employee satisfaction to organizational commitment is 0.234 which indicates a 23.4% variation in commitment is caused by employee satisfaction. The value of β is 0.483 indicates the per unit average change in organizational commitment due to employee satisfaction along with a significant t value of 8.058 shows the significance of the relationship between employee satisfaction and organizational commitment.

Lastly, the regression is run by taking participative leadership behavior and employee satisfaction as independent variables on organizational commitment as dependent variables the value of R square (R^2) for organizational commitment due to participative leadership behavior changes 0.289 which indicates that 28.9% variation in this variable is caused by participative leadership behavior. The value of β is 0.266 indicates the per unit average change in organizational commitment due to participative leadership behavior along with a significant t value. As per the findings of this analysis, the relationship of participative leadership behavior remains significant with organizational commitment (when both independent and mediating variables significantly predict) when both participative leadership behavior and employee satisfaction significantly predict organizational commitment. So the finding supports partial mediation **H₄**.

To explore the mediation of employee satisfaction between participative leadership behavior and job performance under **H₅**, the regression analysis value of R^2 is 0.20 which indicates that 20% variation in this variable is caused by participative leadership. The value of β is -0.142 indicating that participative leadership behavior negatively correlates with job performance along with a negative t value which depicts an insignificant impact of participative leadership behavior on job performance. On these bases, currently cannot run further mediating analysis as it cannot satisfy the primary condition of mediation analysis. So, there is no mediation exists which reveals a rejection of **H₅**.

Table 6. Simple Regression Analysis Results

Hyp.	Steps	Model Summary		ANOVA		Coefficient			
		R Square	Adjusted R Square	F	Sig.	B	Beta	t	Sig.
H₄	Step 1: PLB ¹ $\square$ OC ²	0.147	0.143	36.680	0.000	0.270	0.383	6.056	0.000
	Step 2: PLB $\square$ ES ³	0.084	0.079	19.425	0.000	0.151	0.289	4.407	0.000
	Step 3: ES $\square$ OC	0.234	0.230	64.939	0.000	0.652	0.483	8.058	0.000
	Step 4: PLP & ES $\square$ OC	0.289	0.292	45.076	0.000	0.187	0.266	4.422	0.000

H ₅	Step 1: PLB $\square$ JP	0.20	0.15	4.360	0.038	$\bar{0.072}$	-0.142	$\bar{2.088}$	0.038
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*** Note: 1Participative Leadership Behavior, 2Organizational Commitment, 3Employee Satisfaction

5. Findings and Discussion

This study aimed to observe the links among participative leadership behavior, organizational commitment, employee satisfaction, and job performance in the education sector of Pakistan. For this purpose, primary research has been done to explore the linkages and institutional aftermaths among these variables. This research, hence, is exclusive and it would assist to fill this slit to develop our opinion toward the importance of participative leadership, employee satisfaction, organizational commitment, and job performance in the education sector of Pakistan and beyond. A significant statistical results matrix reveals a significant constructive link between participative leadership behavior organizational commitment, and employee satisfaction, contrary significant negative association between participative leadership behavior and job performance.

Participative leadership behavior was found to have a constructive and significant association with organizational commitment in the current study H₁. The aftermaths are similar to existing past literature findings (western studies) (Arina et al., 2023; Wang et al., 2022), the studies were conducted on various companies and instituted that workers could be extremely committed to their officialdoms if they observe their managers as take on participative leadership behaviors. Moreover, other scholars stated in their research that satisfaction with the work itself, quality of supervision, and financial satisfaction had a significant positive influence on the organizational commitment of teachers (Kosgei & Edabu, 2023; Ludigo et al., 2023). Secondly, participative leadership behavior was found to have a significantly negative relationship with job performance H₂. The same result was found amid participative leadership behavior and job performance. The findings of research reported that leadership style is not directly linked to performance but is indirectly linked.

Thirdly participative leadership behavior was found to have constructive and substantial association with employee satisfaction H₃. Results were set up amid participative leadership behavior and employee satisfaction in various contexts and settings (Adigüzel et al., 2020; Naqvi & Naqvi, 2024; Ugoani, 2023). Amin *et al.*, (2013) research outcomes reported that substantial association between the leadership styles (transformational, transactional, and laissez-faire leadership styles) and the teacher's job satisfaction (intrinsic, extrinsic, and overall). A stronger association has been observed between leadership style and extrinsic job satisfaction as compared to overall job satisfaction and the association between leadership behavior and intrinsic job contentment is comparatively less significant (Muhammad, *et. al.*, 2013). Lok and Crawford, (2004) asserted in their study that both job satisfaction and job commitment were positively affected by leadership behavior. Bhatti *ET. al.*, (2012) reported in their research that job satisfaction is positively influenced by leadership behavior. Lastly, mediation of employee satisfaction explored between participative leadership behavior and organizational commitment which seemed partially mediated H₄, whereas it also measured between participative leadership behavior and job performance which isn't found significant H₅.

6. Research Implications

There can be several implications for educational institutions in the education sector of Pakistan, administration, and faculty from this study. The results of this study untapped the impact of administrative leadership styles on their faculty's commitment and satisfaction at the job. Management should recognize the need for reforming the effective leadership style in such a way that teachers feel more committed and satisfied and reduce burnout in the workplace. Furthermore, this endorses the use of the contingency approach in conceptualizing leadership behaviors. Since the

importance of college faculty's commitment and their effects on the success of the colleges, strategy developers and educational officers must take essential steps for the optimum setting up of basic and extrinsic job rewards to form their main workforce very contented and committed. Teachers should also get involved actively in participative sessions and discuss their viewpoints with the administration. In Pakistan, there are many governmental institutions, private educational institutions (partnership mode of business), and conventional single-family retained institutions. In these educational institutions, directive leadership is still the most common practice where the immediate boss/ administration continues to direct and plan work for faculty members, and a firm set of principles and regulations are imposed. Working conditions in such ambience may not favor participative leadership behavior. Therefore, the administration needs to adopt participative leading behavior rather than a directive leadership approach

7. Limitations of Study

Not a single study is without some theoretical, contextual, and methodological limitations which could be footprints for future upcoming studies. First of all, contextually, the study focuses exclusively on arts and science degree colleges for boys and girls in Sialkot, limiting its generalizability due to the specific geographical and institutional scope. Future studies should replicate the framework in other educational institutions by integrating downward (primary level of the education sector, colleges) or upward (institutions of higher education, universities) and also in other industries to validate the study findings, as the fallouts of current findings cannot be applied to other sectors of the economy. Secondly, methodologically, the reliance on a quantitative, cross-sectional survey-based approach, though informative, does not provide an in-depth understanding of leadership dynamics. Qualitative or mixed-method studies, as well as longitudinal designs, could offer richer insights while mitigating biases from self-reported data. Theoretically, the study examines only participative leadership behavior, excluding comparisons with other styles like transformational, transactional, or servant leadership. Future research should incorporate multiple leadership styles, organizational culture, employee personality types, and leadership contingencies to provide a broader understanding of leadership's impact on organizational commitment and employee satisfaction. These limitations highlight avenues for further exploration and development in this field.

8. Conclusion

The findings of the study demonstrate that employee satisfaction partially mediates the relationship between participative leadership behavior and organizational commitment. This highlights the critical role of participative leadership in fostering a committed workforce, particularly in the education sector of Pakistan. In the context of globalization and a multiethnic workforce, understanding these interactions is vital for leaders, managers, and policymakers. The results underscore that while participative leadership behavior significantly enhances employee satisfaction and commitment, other factors such as work-family conflict, low salaries, workplace politics, long working hours, and job insecurity also influence organizational commitment. Addressing these challenges alongside adopting participative leadership practices can mitigate issues like job burnout, high turnover rates, absenteeism, and counterproductive work behaviors. For college administrations, particularly in Sialkot, implementing participative leadership behavior can create a more committed and satisfied workforce. This study fills a significant gap in the literature, as no similar research has been conducted in Pakistan, and provides a valuable framework for future investigations. Further research should explore these dynamics across other sectors and regions to validate and expand upon these findings.

8. References

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