

## The Link among Leadership Styles and Academic Staff Organizational Commitment: The Case of Dire Dawa University

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**Abstract:** Effective leaders are enablers that directly point to competent and committed employees. The purpose of this study was to examine the relationship between leadership styles and academic staff organizational commitment. To realize the study, descriptive correlational design was undertaken.. This design was used to compare the three leadership styles along with correlation, regression and path analysis to investigate the relationship and extent of the predictors on the outcome variables. Thus, a total of 147 Dire Dawa University academic staff participated as sample population using stratified random sampling technique. The result of Pearson correlation indicates organizational commitment of the academic staff had a statistical significant positive association with both transformational and transactional leadership styles. Nevertheless, laissez-faire leadership style had no a statistically significant relationship with organizational commitment of the academic staff. On the other hand, stepwise multiple regression results showed organizational commitment dimensions were explained by both transformational and transactional leadership facets. On the bases of the finding, it is recommended that higher level administration of the University should develop the leadership skill of the department chairs through different leadership development initiatives to increase the organizational commitment of the academic staff. Further research is also needed to identify other factors that could increase the academic staff organizational commitment.

**Keywords:** Academic staff; Higher education; Leadership styles; Organizational commitment

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## 1. Introduction

The interest in exploring the nature of leadership and attempting to identify what brings about effective leadership is not new (Nave, 2005). Early leadership studies focused on trait and behavior theories. Trait approach emphasized attributes of leaders such as personality, motives, values and skills and later having realized that no trait would guarantee leadership success (Yukl, 2002). As a result, researchers turned to study the behavior of the leaders and how this would affect their followers. Consequently, this led to the situational approach which hypothesizes the importance of a manager's relationship orientation and task orientation in conjunction with effectiveness. Situational leadership posits the supervisor should balance his/her participation between a supporting and directing roles, depending on employee ability and the assigned task. Using the approach proffered by Blanchard, Zigarmi, and Zigarmi (2013), a supervisor identifies the balance between directive and supportive functions moving through his/her roles of coaching, delegating, and directing to match the needs of the team, subordinate, and mission.

Effective leadership style is crucial to motivate and inspire followers for the success of the organization (Donkin, 2004). Among many other factors, leadership has been recognized as one of the most important ingredients in stimulating higher organizational commitment that derives change and results in improved organizational performance. In this regard, Riketta (2002) claims that leadership is an interpersonal skill that influences employees to work towards achieving organizational goals with willingness and zeal. In order to influence the employees in higher education institutions and achieve institutional goals, there is a need for management to adopt leadership styles that will facilitate the accomplishment of higher education institutions goals (Garcia-Morales, Gutierrez-Gutierrez, and Jimenez-Barrionuevo, 2012). Transactional and transformational leadership styles are the most researched styles in modern leadership studies (Othman, Mohammed, and D'Silva, 2012). Studies have focused mainly on these two leadership styles and they have gained much attention in the modern way of doing business (Xiaoxia and Jing, 2006).

After years of meticulous studies on political figures Burns (1978) came with two leadership styles namely the transactional and the transformational leadership styles. Inspired by Burns, Bass and Avolio (1997) concluded that transactional and transformational styles were complementary and important in organizations. They stimulate and inspire followers to both achieve extraordinary outcomes, and in the process, develop their own leadership capacity. Bernard, Bass, Ronald, and Riggio (2006) illustrate transformational leaders help followers to grow and develop into leaders by responding to individual followers' needs.

More evidence has also been accumulated to demonstrate transformational leadership can move followers to exceed expected performance, as well as lead to high levels of follower satisfaction and commitment to the group and organization (Bass, 1999). Although early research demonstrated that transformational leadership was particularly powerful source in military settings, more recent research has demonstrated that transformational leadership is important in every sector and in every setting including educational organizations (Avolio and Yammarino, 2004). Bagraim (2011) further states transformational leader is a futurist who creates job satisfaction by compelling vision that inspires total commitment to the acceptance of change by followers. It also stimulates creativity, innovation and new ideas, which help the organization to grow faster and adapt well to the dynamic environment. The aforementioned theory of transformational leadership style has impressed the researcher to use the theory in order to examine the link between leadership style and organizational commitment.

Some scholars have described commitment as the extent to which an employee identifies with an organization and desires to carry on or the willingness to continue (Park and Rainey, 2007). According to Meyer and Allen (1990), organizational commitment has been measured in different ways, and generally agreed to be a multi-dimensional construct. Its dimensions include affective, continuance and normative commitments. Normative commitment assesses if the organization is worth giving loyalty. affective commitment measures the willingness of employees to remain with the



organization, and Continuance commitment checks if the employees are with the organization as a matter of necessity as much as desire to remain with the organization.

The government of Ethiopia has also given a due consideration for educational management and organization (MoE, 1994). The document includes action priority strategic plan of the country, and states educational management and organization as areas of special attention and therefore one of the strategies for Ethiopia's education is to ensure leadership practices which influence academic staff commitment. Different studies have been conducted in relation to leadership styles and organizational commitment in different organizations including educational institutions. For instance, a study by Othman *et al.* (2012) investigated the relationship between leadership styles and organizational commitment. The study confirmed that there is a positive relationship between transactional and transformational leadership styles and organizational commitment. Similarly, Ali (2011) found statistically significant positive correlations between transactional and transformational leadership styles and organizational commitment.

Berisso (2015) also evaluated the impact of secondary school principals' leadership behaviors on teachers' commitment. The study used mixed method approach and the result showed the leadership behavior did not influence teachers' commitment and allowed teachers to perform beyond their expectations. In this corresponding, Hailu (2016) also focused her study on the relationship between perceived leadership styles and organizational commitment. The study indicated a weak positive relationship between transformational leadership with affective, continuance and normative commitment. Nevertheless, transactional leadership has a negative and very weak correlation with continuance commitment. On the other hand, laissez-fair leadership has a positive but weak relationship with affective commitment.

Although there is a growing body of research investigating the impact of transformational and transactional leadership on followers, there is little controversy regarding the positive links between leadership and follower attitudes, such as trust, job satisfaction, and organizational commitment (Bono and Judge, 2003). Most of the above studies were conducted in different settings with different methodologies and came up with different outcomes. This shows there is no one best style of leadership that can be used in all setting of organizations either to satisfy employees or to enhance their organizational commitment. In this instance, Krishnan (2009) demonstrated that regardless of the increasing number of research on leadership phenomena, there is still a lot of ground to cover and needs further major investigation. Leaders usually use different styles in different situations to be able to find ways to empower their followers, challenge them, provide them with resources, and hold them accountable as Krishnan (2009) illustrated.

In view of the above studies, this study mainly focuses on leadership style and organizational commitment since very limited studies have been conducted in the context of higher education of Ethiopia. Thus, it is designed to fill the gap by empirically examining the academic staff perception about their immediate supervisors' (department/faculty heads) leadership styles with their organizational commitment using the following basic questions. 1) What is the dominant leadership style used by leaders at Dire Dawa University (DDU) as perceived by the academic staff? 2) Is there significant relationship between leadership styles and the three dimensions of organizational commitment at DDU as perceived by the academic staff? 3) What are the combined and individual contributions of the leadership styles on the dimensions of organizational commitment?

Different studies have been conducted in relation to leadership style and organizational commitment. For instance, Mathotaarachchi (2013) investigated the impact of transformational and transactional leadership behaviors on employees' trust and their organizational commitment for non-teaching staff of the Sri Lankan Universities. The study found that there is a positive impact of leadership of bosses on employees' trust. Transformational leadership style explained normative commitment in the greatest variance compared with the affective commitment while no relationship with continuance commitment. The results for transactional leadership variables revealed weaker



relationships with the different dimensions of organizational commitment but management by exception (passive) was the best predictor of employees' organizational commitment.

This study was founded on the full range theory of leadership encompassing transactional Idealized Influence (II), Inspirational Leadership (IL), Individual Consideration (IC), Intellectual Stimulation (IS), transformational Contingent Reward (CR), Management by Exception Active (MEA), Management by Exception Passive (MEP) and laissez-faire leadership constructs (Bass and Avolio, 1997). On the other hand, organizational commitment (affective, continuance and normative), which was developed by Meyer and Allen (1997), was used. Leadership style is, therefore, taken as the independent variable while organizational commitment was used as the dependent variable. Using the aforementioned theoretical lenses, the researcher wants to investigate if the leadership styles correlated with organizational commitment of the academic staffs.

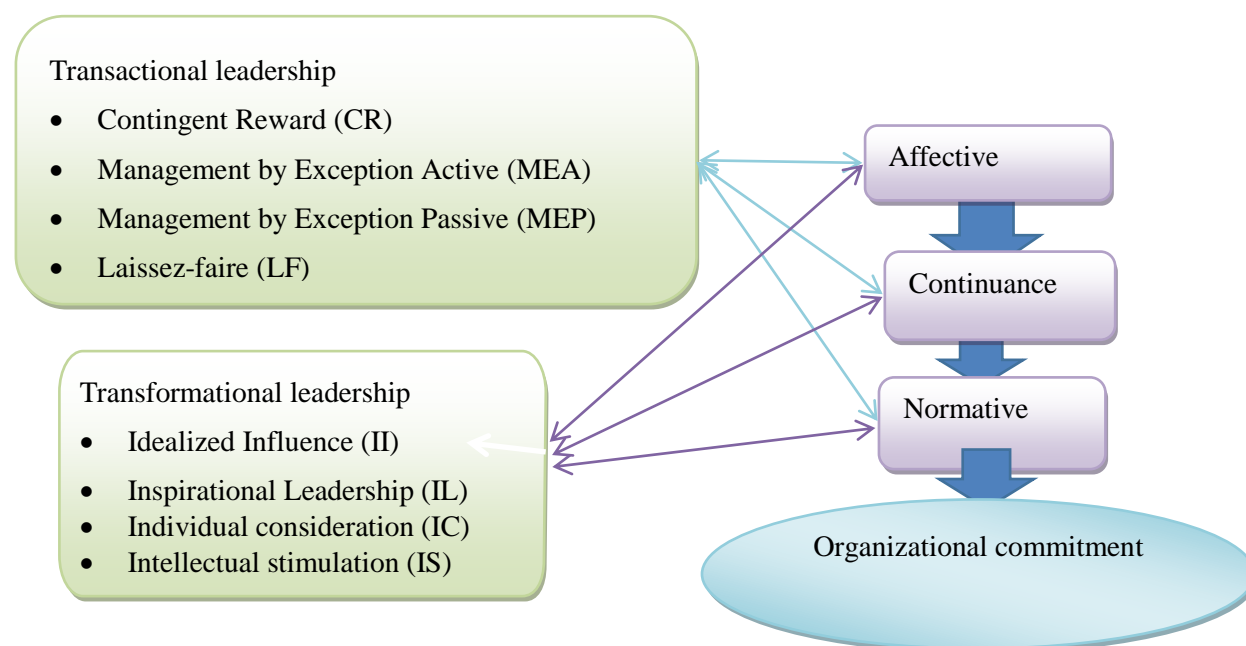


Figure 1: Conceptual framework

Source: Researchers' construct

## 2. Research Methods

### 2.1. Paradigm

To provide lenses and frames, the researcher follows the post positivist research paradigm. Post positivism is thinking after positivism, challenging the traditional notion of absolute truth of knowledge and recognizes as one cannot be positive about his/her claims of knowledge when studying the behavior and actions of humans. The post-positive tradition emerged from 19<sup>th</sup> century and it has been most recently articulated by Phillips and Burbules (2000). The knowledge that develops through a post-positivist lens is based on careful observation and measurement of the objective reality.

### 2.2. Research Design

Descriptive correlational survey design was used to examine the relationship between numerical measures and constructs (Howell, 2010). It is appropriate for researchers to establish the extent of factors or variables which affect the outcome (Creswell, 2003) and provides an opportunity to predict scores and explain the relationship among variables.

The quantitative correlational study was used to explain the relationship between leadership styles (transformational, transactional and laissez-faire) practices and organizational commitment. In correlational research design, investigators use the correlation statistical test to describe and measure



the degree of association (or relationship) between two or more variables or sets of scores. The objective of the correlational study was to examine the extent to which the variables co-vary to assist in predicting the relationship of leadership styles and organizational commitment (Creswell, 2012) to understand the leaders' behaviors that are of greatest influence as perceived by academic staff.

### **2.3. Sampling Techniques and Sample Size**

There are five colleges and one institute in Dire Dawa University. Moreover, there are 6 up to 12 departments in each college and one institute. To sample the respondents from all DDU academic staff, the researcher used 20 to 30 percent as suggested by Mugenda and Mugenda (2003). Accordingly, from all (747) on duty academic staff of the University, 20% (150) of them were included by using stratified random sampling technique.

### **2.4. Data Collection Method**

This study was basically empirical in its nature and therefore primary data was gathered from academic staff using survey (closed ended questionnaire). Accordingly, the data was collected from Dire Dawa University academic staff.

### **2.5. Data Collection Instrument**

The study used Multi-Factor Leadership Questionnaire developed by Bass and Avolio (1995). Multi-Factor Leadership Questionnaire is the standard instrument for assessing transformational and transactional leadership behavior (Bass and Avolio, 2004). It has been translated into many languages and used successfully. The MLQ-5X and its various translations are available from Mind Garden, Inc. There were about 20 items related to transformational leadership: idealized influence (5 items), individualized consideration (5 items), intellectual stimulation (5 items), and inspirational motivation (5 items).

They are presented in a Likert scale of 5 items, 1 = not at all, 2 = once in a while, 3 = sometimes, 4 = fairly often, 5 = frequently (if not always). Organizational commitment questionnaire (OCQ), developed by Meyer & Allen (1990), was used to assess organizational commitment. It has 15-item questionnaire measure having three dimensions of organizational commitment, which are Normative, Affective, and Continuance commitment. It is 5-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). As Munyeka and Ngirande, (2014) it is a valid and reliable instrument, which has been used by many scholars in testing and checking organizational commitment.

#### **2.5.1. Reliability and validity of the instrument**

The instruments were standardized since the value of Cronbach alpha was computed and used by different scholars which implies that respondents were able to understand to fill the questionnaires. Accordingly, their reliability results were 0.96 for transformational, 0.88 for transactional and 0.81 for Laissez-faire leadership styles and 0.71, 0.76 and 0.72 for affective, continuance and normative respectively which implies that respondents were able to understand to fill the questionnaires. Hence, as suggested by Burg-Brown (2016), if the coefficient is between 0.70–1.0, it is generally found to be internally consistent. Even though the instruments had been tested by various researchers, it was tested again in order to check whether it works in the context of the study area before it is distributed for actual use. Accordingly, the result of Cronbach alpha shows 0.76 which supports the above literature.

Concerning validity of the LMQ and OCQ, two important aspects are considered. The first one is the content validity, which is about the extent to which the measuring instrument (questionnaire) which shows if the instrument fairly and comprehensively covers the domain or items that it purports to cover. The second aspect is the face validity which refers to the appearance of the survey items. It is where, on the surface, the survey instrument appears at face value to measure what it is designed to measure (Burg-Brown, 2016). The researcher also sought assistance from department of Psychology,



specifically measurement and evaluation experts, to comment the questionnaire. The experts assessed the face and content validities to see whether the instrument measured what they appear to measure according to the researchers' subjective judgments and the extent to which the items in the questionnaire are related to the study topic.

## 2.6. Data Analysis Technique

To analyze and draw meaning from the collected data, Statistical Package for the Social Sciences (SPSS) programme version 20 was used. Accordingly, descriptive statistics, Pearson correlation and multiple regression analysis methods were used to analyze the data. Descriptive statistics was used to describe the level of different leadership styles. In addition, Pearson correlation analysis was used to check the relationship between transformational, transactional and laissez-faire leadership styles and different dimensions of organizational commitment (normative, affective and continuance). Moreover, multiple regression and path analysis were used to examine whether the leadership style has had any effect on the three dimensions of organizational commitment.

## 3. Results and Discussion

The total sample size for this study was 150 academic staff who are on duty and among these 147 (98%) filled in and returned the questionnaire.

### 3.1. Perceived Perception of Academic Staff on Their Immediate Supervisor's Leadership Styles

Table 1. Academic staff perception of their immediate supervisor's leadership styles

Factors	No. of participants	Mean
Transformational Leadership Style		
Idealized Influence (Attributed) (IIA)	147	2.80
Idealized Influence (Behavioural) (IIB)		2.55
Inspirational Motivation (IM)		2.23
Intellectual Stimulation (IS)		2.20
Individualized Consideration (IC)		2.28
Grand mean		2.41
Transactional Leadership Style		
Contingent Reward (CR)	147	2.19
Management by Exception (Active)		2.45
Management by Exception (Passive)		2.90
Grand mean		2.52
Laissez-Faire (LF)	147	3.09

The result in Table 1 indicates the most prominent behavior among the transformational leadership styles were the idealized attributes with the mean of (2.8) and idealized behavior with the mean of (2.55). Individualized consideration, inspirational motivation and intellectual stimulation were almost in the same average but with a very little variation of average mean. Of the three factors of transactional leadership, Management by exception (passive) is the most dominant (2.9) followed by Management by exception (active). Contingent Reward (CR) appears in the lowest average level.

Laissez-faire leadership is the dominant leadership style used in the University (with the mean score of 3.09) when it is compared with the other two (Transformational and Transactional leadership style). But, this style of leadership is supposed as passive and avoidance as illustrated by Bass and Avolio (2004). Moreover, the suggested score for laissez-faire leadership is 0.0 (Bass and Avolio, 1997).



### 3.2. Correlation Analysis Results between Leadership Styles and Academic Staff Organizational Commitment (ASOC)

In this study, correlational analysis was used to determine the relationship between transformational, transactional and laissez-faire leadership styles and academic staff organizational commitment (ASOC) facets.

Table 2. Correlation between leadership styles and organizational commitment

Factors		Leadership styles		
		Transformational	Transactional	Laissez-Faire
Affective Commitment	Pearson	.292**	.260**	.013
	Correlation			
	Sig. (2-tailed)	.000	.001	.871
Continuance commitment	Pearson	.528**	.453**	-.039
	Correlation			
	Sig. (2-tailed)	.000	.000	.643
Normative commitment	Pearson	.347**	.434**	.161
	Correlation			
	Sig. (2-tailed)	.000	.000	.052

\*\* Correlation is significant at the 0.01 level (2-tailed). N=147

Table 2 shows the relationship of leadership style (transformational, transactional and laissez-faire) and organizational commitment (affective, continuance, normative commitment). The affective commitment result shows that  $r(147) = 0.292$ ,  $P = 0.00$  and  $r(147) = 0.260$ ,  $P = 0.01$  for transformational and transactional leadership styles respectively. This shows there was a statistically significant positive association between affective commitment and transformational and transactional leadership as  $P < 0.01$ . Similarly, continuance commitment result reveals  $r(147) = 0.52$ ,  $P = 0.00$  and  $r(147) = 0.453$ ,  $P = 0.00$  for transformational and transactional leadership styles respectively. Thus, the result shows that there is a statistically significant positive association between continuance commitment and transformational and transactional leadership styles as  $P < 0.01$  clearly illustrates.

Moreover, normative commitment is associated with both leadership styles (transformational and transactional) as  $r(147) = 0.347$ ,  $P = 0.00$  and  $r(147) = 0.434$ ,  $P = 0.00$  respectively show there is a statistically significant association with both leadership styles. The finding shows there was statistically significant positive association between transformational and transactional leadership styles and ASOC since  $P < 0.01$ . On the other hand, laissez-faire leadership style result shows there was no statistically significant association with the three dimensions of organizational commitment as  $r(147) = p > 0.05$ .



### 3.3. Multiple Regression Results

Multiple regression analysis was done to confirm the extent of relationship between transformational and transactional leadership styles with organizational commitment (affective, normative and continuance).

Table 3. Regression result analysis of transformational leadership (TL) factors and affective commitment

Model summary<sup>c</sup>

Model	R	R square	Adjusted R square	Std. error of the estimate	Change statistics				
					R square change	F change	df1	df2	Sig. F change
1	.376 <sup>a</sup>	.142	.136	.44443	.142	23.948	1	145	.000
2	.422 <sup>b</sup>	.178	.167	.43638	.037	6.399	1	144	.012

a. Predictors: (constant), (IM) b. Predictors: (constant), (IM), (IC) c. DV (AC)

The finding indicates, among the five behaviors of transformational leadership only inspirational motivation and individual consideration significantly predict affective commitment as shown in Table 3. Hence, inspirational motivation explained about 14.2% of the variance in the affective commitment ( $F_{1, 145} = 23.94, p < .001$ ). Individual consideration was explained further 3.7% ( $F_{144} = 6.39, p < .005$ ) when other factors of transformational leadership included. Intellectual stimulation idealized influence (behavior) and idealized influence (attribute) were not explained significant increment in the proportion of variance. This shows when inspirational motivation frequently used it can highly influence the academic staff affective commitment.

Table 4. Regression result analysis of TL factors and continuance commitment

Model summary<sup>c</sup>

Model	R	R square	Adjusted R square	Std. error of the estimate	Change statistics				
					R square change	F change	df1	df2	Sig. F change
1	.521 <sup>a</sup>	.272	.267	.71658	.272	54.051	1	145	.000
2	.544 <sup>b</sup>	.296	.286	.70701	.024	4.949	1	144	.028

a. Predictors: (constant), (IM)

b. Predictors: (constant), (IM), (IIB)

c. Dependent variable: Continuance commitment

As Table 4 has indicated, among the five behaviors of transformational leadership styles only inspirational motivation and idealized influence behaviors significantly predict continuance commitment. Hence, inspirational motivation explained about 27% of the variance in the continuance commitment ( $F_{1, 145} = 54, p < .001$ ). Idealized influence behavior was explained further 2.4% ( $F_{1, 44} = 4.94, p < .005$ ). Intellectual stimulation, individual consideration and idealized influence attribute were not explained significant increment in the proportion of variance explained. Moreover, using inspirational motivation frequently can highly influence academic staff continuance commitment.



Table 5. Regression result analysis of TL factors and normative commitment (NC)

Model summary<sup>b</sup>

Model	R	R square	Adjusted R square	Std. error of the estimate	Change statistics				
					R square change	F change	df1	df2	Sig. F change
1	.350 <sup>a</sup>	.123	.117	.65119	.123	20.256	1	145	.000

a. Predictors: (constant), (IC)

b. Dependent variable: normative commitment

Out of the five factors of transformational leadership style, only individual consideration significantly predicts normative commitment as shown in Table 5. Individual consideration explained about 12.3% of the variance in the continuance commitment ( $F(1, 145) = 20.25, p < .001$ ). Nevertheless, intellectual stimulation, inspirational motivation and both behavior and attribute idealized influence did not explain significant increment in the proportion of variance explained. Thus, using individual consideration frequently can highly influence academic staff normative commitment.

Table 6. Regression result analysis of transactional leadership (Transac. L) factors and affective commitment

Model summary<sup>b</sup>

Model	R	R square	Adjusted R square	Std. error of the estimate	Change statistics				
					R square change	F change	df1	df2	Sig. F change
1	.393 <sup>a</sup>	.155	.149	.44105	.155	26.544	1	145	.000

a. Predictors: (Constant), (CR), b. DV: AC

As shown in Table 6, out of three transactional leadership factors only contingent reward significantly predict affective commitment. Contingent reward explained about 15.5 % of the variance in the affective commitment ( $F(1, 145) = 26.5, p < .001$ ). Nevertheless, management by exception (active), management by exception (passive) and laissez-faire did not explain significant increment in the proportion of variance explained. Thus, using contingent reward frequently can highly influence academic staff affective commitment.

Table 7. Regression result analysis of Tansac. L factors and continuance commitment

Model summary<sup>c</sup>

Model	R	R square	Adjusted R square	Std. error of the estimate	Change statistics				
					R square change	F change	df1	df2	Sig. F change
1	.593 <sup>a</sup>	.352	.347	.67604	.352	78.635	1	145	.000
2	.617 <sup>b</sup>	.380	.372	.66331	.029	6.622	1	144	.011

a. Predictors: (constant), (CR)

b. Predictors: (constant), (CR), ME (Active)

c. DV: continuance commitment

Among the three factors of transactional leadership contingent reward and management by exception significantly predict continuance commitment as indicated in Table 7. Contingent reward explained



about 35% of the variance in the continuance commitment ( $F1, 145 = 78.6, p < .001$ ) and management by exception (active) explained continuance commitment by 2.9% ( $F1, 144 = 6.6, p < 0.05$ ). Nevertheless, management by exception (passive) and laissez-faire did not explain significant increment in the proportion of variance explained. Thus, using contingent reward frequently among transformational leadership can highly influence academic staff continuance commitment.

Table 8. Regression result analysis of Transac. L and normative commitment (NC)

Model summary<sup>c</sup>

Model	R	R square	Adjusted R square	Std. error of the estimate	Change statistics				
					R square change	F change	df1	df2	Sig. F change
1	.469 <sup>a</sup>	.220	.214	.61411	.220	40.815	1	145	.000
2	.493 <sup>b</sup>	.243	.233	.60692	.023	4.454	1	144	.037

a. Predictors: (constant), (CR)

b. Predictors: (constant), (CR), MEA

c. DV: normative commitment

The above result shows contingent reward and management by exception significantly predict normative commitment. Contingent reward explained about 22% of the variance in the normative commitment ( $F1, 145 = 40.8, p < .001$ ) and management by exception (active) explained normative commitment by 2.3% ( $F1, 144 = 4.4, p < 0.05$ ). Nevertheless, management by exception (passive) and laissez-faire did not explain significant increment in the proportion of variance explained. Thus, using contingent reward frequently can enhance academic staff normative commitment.

### 3.3.1. Stepwise multiple regression results using leadership styles (transformational, transactional and laissez-faire) and the dimensions of organizational commitment (affective, continuance and normative)

Table 9. Leadership styles (TL, Trans. L & Laissez-faire) and affective commitment

Model summary<sup>b</sup>

Model	R	R square	Adjusted R square	Std. error of the estimate	Change statistics				
					R square change	F change	df1	df2	Sig. F change
1	.292 <sup>a</sup>	.085	.079	.45888	.085	13.474	1	145	.000

a. Predictors: (constant), transformational leadership

b. Dependent variable: affective commitment

The result in Table 9 shows among the three leadership styles, transformational leadership significantly predicts affective commitment as  $F1, 145 = 13.47, p < .001$ . The  $R^2$  shows about 8.5% of affective commitment is explained by transformational leadership. This means the variance explained in this equation is greater than zero and extremely unlikely to have occurred by chance.



Table 10. The effect of TL on affective commitment

Model		Coefficients <sup>a</sup>			t	Sig.
		Unstandardized coefficients		Standardized coefficients		
		B	Std. error	Beta		
1	(Constant)	2.352	.119		19.774	.000
	Transformational leadership	.171	.047	.292	3.671	.000

a. Dependent variable: affective commitment

The coefficient Table 10 indicates that transformational leadership significantly predicts the affective commitment among the three leadership styles ( $p < .001$ ). The unstandardized  $\beta$  coefficient for transformational leadership (0.171) indicates that as one unit increases in transformational leadership, the academic staff continuance commitment increases by 0.171 unit.

Table 11. Leadership styles (TL, Trans. L &amp; LF) and continuance commitment

Model summary<sup>b</sup>

Model	R	R square	Adjusted R square	Std. error of the estimate	Change statistics				
					R square change	F change	df1	df2	Sig. F change
1	.637 <sup>a</sup>	.405	.393	.65189	.405	32.504	3	143	.000

a. Predictors: (constant), transactional leadership

b. Dependent variable: continuance commitment

The result in Table 11 shows transactional leadership style significantly predicts continuance commitment ( $F_{3, 143} = 32.5, p < .001$ ). The  $R^2$  also shows about 40% of continuance commitment is explained by transactional leadership style.

Table 12. The effect of Transc. L on continuance commitment

Model		Coefficients <sup>a</sup>			t	Sig.	Correlations		
		Unstandardized coefficients		Standardized coefficients			Zero-order	Partial	Part
		B	Std. error	Beta					
1	(Constant)	1.490	.238		6.266	.000			
	Transactional leadership	.747	.139	.678	5.361	.000	.453	.409	.346

a. Dependent variable: continuance commitment

The coefficient Table 12 indicates that transactional leadership style is significant at  $p < .001$ . The unstandardized  $\beta$  coefficient for transactional leadership (0.74) indicates that as one unit increases in transactional leadership, the academic staff continuance commitment will increase by 0.74 unit.



Table 13. Leadership styles (TL, Trans. L &amp; LF) and normative commitment

Model summary<sup>b</sup>

Model	R	R square	Adjusted R square	Std. error of the estimate	Change statistics				
					R square change	F change	df1	df2	Sig. F change
1	.434 <sup>a</sup>	.189	.183	.62614	.189	33.743	1	145	.000

a. Predictors: (constant), transactional leadership

b. Dependent variable: normative commitment

The above result in Table 13 shows transactional leadership style significantly predicts normative commitment as  $F_{1, 145} = 33.74$ ,  $p < .001$ . The  $R^2$  also shows about 18% of transactional leadership significantly predicts the normative commitment hence the equation is greater than zero and extremely unlikely to have occurred by chance.

Table 14. The effect of Transc. L on continuance commitment

Model		Coefficients <sup>a</sup>			t	Sig.
		Unstandardized coefficients		Standardized coefficients		
		B	Std. error	Beta		
1	(Constant)	1.529	.180		8.508	.000
	Transactional leadership	.519	.088	.569	5.867	.000

Dependent variable: normative commitment

Table 14 indicates transactional leadership style is significant at  $p < .001$ . The unstandardized  $\beta$  coefficient for transactional leadership (0.51) indicates a one unit increase in transactional leadership makes the increment of 0.519 unit in normative commitment.



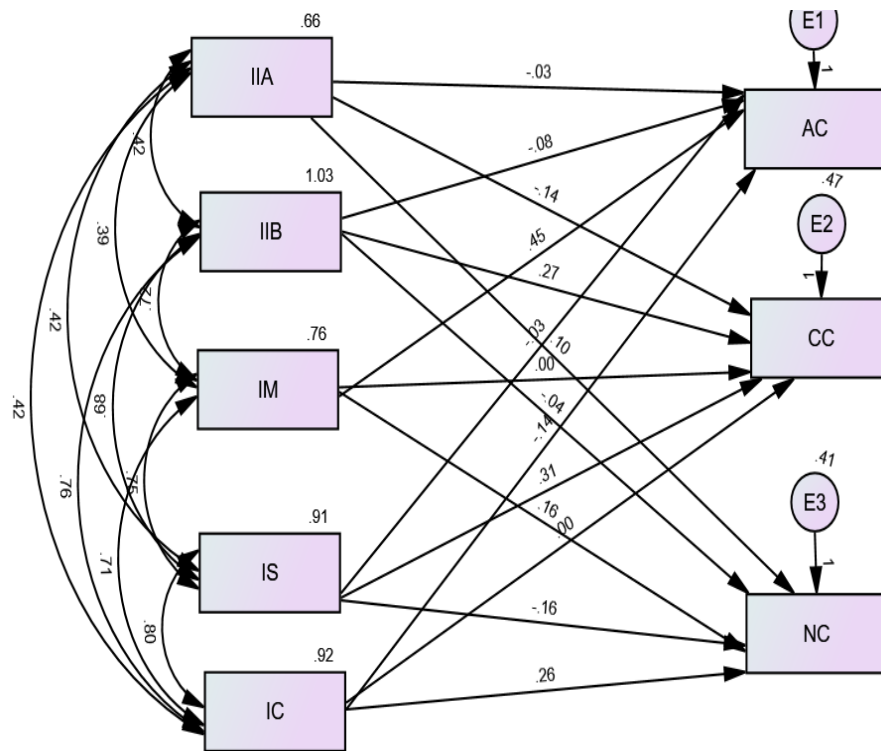


Figure 2: The overall effects of transformational leadership factors on the dimensions of organizational commitment using path diagram

From the five factors and three dimensions of organizational commitment, inspirational motivation highly and significantly predicts the affective commitment as of the above path analysis diagram. Thus, using transformational leadership behaviour frequently in general and inspirational motivation in particular can highly and significantly predict the academic staffs emotional attachment to their university. This can in turn affect the academic staffs whether to stay and serve their university by their own will.

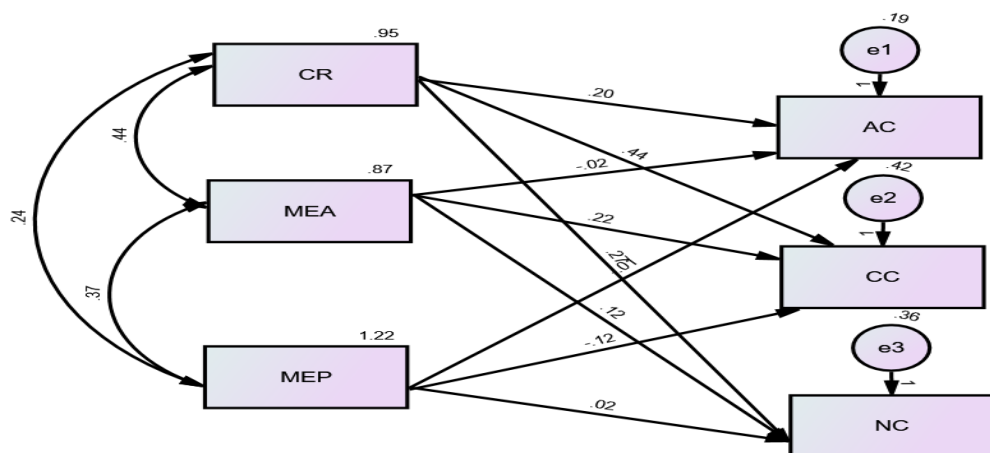


Figure 3: The overall effects of transactional leadership factors on the dimensions of organizational commitment using path diagram

Figure 2 shows continuance commitment is highly and significantly predicted by contingent reward among the three factors of transactional leadership. This shows the commitment of the academic staff is enhanced by what they stand to gain from their department chairs' transactional leadership style.



#### 4. Discussion

The purpose of this study was to examine the relationship between leadership styles and organizational commitment. As the descriptive statistics results depicted, among the three leadership styles laissez-faire leadership style has highly been practiced in the University. Nevertheless, the finding contradicts that of Bass and Avolio (1997). They suggested, scores for the most effective leaders (transformational leadership) include a mean of 3.0 or higher. In this study, mean scores for the above leadership sub-scales ranged from 2.2 to 2.8, which are below the suggested score of greater or equal to 3.0. These scores indicate that respondents perceived their leaders as not having exhibited the “ideal” levels of transformational leadership behaviors. Thus, it can be inferred from the above results that organizational commitment of DDU academic staff exhibit to have low emotional attachment to the organization and are less willing to assist the organization in achieving its goals. Moreover, academic staffs show less willingness to stay in the University according to the result obtained and standard stated by Bass and Avolio (1997).

Likewise, Bass and Avolio (1997) suggested a mean score of 2.0 for transactional leadership style which is slightly lower than the current study's mean score ranged from 2.19 to 2.90. The mean score obtained for contingent reward implies that some staff perceived their leaders as performing slightly above the recommended level (i.e. 2.0). Thus, it was believed that these leaders clarified what was needed to be done and gave rewards when goals were met and it shows the leaders are reactive to take any corrective action after it has already occurred. Therefore, the result suggests that most of the academic staff members perceived their supervisors tended not to take corrective action nor take decisions as soon as the problems occur. Hence, this type of leader would not take a systematic approach and would not handle issues until the problems become conditions that must be addressed through corrective actions. They also describe laissez-faire as “Avoid getting involved when important issues arise”, “I am absent when needed”, “Avoid making decisions”, and “Delay responding to urgent questions”.

The correlation analysis result of transformational and transactional leadership styles was similar with Kara (2012) who states all characteristics of transformational leadership and transactional leadership (contingency reward and management by exception- active) correlate with organizational commitment. This suggests that leadership behaviors which involve building trust, inspiring a shared vision, encouraging creativity, emphasizing development, recognizing accomplishments and rewarding the best achiever/s are somewhat positively related to how the academic staff feel about their need to stay in the university.

Moreover, the finding suggests that leadership behaviors are related to how employees feel about having to stay with the organization. It is more likely related to transferability of skills, education, retirement money, status, and job security, and alternative employment opportunities (Meyer & Allen, 1990). Similarly, normative commitment was positively associated with transformational leadership style. This type of commitment shows the academic staff feel obligated to stay with an organization because they want to stay and need to stay (Meyer & Allen, 1990; Brooks and Wallace, 2006). The result also suggests transactional leadership style approaches affects the academic staff's moral and emotional attachment, involvement and identification. On the other hand, laissez-faire leadership style has no statistically significant association with the three factors of organizational commitment (affective, continuance and normative commitments). However, it is dominantly practiced in the university and this is similar with the finding of Wiza and Hlanganipai (2014).

Regression analysis was also carried out to examine the dimensions of the organizational commitment with the facets of transformational and transactional leadership styles. Accordingly, some facets of both leadership styles predicted the dimensions of organizational commitment. Furthermore, the three leadership styles were regressed to examine the individual contribution for the dimensions of the organizational commitment using beta coefficient. Accordingly, transformational leadership style significantly predicts the affective commitment. This implies the willingness of the academic staff can be increased when the department heads frequently practice the transformational



leadership style. Moreover, the beta coefficient result shows that transactional leadership style is related with continuance and normative commitments. This shows the academic staffs need to be encouraged and rewarded in order to enhance their preferences to stay in the university and accomplish their obligations. The overall summary of path diagram (figure 2) shows transformational leadership influence the affective commitment which is similar with Buciuniene & Skudiene (2008).

## 5. Conclusion

From the findings, one can infer that the more dominant transformational and transactional leadership (contingent reward and management by exception active), the greater the organizational commitment of the staff will be. Besides, when the department heads are of great personal characteristics, they listen to individual academic staff comments, attend to the needs of teachers, give them mental stimulation, provide a situation where teachers develop a sense of attachment to education and make them strive for the success of the university. According to Bass and Avolio (1997) transformational and transactional leadership encourage their followers to view issues from new perspectives and generate commitment to make effort beyond personal interests and strive for major team. These leaders, outlining the future vision, exert such an influence on their followers that they perceive the vision as their own and work toward achieving it. They also have the ability to coordinate the employees, create coherence in the whole system, and direct the entire organization toward vision. Thus, using transformational and transactional leadership behaviors enhance the level of academic staff organizational commitment. This finding also supported with previous studies conducted by Nicolina (2003), Pillai and Williams (2004), and Yu, Leithwood, and Jantzi (2002).

## 6. Recommendation

The results of the study have constructive ramifications for higher level administration of the university to envisage enhancing transformational and transactional leadership behaviors through different leadership development initiatives like training, coaching, symposia and workshops. The aforementioned evidence also suggested transformational and transactional leadership behaviors play more important role in developing and improving affective, continuance and normative commitment than laissez-faire leadership style. Therefore, DDU administration needs to strive to maintain these transformational and transactional leadership styles as the organization can easily and effectively achieve its organizational goals through committed employees. Moreover, further investigation should be done by adapting different models as to provide more knowledge related to the research topic in different universities of the country.

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