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MANAGEMENT

**The Effect of Academic Leaders' Leadership Styles on Job Satisfaction
and Organizational Commitment of Academic Staff: The Mediation
Effect of Job Satisfaction in Polytechnic Colleges of the Amhara Region,
Ethiopia**

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Organizational Commitment of Academic Staff: The Mediation Effect of
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We hereby certify that this dissertation submitted by Milion Bekele Degef confirms acceptable standards and, as such, is fully adequate in scope and quality. Therefore, we approve it as fulfilling the dissertation requirements for the Doctor of Philosophy (PhD) in Educational Policy and Leadership degree.

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Declaration

I, the undersigned, declare that this PhD dissertation is my original work and has not been presented for a degree in any other University. I further confirm that all sources of materials used for this dissertation have been duly acknowledged.

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Abbreviations and Acronyms

AC	Affective Commitment
ALLS	Academic Leader's Leadership Style
AMOS	Analysis of Moment Structure
ASJS	Academic staff Job Satisfaction
ASOC	Academic Staff Organizational Commitment
CC	Continuance Commitment
CO	Coworkers
CR	Contingent Reward
CM	Communication
FB	Fragile Benefit
FRLM	Full Range of Leadership Model
II	Idealized Influence
IC	Individual Consideration
IS	Intellectual Stimulation
IM	Inspirational Motivation
JS	Job Satisfaction
JSS	Job Satisfaction Survey
LFLS	Laissez-fair Leadership Style
LS	Leadership Style
MEA	Management by Exception Active
MEP	Management by Exception Passive
MLQ	Multifactor Leadership Questionnaire
NC	Normative Commitment
OC	Organizational Commitment
NW	Nature of Work
OCQ	Organizational Commitment Questionnaire
PA	Pay
PR	Promotion
PTC	Poly-Technique College
SEM	Structural Equation Modelling
SPSS	Statistical Package for Social Science
SU	Supervision
TFLS	Transformational Leadership Style
TALS	Transactional Leadership Style
TVET	Technical and Vocational Education and Training

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About the Author

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Abstract

The purpose of the study is to examine the effect of leadership styles on the Job Satisfaction and organizational commitment of academic staff and the mediation effect of job satisfaction in Polytechnic Colleges of the Amhara Region, Ethiopia. The study employs a quantitative research method. It also employed a descriptive survey and correlational designs to answer the basic questions posed. Simple random sampling and census sampling techniques were used to select the sample respondents. The empirical data were collected from 411 respondents using questionnaires. The data were analyzed with SPSS and Amos software by using descriptive statistics and inferential statistics, such as regression and structural equation modeling. The descriptive statistic result of the study indicated that the most common leadership style was transactional. There were also some differences in perception among academic staff and academic leaders regarding both transactional and transformational leadership. The academic staff have been found to have an average level of organizational commitment, with an average more on normative commitment than the other two dimensions. Academic staff's mean job satisfaction score was below average, suggesting a low level of job satisfaction. Transactional and transformational leadership styles had a substantial, moderate, and positive link with academic staff job satisfaction, while laissez-faire leadership had a negative and statistically negligible correlation. Transformational and transactional leadership styles predict job satisfaction. Besides, statistically significant link was found between transactional and transformational leadership styles and academic staff organizational commitment, but there was no statistically significant association discovered with laissez-faire leadership. Additionally, both leadership types predict organizational commitment. A positive, moderate, and statistically significant link showed up between academic staff job satisfaction and organizational commitment. From the analysis of the structural equation modeling (SEM) that there was a partial mediation effect of academic staff job satisfaction on the link between academic leaders' leadership style and academic staff organizational commitment. From this, it can be concluded that transformational and transactional leadership styles significantly contributed to the job satisfaction and organizational commitment of academic staff, thereby enhancing the effective and efficient achievement of PTCs' goals and objectives. As the motivated and committed academic staff would enhance the effectiveness of the polytechnic colleges' goals. This has implications for policymakers, who ought to design various programs that enhance the leadership qualities of academic leaders. It can be suggested that polytechnic academic leaders should include the academic staff in the decision-making processes of the college. Consequently, academic leaders ought to ensure that the academic staff are provided with a pleasant working environment and that they are provided with promotion programs with the zonal and regional labor and skill bureau and the Minister of Skill and Labor. In such a case, future studies will demand qualitative studies that focus on the reasons for high unexplained variances in regression model.

Keywords: leadership styles, job satisfaction, organizational commitment, polytechnic colleges, academic staff, and academic leaders.

CHAPTER ONE

1. Introductions

Chapter one includes the background of the study, statement of the problem significance of the study, objectives of the study, delimitation of the study, limitation of the study, and organization of the study. The purpose of the study is to examine the link between leadership style, academic staff job satisfaction, and organizational commitment in polytechnic colleges of the Amhara region.

1.1 Background of the Study

Organizational commitment is characterized as a complex work attitude and the psychological connection between employees and their organizations, which reduces the likelihood of voluntary turnover (Allen and Meyer, 1990). It is considered a dependent variable in this study. It is a subset of employee commitment and comprises affective, continuance, and normative dimensions (Muthuveloo & Rose, 2005). Palupi et al. (2017) examined how organizational commitment influenced leadership and job satisfaction. Their study suggested that to increase employees' commitment and job satisfaction, organizational leaders should involve staff in planning, goal-setting, and decision-making processes.

Researchers conducted studies in different echelons of educational organizations regarding the link with organizational commitment. In both private and government higher educational institutions, there was link between job satisfaction and an employee's organizational commitment. For example, Bashir and Gani's (2020), Sari and Seniati's (2020), and Cahyono et al.'s (2020) studies depicted a positive relationship between job

satisfaction and organizational commitment in universities in varied contexts. Babalola's (2016) study proposed that job satisfaction is a crucial factor for organizational commitment in African countries, particularly in Oyo State, Nigeria.

In terms of leadership styles and organizational commitment, in local context, Befekadu & Felekes' , (2015) study indicated that TFLS has a moderate, substantial, and favorable relationship with OC. Besides, Getahun et al., (2016) study showed a positive relationship between teachers' JS and OC in Bonga town, while Abebe and Markos (2016) also demonstrated this correlation within public higher education. The aforementioned local and other country studies indicated that there was a link between job satisfaction and organizational commitment in different levels of educational organizations at dissimilar extents. As mentioned above, the majority of local studies focused on the link between two variables, perhaps missing job satisfaction's role as a mediating factor, particularly in polytechnic college in an Ethiopian context.

Regarding leadership it is a topic that has been examined for a very long time and is now regarded as worthy of academic study. Depending on the discipline and perspective of the scholar, it has been described differently. In the 20th century, it started as a scientific inquiry. As a result, numerous academics have performed research on leaders, leadership, and behavior (Northouse 2016; Yukl, 2013). From earlier times up to now, leadership has been considered in different ways. From 1900 to 1930, control and centralization of power were given increasing importance when examining the evolution of leadership. In the 1930s, leadership was thought to be defined by trait theory. The 1940s saw a focus on the group approach. The 1950s placed a heavy emphasis on group theory, common objectives, and efficiency. It was seen as behavior throughout the 1960s.

It has been regarded as an organizational behavior strategy in the 1970s, which was defined as creating and sustaining groups to meet organizational objectives. Besides, the number of studies and scholarly publications describing the nature of leadership as it was understood by academics and the general public increased dramatically in the 1980s. Leadership is additionally described as a leader's intention, quality, influence, and transformation. Leadership has been researched as a process in the 21st century and is a contentious topic. Emerging leadership styles include servant, honest, spiritual, and adaptive leadership (Yukl, 2013).

Although many different types of leadership styles have been developed over the years, the Full Range of Leadership Model (FRLM), which consists of three leadership styles, classifies transformational, transactional, and laissez-faire as current leadership styles (Northouse, 2016). It is considered an independent variable for this study, as leaders play a crucial role in shaping the future of educational organizations in the contemporary era. They exhibit democratic behavior, assume responsibilities, and exercise leadership, addressing diverse challenges and assisting educators and learners in adapting to globalism, diversity, and the information age (Bass, 2000).

Job satisfaction refers to how satisfied or unsatisfied academic staff are in polytechnic colleges. It is considered in this study as a mediating variable between academic staff organizational commitment (OC) and leadership styles (LS). Leaders are essential to helping their followers overcome obstacles and raise their self-confidence and job satisfaction (Northouse, 2016). An organization can gain a competitive edge by improving its operations. Organizational effectiveness depends on leadership's ability to manage and influence all members with clear and concise orders. A leader's impact

determines how much employee job satisfaction improves organizational performance (Holbert et al., 2021). As stated by Baluyos et al. (2019), the work performance of academic staff is contingent upon their level of job satisfaction. Brand & Walker (2021) also indicated that job satisfaction is a complex and diverse term vital to retaining high-performing employees. Leadership qualities affect employee job satisfaction and the decision to stay or leave the organization. Thus, leadership is essential for an organization to enhance workers' job satisfaction.

Moreover, some organizational functions depend on employees' job satisfaction. Job satisfaction is a construct based on many factors for instance, workplace conditions and context. Educational organizations needed to be aware of proper leadership styles that enhance employees' job satisfaction (Al-Maaitah et al., 2021). Khan et al. (2021) discussed that employee jobs are satisfying when people are satisfied with them. When people are satisfied with their jobs, they feel confident and enthusiastic. Yet, as Al-Maaitah et al. (2021) state, inadequate attention given to one dimension of organizational behavior has led to mysterious behavioral patterns from employees. For example, Brand and Walker (2021) contend that staff turnover is an organizational disruption and cost. To put it concisely, the organization can benefit monetarily by organizing the sources of employee turnover and providing actionable steps. Thus, educational managers should make efforts towards fulfilling the job satisfaction gaps within the organization because it is more likely that a satisfied employee will not abandon the organization. When employees feel appreciated and consider their contributions important, they are more likely to remain in the organization which results in a healthier, more productive workplace. The educational institution stands to benefit from these improved rates of

staff retention brought on by enhancing job satisfaction. Skopak and Hadzaihmetovic (2022) also found that factors of transformational leadership, such as idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration, boost job satisfaction. In the Ethiopian setting, the factors that were shown to predict teacher job satisfaction were inspirational motivation (IM) within the framework of transformational leadership (Yohannes & Wasonga, 2021).

Job satisfaction is also a crucial factor in improving efficiency, reducing employee turnover, and minimizing absenteeism. Furthermore, it substantiated that individuals with a heightened level of affective commitment exhibit prolonged tenure within the organization, and employees experience a sense of desire and emotional connection to their workplace (Motalebi & Marşap, 2020). Besides, both job satisfaction and organizational commitment have a concurrent and substantial negative impact on turnover intention (Ekhsan, 2019). This implies that the more satisfied and committed employees are, the lower the probability of leaving the organization. Thus, these two elements are vital for the efficiency of organizations to retain competent individuals.

According to Hendri (2019), organizational commitment and job satisfaction are factors that affect employee performance. Job satisfaction is also crucial for the performance of educational organizations. Organizational effectiveness depends on the capable performance of its employees. Nugroho et al. (2020) also suggested that educational institutions address factors that contribute to academic staff job satisfaction, including income, opportunities for advancement, colleagues, and appropriate supervision. Thus, both job satisfaction and organizational commitment are crucial

determinants of the efficacy of an educational institution and the performance of its academic staff.

Studies have been conducted in different contexts. For instance, (Mohamad, 2012) explored how JS mediates the relationship between transformational leadership style (TFLS) and organizational commitment (OC). In addition, Ismail & Razak, (2016) investigated the impact of JS on OC. They discovered that if an organization's employees were both internally and extrinsically satisfied, they would be devoted to their work. This implies that employee loyalty to the organization depends on their level of job satisfaction. Another study showed that the impact of transformational leadership (TFLS) in boosting organizational commitment (OC) and job satisfaction (JS) was examined by Toban & Sjahrudin, (2016); both variables act as a full mediator in the explanation of transformational leadership style (TFLS). Ishak & Romle, (2015) developed a model on the mediating role of job satisfaction (JS) on the link between leadership style (LS) and organizational commitment (OC).

In a national setting, the majority of investigations are based on the relationship between two variables; for example, Mulugeta (2010) disclosed there is a relationship between academic staff job satisfaction and department heads' transformational leadership style (TFLS) and laissez-faire leadership style (LFLS) in higher education institutions. Furthermore, a similar result correlation between TFLS and JS was established by Tesfaw (2014) on secondary school teachers. On the other hand, Zeleke & Kifle (2020) investigated whether TALS and JS at an Ethiopian power utility had a beneficial association. As a result, the relationship between the two variables may change depending on the organization's context and other variables. Mesfin & Van Niekerk

(2019) conducted a study on the dean's leadership styles of TVET in the Ethiopian context, although it didn't show the link with other variables. Widodo and Damayanti (2020) also found that job satisfaction has a direct effect on organizational commitment at Indonesian vocational schools; however, it is out of the Ethiopian context.

The above information indicated that most of local studies conducted the link between two variables in different levels of educational institutions, having relationships, some of them out of education sector, it is not much known about the mediating effect job satisfaction on the link between leadership style and organizational commitment, particularly in polytechnic colleges, in local context. Therefore, the study aims to examine the effect of academic leaders' leadership styles on job satisfaction and organizational commitment of academic staff and the mediation effect of job satisfaction in Polytechnic Colleges of the Amhara Region, Ethiopia.

1.2 Statement of the Problem

The level of job satisfaction plays a crucial role in determining the overall organizational accomplishment and effectiveness of a Technical and Vocational Education and Training (TVET) school. The diminished level of job satisfaction among personnel in TVET has a detrimental impact on the overall productivity of TVET institutions (Rimal, 2021). Local and international studies argued that a motivated, committed, and satisfied academic staff is more likely to improve student learning and growth. Thus, investigating the issue is significant in developing countries, particularly in the Ethiopian context.

Besides, leadership styles in FRLM, particularly transformational leadership and

job satisfaction have been studied in different contexts. Most education research relies on secondary (Cansoy, 2019; Mirsultan and Marimuthu, 2021; Baluyos et al., 2019) and higher education (Zelege & Obang, 2021; Kebede & Demeke, 2017). Few studies have examined polytechnic colleges, for instance Mesfin & Van Niekerk, (2019), Omar, Salleh, et al. (2020).

Hunde & Tacconi, (2017) study indicated that there was a shortage of qualified academic staff (trainers) in technical vocational education and training institutes or colleges. Besides, Kebede and Asgedom (2021) attribute the lack of understanding of the nature of technical vocational education and training to leadership failure. Tamrat (2022) also found that it was difficult to find and retain qualified academic staff for TVET colleges in an Ethiopian context. This implies that there were some challenges leadership styles and job satisfaction in TVET sector, and polytechnic colleges are one of the TVET sectors that provide training from level one to level eight in Ethiopian context. Thus, there were some challenges with leadership styles and job satisfaction, which are vital for thorough college education and training. To improve polytechnic colleges' efficacy and sustainability, these challenges should be addressed.

Moreover, Holbert et al. (2021) posited that forthcoming investigations are likely to yield varying outcomes across diverse organizations, regions, cultures, and other contextual factors. Pratama et al. (2022) also suggested the necessity for additional research to explore potential other elements that may influence job satisfaction. Brand and Walker (2021) proposed further investigation into specific elements of job satisfaction, such as pay, work assignment, work-life balance, fringe benefits, and other characteristics, as well as the defined leadership styles.

Human resources are integral to the formulation and implementation of all strategic decisions undertaken by organizations. Talented and skilled individuals are crucial for the proper functioning of any organization, particularly those in the educational sector. Consequently, administrators have the responsibility of formulating efficient techniques that enhance employees' contentment and dedication to the organization (Nguyen et al., 2021). Job satisfaction had an effect on employees' organizational commitment in educational institutions (Getahun et al., 2016; Abebe & Markos, 2016; and Yunarti et al., 2020). However, there is a lack of studies in the polytechnic colleges in the local context.

While studies suggest that satisfied employees are likely to be dedicated to the organization, practical observations have shown turnover among academic staff in study settings. Besides, there were challenges in finding qualified and competent academic staff in the technical vocational education and training (TVET) (Tamrat, 2022). This may be attributed to a shortage of research on the job satisfaction of academic staff in polytechnic colleges. However, the new educational policy in Ethiopia, MOE (2023), prioritizes technical vocational education and training (TVET) to enhance the quality of education. Thus, a need to study regarding these three variables, such as leadership style, job satisfaction, and organizational commitment.

Omar, Rafie, et al. (2020) demonstrate a strong and positive relationship between job satisfaction and employee performance. This implies that improving job satisfaction among employees at polytechnic college is critical to enhancing their performance. Widodo and Damayanti (2020) also found that job satisfaction has a direct effect on organizational commitment at Indonesian vocational schools, alongside factors such as

incentives and personality traits. However, Romi et al. (2020) found that job satisfaction had no statistically significant effect on organizational commitment. This suggests that the study's findings were inconsistent. Besides, a local study by Getahun et al. (2016) suggested further investigation of the variables due to the incongruity of the results with existing theories and findings of the study in educational organizations. Hence, there is a need to study these variables to identify the problems in the Ethiopian context.

Moreover, there is a scarcity of research on the influence of job satisfaction on employee commitment in non-western nations, as noted by Loan (2020). Omar, Salleh, et al. (2020) also noted a lack of research investigating the link between organizational commitment and job satisfaction, specifically among polytechnic staff. As the studies mentioned above took place in a different culture and setting than Ethiopia, it is important to find the effect of leadership styles on organizational commitment, and mediating role of job satisfaction in polytechnic colleges in the Ethiopian context.

With regard to challenges of leadership in the TVET sector, the local context, the Education Development Roadmap (2018–30), also attempted to create major changes to adapt to the demands of 21st-century educational systems. The TVET sector is specifically mentioned as having leadership and administrative challenges that need to be addressed in the roadmap document (Teferra et al., 2018). Consequently, the current Ethiopian education and training policy places due emphasis on TVET levels and improves from the previous five (V) levels MOE (2008) to eight (VIII) levels MOE (2023). Thus, it is essential to study in polytechnic colleges about academic leaders' leadership style.

Presently, the Ministry of Labor and Skill oversees the TVET sector, which was previously part of the Ministry of Education. The Amhara National Regional State Labor and Training Agency is responsible for polytechnic colleges at the regional level. The agency had detected some problems related to employee commitment and growing turnover rates in polytechnic colleges. The disengagement of employees constitutes an issue that painfully affects the quality of education and training, as well as the overall stability of these colleges. Therefore, diagnosing the underlying causes of these challenges is very essential for the creation of strategies aimed at improving employee engagement and retention in the polytechnic colleges.

Moreover, as stated in the background part, there has been some research on the relationship between organizational commitment, job satisfaction, and leadership styles. Mohamad (2012), Shurbagi (2014), Ishak & Romle (2015), and others have conducted studies outside of the national context, and most of them were in profit-making organizations. Besides, they do not include other crucial FRLM elements like transactional and laissez-faire leadership styles. However, there was a relationship between the variables in developing countries; more study is required, according to studies by Mohamad (2012), to back up Bass's claim that transformational leadership applies to all cultures. Besides, Sarwar et. al.'s (2015) study also confirmed the effect of TFLS and TALS on JS and OC, but the model used to search for the link between leadership styles, OC, and JS was considered doubtful in its appropriateness. They suggested further investigation in other settings, cultures, countries, and regions. Therefore, this study aimed to see the effect of LS on OC, and the mediating role of JS.

Although there were positive relationships among these variables, national

studies, for example, Mulugeta (2010), Tesfaw (2014), and Zeleke & Obang (2021) and others studied the link between leadership style and JS, and some of them in the non-education sector, for example, Zeleke & Kifle (2020). Besides, Getahun, Ferede, & Hunde (2016) investigated the link between OC and JS. Most of the studies provided a due emphasis on the TFLS; they ignored the other factors of FRLM. Hence, few studies were found on the relationship among the three variables (LS, JS, and OC), particularly the mediating effect of JS on link between LS and OC in developing countries, especially in the education sector, like the polytechnic colleges.

Therefore, this study differs from other studies in the following ways: its setting, its focus on developing nations like Ethiopia, its examination of the relationship between the aforementioned three variables and the mediating role of JS on the link between LS and OC, and its use of advanced statistics like SEM for in-depth and powerful analyses. In addition, the researcher chose the setting because he has experience working at one of the polytechnic colleges in the region. Hence, the study intends to answer the following basic questions.

Basic Questions

- 1 What is the prevailing leadership style used by academic leaders as perceived by respondents in polytechnic colleges?
2. Is there any difference between the perceptions of academic leaders and academic staff about transactional, transformational, and laissez-faire leadership styles?
3. What is the extent of academic staff's job satisfaction and organizational commitment in polytechnic colleges as perceived by academic staff?
4. Is there any statistically significant link between academic leaders' leadership style and academic staff job satisfaction in polytechnic colleges?

H0 1. There is no relationship between transformational leadership styles and academic staff's job satisfaction.

H0 2. There is no relationship between transactional leadership styles and academic staff's job satisfaction.

H0 3. There is no relationship between laissez-faire leadership styles and academic staff's job satisfaction.

5. Is there any statistically significant link between academic staff job satisfaction and organizational commitment in polytechnic colleges?

H0 4. There is no relationship between academic staff job satisfaction and affective commitment.

H0 5. There is no relationship between academic staff job satisfaction and continuance commitment.

H0 6. There is no relationship between academic staff job satisfaction and normative commitment.

6. Is there any statistically significant link between academic leaders' leadership style and academic staff organizational commitment in polytechnic colleges?

H0 7. There is no relationship between academic staff job satisfaction and affective commitment.

H0 8. There is no relationship between academic staff job satisfaction and continuance commitment.

H0 9. There is no relationship between academic staff job satisfaction and normative commitment.

7. To what extent does academic leaders' leadership style influence academic staff job satisfaction in polytechnic colleges?

7.1 To what extent does transformational leadership style influence academic staff job satisfaction?

7.2 To what extent does transactional leadership style influence academic staff job satisfaction?

- 7.3 To what extent does laissez-faire leadership style influence academic staff job satisfaction?
8. To what extent does academic leaders' leadership style influence academic staff organizational commitment in polytechnic colleges?
- 8.1 To what extent does transformational leadership style influence academic staff organizational commitment in polytechnic colleges?
- 8.2 To what extent does transactional leadership style influence academic staff organizational commitment in polytechnic colleges?
- 8.3 To what extent does laissez-faire leadership style influence academic staff organizational commitment in polytechnic colleges?
9. To what extent does academic staff job satisfaction influence academic staff organizational commitment in polytechnic colleges?
- 9.1 To what extent do the facets of academic staff job satisfaction influence affective commitment?
- 9.2 To what extent do the facets of academic staff job satisfaction influence continuance commitment?
- 9.3 To what extent do the facets of academic staff job satisfaction influence normative commitment?
10. What is the mediating effect of academic staff job satisfaction on the relationship between academic leaders' leadership style and academic staff commitment in Polytechnic colleges?
- 10.1 Is there any mediating effect of job satisfaction on the link between transformational leadership style and academic staff organizational commitment?
- 10.2 Is there any mediating effect of job satisfaction on the link between transactional leadership style and academic staff organizational commitment?

1.3 General Objective of the Study

To examine the effect of academic leaders' leadership styles on job satisfaction and organizational commitment of academic staff; the mediation effect of job satisfaction in Polytechnic Colleges of the Amhara Region, Ethiopia.

1.3.1 Specific Objectives

- 1 To examine the prevailing leadership style used by academic leaders as perceived by respondents in polytechnic colleges.
2. To explore the perceptions differences between academic leaders and academic staff about transactional, transformational, and laissez-faire leadership styles.
3. To investigate the extent of academic staff's job satisfaction and organizational commitment in polytechnic colleges as perceived by academic staff.
4. To examine the link between academic leaders' leadership style and academic staff job satisfaction.
5. To examine the relationship between academic staff job satisfaction and organizational commitment.
6. To investigate the relationship between academic leaders' leadership style and academic staff organizational commitment.
7. To examine the extent of academic leaders' leadership styles that influence academic staff job satisfaction.
8. To investigate the extent of academic leaders' leadership styles that influence academic staff organizational commitment in polytechnic colleges.

9. To scrutinize the extent to which academic staff job satisfaction influences academic staff organizational commitment in polytechnic colleges.
10. To scrutinize the mediating effect of academic staff job satisfaction on the link between academic leaders' leadership style and academic staff commitment in polytechnic colleges of Amhara region.

1.4 Significances of the Study

The main objective of this study is to examine the effect of academic leaders' leadership styles on the job satisfaction and organizational commitment of academic staff and the mediation effect of job satisfaction in Polytechnic Colleges of the Amhara Region. The findings would enhance the existing body of knowledge regarding the implementation of leadership styles encompassed under the Full Range of Leadership Model (FRLM) in the Colleges. Moreover, the findings of this study offer leaders a valuable leadership strategy that can enhance performance. This study has the potential to inspire other research endeavors in the field, thereby fostering a culture of scholarly exploration. Furthermore, it can serve as a means to raise awareness among leaders of polytechnic institutions regarding the comprehensive array of leadership models available, which can effectively drive their academic staff.

This study offers useful insights into the effects of leadership styles on the well-being and contentment of personnel in the specific setting of polytechnic colleges. Through an examination of the provided connection, researchers and colleges can discern particular transformational leadership characteristics that yield a favorable influence on job satisfaction. This understanding can inform the creation of leadership programs and

initiatives that specifically aim to cultivate certain characteristics in order to improve staff satisfaction.

It will encourage educational institutions, particularly polytechnic colleges to routinely evaluate leadership practices and make appropriate modifications to establish a supportive work environment that improves job satisfaction among academic staff. The findings also provide valuable insights for educational planners for the formulation of policies, guidelines, and best practices to enhance leadership efficacy and fostering employee contentment. Educational institutions can utilize the insights acquired from the study to build their policies about human resource management, initiatives for leadership development, and the overall culture of polytechnic colleges.

Gaining insight into the correlation between job satisfaction and organizational commitment holds practical significance for academic institutions. The results of this research can provide valuable guidance to administrators, human resources experts, and policymakers in creating impactful policies and interventions to improve employee engagement, satisfaction, and organizational commitment. This insight can enhance decision-making processes on recruiting, retention, professional development, and organizational culture.

Implementing well-crafted policies can enhance leadership and management practices at academic institutions. Efficient leadership has an important role in promoting job satisfaction and organizational commitment among academic staff. Educational planners and policymakers can offer training and development programs for leaders,

create standards for leadership conduct, and encourage responsibility and openness in decision-making procedures to enhance satisfaction and organizational commitment.

An understanding of the correlation between job satisfaction and organizational commitment might provide valuable insights for developing strategies to retain and attract highly skilled academic staff. Colleges can boost job satisfaction and organizational commitment by understanding the contributing variables and implementing focused tactics to promote a favorable work environment. Consequently, this can enhance the rate at which academic staff stay in the workforce and entice highly skilled employees to enter the academic sector. The findings of the study can also enlighten current theories and frameworks and potentially pave the way for the creation of novel models or hypotheses.

The majority of local studies are carried out using the link between two variables, such as the association between a leader's style and organizational commitment or between a leader's style and job satisfaction, etc. Besides, other country studies place the proper emphasis on businesses (that make a profit) and other groups. As a result, the study serve as a basis for additional research on the mediation effect of variables, particularly in educational organizations.

The study also helps policy decision-makers to recommend leadership styles to increase the effectiveness of the education sector. The educational institution needs a range of situation-appropriate leadership styles. Currently, the context is occasionally altered. The education policy and directives should specify the proper leadership style that suits to increase the academic staff's commitment and job satisfaction in order to

adapt to the changing environment. As a result, the study help policymakers by outlining a strategy for top educational institutions, particularly those in the technical, vocational, and education (TVET) sectors, to develop loyal and contented staff members to create productive citizens.

1.5 Operational Definition of Terms

Job satisfaction: the extent to which trainers are satisfied or dissatisfied in the TVET colleges. It is measured by Spector's (1997) Job Satisfaction Survey (JSS) as rated by respondents.

Leadership style (LS): is a pattern or way to influence other individuals that has been exercised in Poly Techniques College (transformational, transactional, and laissez-faire) those are categorized under FRLM, and considered as independent variables. It is measured by Bass and Avolio, (1995) MLQ as rated by respondents.

Organizational commitment (OC): is a strong desire to stay a member of a particular organization, readiness to exert high-level effort and to acceptance the value, belief, and goals of the PTCs to bring anticipated results, and measured by Allen and Meyer (1990) Organizational Commitment Questionnaire (OCQ) as rated by respondents.

Polytechnic colleges (PTC): are educational institutions that provide different pieces of training (level-I to level-VIII) for trainees who completed grade 12 in the Ethiopian context; its objective is to produce a lower and middle-

level, capable, motivated, adaptable, and innovative workforce (MOE, 2023).

An academic leader: is a leader or manager who takes a leadership position like dean, vice dean, or department head in polytechnic colleges.

Academic staff: a teacher, trainer, or instructor (A-level, B-level, and C-level) who provides training in polytechnic colleges.

1.6 Delimitation of the Study

Since the sample frame and overall population found in these polytechnic institutions are sufficient to obtain information from respondents, the study delimited to polytechnic colleges of the Amhara region in a geographical area. The study's target population is the academic staff, department heads, deans, and vice deans of the 23 polytechnic colleges. The academic leaders' leadership style, particularly, transformational, transactional, and laissez-faire, as well as academic staff commitment and job satisfaction in terms of content, are also taken into consideration. As there is a limited amount of time, energy, and resources.

1.7 Limitations of the Study

Given the limitations, the investigation considered FRLM as a leadership style. The recently developed model incorporates the three leadership styles (transformational, transactional, and laissez-faire) commonly used in times of change and globalization. However, it did not include other types of leadership styles. Furthermore, a lack of budget and time constraints restricted the findings to the Amhara Region Polytechnic

Colleges, a single region, instead of a county level. As a result, there is a need for additional research to include more participants and other leadership styles.

1.8 Organization of the Study

The dissertation has five distinct chapters. The first chapter includes background, statement of the problem, objectives, significance, operational definition of variables, delimitation, limitation, and organization of the study. The second chapter is a theoretical perspectives which include a review of related literature, a summary of the literature review, and a conceptual framework. The third chapter is methodology which consists of the philosophical foundation of the study, research design, methods, and sources of data, population, and sample, sampling techniques, data gathering tools, data analysis techniques, and procedure of data collection, ethical considerations, and variables of the study. The fourth chapter presents the research, including presentation, analysis, and interpretations of data. The final chapter summarizes the major findings, discussions, conclusions, recommendations, and the study's practical and policy implications. It also includes references, appendices, and other research documents.

CHAPTER TWO

2. Review of Related Literature

2.1. Introduction

The literature review is structured based on the fundamental questions posed at the start of the paper and with themes that are more pertinent to the situation. The three variables, leadership styles that are included in a full range of leadership models, organizational commitment, and job satisfaction are all included in this notion. Additionally, studies on two and three variables that were conducted in various nations are included. These studies cover the perceptions of respondents on three leadership styles which are included in full range of leadership, the connections between the three variables, as well as the mediating effects on job satisfaction and the association between leadership style and organizational commitment at both a national and international context. Last but not least, the literature review summarizes the key ideas in the section and highlights the literature's strengths, shortcomings, and significant gaps in order to determine what may be lacking.

2.2 Theories of Leadership

Within a spectrum of eras, different academics define leadership in diverse ways. But they haven't come up with a consensus definition of leadership till the twenty-first century. According to (Yukl, 2013p. 7) "Leadership is the process of influencing others to understand and agree on what needs to be done and how to do it, and the process of assisting individual and group efforts to attain agreed objectives,". Leadership style is the

pattern of behavior of an individual employed by leaders or managers in trying to influence one or more individuals and make decisions on the mission to accomplish activities in the organization (Northouse, 2016). Nevertheless, it differs from individual to individual and organization to organization and situations, there were different leadership styles devised from earlier times up to now, from the Great man theory up to the contemporary leadership theories.

Scholars examining leadership behavior have created various theories regarding leadership. Conventional leadership theories, focusing on the personal characteristics of leaders, encompass great man theories, trait theories, behavioral theories, situational theories, and contingency theories. Modern leadership theories encompass transactional leadership, transformational leadership, strategic leadership, educational leadership, organizational leadership, and teacher leadership. Every leadership theory possesses distinct traits (Belias & Koustelios, 2014).

The "Great Man" idea posits that leadership is an innate quality, asserting that great leaders are born with intrinsic traits rather than developed through experience. It originated in the 19th century. The philosophy emphasizes the distinctive function of individual leaders. This theory asserts that innate attributes produce leaders, whereas trait theory emphasizes characteristics such as charisma, intelligence, and courage, along with other personality traits, reasons, and ideals that are challenging for others to develop (Bolden, 2004).

Early research on leadership focused on leadership traits, positing that individuals exhibiting characteristics such as flexibility, ambition, accomplishment orientation,

assertiveness, decisiveness, and energy are either leaders or potential leaders (Ali et al., 2014). The theory was popular during 1930s. The trait theory of leadership highlights the characteristics of leaders, including personality, motives, ideals, and abilities. This strategy was predicated on the premise that certain individuals are innate leaders, possessing attributes absent in others (Yukl, 2013). Initial leadership ideas ascribed managerial success to exceptional traits including indefatigability, vigor, acute intuition, remarkable foresight, and compelling persuasive skills. Lists of features or qualities linked to leadership are plentiful and ever changing. They utilize nearly all adjectives in the lexicon that characterize positive or virtuous human qualities, ranging from ambition to joy for life (Bolden et al., 2003).

Behaviorist theory of leadership focus on the actions of leaders rather than their attributes. Researches classify various behavioral patterns as "leadership styles". This domain has likely garnered significant interest from practicing managers (Bolden et al., 2003). The behavioral theory, originating in the 1950s, emphasizes the actions of leaders and addresses the shortcomings of characteristic theory. The behavioral approach emerged in the early 1950s as numerous academics, disillusioned with the trait approach, shifted their focus to the actual activities of managers in the workplace. Behavioral research is categorized into two primary subcategories. A line of inquiry investigates the allocation of time by managers and the customary patterns of activities, responsibilities, and duties associated with managerial roles. Certain study examines how managers manage demands, restrictions, and role conflicts in their positions (Yukl, 2013).

The situational theory of leadership highlights the distinct leadership attributes required for each context. For instance, certain circumstances may necessitate an

autocratic style, whereas others may demand a more collaborative approach. It suggests that varying leadership styles may be necessary at different organizational levels (Bolden et al., 2003). The situational theory of leadership posits that a leader must evaluate the context and modify their actions according to situational variables to improve leadership efficacy. Significant situational variables encompass the attributes of the followers, the work setting, the tasks delegated to the followers, and the external environment. Some scholars occasionally denote situational theory as contingency theory (Northouse, 2016).

Contingency theory is an advanced framework of leadership that enhances situational leadership. It emphasizes the identification of situational characteristics that most accurately forecast the most suitable or effective leadership style for certain circumstances (Bolden et al., 2003). These theories gained prominence in the 1970s and 1980s, prompting significant research during that timeframe. The leadership is characterized by contextual circumstances that affect the leadership process. During the 1970s and 1980s, contingency theory became a significant leadership approach, highlighting the necessity of aligning leadership styles with specific situations (Yukl, 2013). However, a variety of leadership styles have been developed in organizations, the full range of leadership models (FRLM) is taken into consideration for the purposes of this study. The modern leadership model (FRLM) includes transformational, transactional, and laissez-faire leadership. It is currently evident in several organizations; it is a pattern of behavior that appears in our daily actions and has been researched by numerous academics across the world (Northouse, 2016).

2.3. Full Range of Leadership Model (FRLM)

Numerous leadership styles have been developed by various academics, including (Bass and Avolio cited in Northouse, 2016), one theoretical underpinnings that combines three typologies of leadership behavior, including transformational, transactional, and laissez-faire leadership styles, represented by seven different factors. This theory is described as the Full Range of Leadership Model (FRLM).

As Bass et al. (2003), the Full Range of Leadership Model (FRLM) is a much wider range of leadership styles and strives to give the leader a complete toolbox so they can choose the style that is most appropriate for the situation at hand. As previously indicated, it proposed three different leadership characteristics that correspond to nine different elements. Additionally, Antonakis, et al. (2003) emphasized that FRLM primarily focuses on follower goals and role clarification of how leaders praise or criticize follower behavior. To a varied degree, these sorts of leadership styles may be used in organizations, particularly educational ones, to carry out daily tasks. Others, however, criticized the FRLM as being inappropriate due to the exclusion of additional leadership styles (Antonakis & House, 2002)

Different literary works have emphasized the need of active leaders to give their team members the abilities and self-assurance they need to do the tasks they have been given. At every level of the organization, they use different leadership styles to enhance workers' commitment, performance, and job satisfaction. They provide significant contributions not just to improving the amount and quality of personnel but also to successfully achieving corporate goals, including educational ones (Yukl, 2013).

Therefore, leadership style is a method or pattern of influencing other people that has been used at Polytechnic colleges that fall under the FRLM and is regarded as an independent variable.

2.3.1 Transformational Leadership Style

Transformational Leadership is one of the components of FRLM. The four elements (4Is) are idealized influence; inspiring motivation, intellectual stimulation, and individual consideration make up the transformational leadership style (TFLS) (Northouse, 2016, Yukl, 2013). Despite the primary influencing processes, the term "transformational" has been generally construed different academics to embrace practically any kind of effective leadership that entails either transforming the whole firm or a certain set of employees. It concentrates more on how the organization changes than anything else (Yukl, 2013).

The transformational leadership style involves motivating subordinates to support a common vision and objective for a group or unit. The leaders engage in more than just a straightforward dialogue with subordinates and followers. They motivate their followers to go above and beyond what is expected of them (Bass and Riggio, 2006). As Bolden et al. (2003) description of the primary idea of the study also included how to conceptualize and put into practice transformational organizational performance. According to Yukl (2013, p. 332), some principles for transformational leadership include "articulating a clear and appealing vision, explaining how the vision can be attained, acting confident and optimistic, expressing confidence in followers, using dramatic, symbolic actions to emphasize key values, and led by example".

One of the elements (factors) of transformational leadership style (TFLS) is idealized influence, which some academics refer to as "walking the walk" and the idea that deeds speak louder than words (Barbuto & Cummins-brown, 2007). Idealized influence is divided into two parts: idealized influence behavior (IIB) and idealized influence attributed (IIA). The former element (IIB) speaks of a leader's actions that come about as a result of followers identifying with and desiring to emulate leaders. The latter component (IIA) occurs, when followers recognize and follow their leaders who are trusted and seen as attaining a vision, (Bass and Avolio, 1990). The leaders who serve as role models and gain the admiration, respect, and trust of their followers or subordinates are typically defined by the idealized influence component. The leaders take a chance and act consistently (Bass & Avolio, 1994). In other words certain leaders set an example for their followers and are endowed with outstanding ability and tenacity (Bass & Riggo, 2006; Yukl, 2013).

Another element of TFLS is inspirational motivation (IM), which is frequently described as energizing the populace or communicating the mission (Barbuto & Cummins-brown, 2007). It is also characterized by leaders operating in a way that inspires and encourages those followers under their control by providing significance and obstacles for those followers to overcome to complete their tasks (Bass & Riggo, 2006). Leaders also use symbols and emotional cues to encourage focus group participants to pursue goals other than their own self-interest. Leaders encourage their followers to be more committed to the organization's or unit's shared vision and purpose by setting high expectations for them (Northouse, 2016).

Intellectual Stimulation (IS) is another component of (TFLS), it is also identified as ‘thinking out of ‘the box’ (Barbuto & Cummins-brown, 2007); which is used to develop creative ideas that help the leaders’ status (Yukl, 2013). It entails leaders stimulating their subordinates’ effort to be innovative and creative by inquiry assumptions, reframing harms, and coming up with new situations instead of old ones (Bass and Avolio, 1994). Besides, Bass and Riggo, (2006) also added that the component described as leaders stimulate followers to address problems and find solutions.

Individualized Consideration (IC) is a leadership strategy in which leaders act as a coach or consultant to followers, paying particular attention to their needs for success and personal development. It is put into practice when new learning chances are produced coupled with an appropriate setting. In addition, a leader acknowledges that this aspect may vary from person to person (Bass and Riggo, 2006). Another name for it is caring leadership (Barbuto & Cummins-brown, 2007). Educational leaders may use or practice the aforementioned TFLS and its components to varying degrees to manage staff members in the research area.

2.3.2 Transactional Leadership Style

Transactional Leadership is also incorporated into the full range of leadership; Cherry (2012) described the style based on a system of reward and punishment, in which leaders lead primarily by using social exchange for transactions. It also emphasizes the role of supervision, organization, and group performance. It is frequently used in a business organization. Bass & Riggio (2006) added that leaders reward followers if they

perform at the expected level and punished them if they fail to accomplish in the organization.

Transactional leadership style (TALS) also centers on the mutual benefits derived from that in a form of agreement throughout the leader delivers such things as rewards in return for the dedication or loyalty of the followers to accomplish the assigned activities in the organization (Bolden & et. al., 2003). However, in our country's context, these leadership styles were known theoretically, but their practical application was not differentiated well. This style is also characterized by two components; contingent reward (constructive transactions) and management by exceptions (corrective transactions) which are considered active and passive. But, Bass cited in Yukl, (2013) divided it into three dimensions such as contingent rewards, management-by-exception active, and management-by-exception passive. This leadership style also might be manifested by leaders to different extents to lead and manage employees in different organizations, educational too.

Northouse (2013) illustrated that Contingent Reward (CR) entails an exchange process between leaders and followers in which the result of subordinates gets specified rewards according to the previously set agreement between two parties. It is also described as 'let's make a deal' (Barbuto & Cummins-brown, 2007). Other scholars added that the component Contingent Reward (CR) involves an interface between leader and followers in which the leader uses rewards, pledges, and praise to motivate followers to attain the already set standard performance level. Leaders communicate with followers and groups of individuals to perform as the standard contracted (Bass & Riggo, 2006).

Management-by-exception is another component of TALS that is identified as ‘putting out the fire’ (Barbuto & Cummins-brown, 2007); it is also distinguished as it uses corrective criticism, negative feedback, and reinforcement in the exchange process. It can be described in two forms, Management-by-Exception Active (MBEA) and Management-by-Exception Passive (MBEP). The first MBEA, when a leader observes and follows closely for mistakes or rule disobedience and takes corrective action at that moment, may be needed when safety is needed for activities performed. It also keeps an eye on and corrects problems. Nevertheless, the second (MBEP) is employed for punishments and some corrective actions in the response to deviations from the already set standards (Bass & Riggo, 2006; Yukl, 2013). A leader waits and replies to problems as they happen. The above-mentioned components of TALS might be observed to some extent when educational leaders assigned work to experts in Balance Score Card (BSC) and evaluate their work on a quarter, bi-annual annual based in the organization in Ethiopian context.

In a comparison of transactional and transformational leadership styles, (Northouse, 2016, p.169) pointed out that “transformational leadership produces greater effects than transactional leadership, whereas TALS results in expected outcomes, transformational leadership results in performance that goes well beyond what is expected.” This implies that if an organization uses transformational leadership, achieves the objectives or goals beyond expectation. Thus, transformational leadership has additive value on effectiveness of job in the organizations. This study examined which leadership styles determine the employees’ job satisfaction and commitment in poly technique colleges.

2.3.3 Laissez-faire Leadership Style

A type of leadership style that handover responsibility, delay decisions, show little effort to support subordinates, and has no exchange between leaders and followers (Northouse, 2016). This style is also known as passive indifference to the job and followers, such as do not provide feedback due to a lack of emphasis on problems, and followers or employee need (Yukl, 2013).

It is also known as the “hands-off, let-things-ride approach” (Northouse, 2016, p.172). In our context, sometimes educational leaders delay work and some decisions that should be accomplished with their experts when they believed that jobs would be completely get done by their employees. Some scholars suggest that the Laissez-faire leadership style is considered to lack the presence of effective leadership and ignores followers' needs, also is deficient in concern about followers and their job. It is also included in the full-range leadership model, and it might be exhibited at a different level and extent in the study area (Yukl, 2013).

2.4. Job Satisfaction

Although there are other theories as well Herzberg's two-factor theory (Motivation-Hygiene theory) is one of the theories of job satisfaction that is most frequently referenced. The fundamental thesis is that workers in their work environment are under the impact of factor that cause job satisfaction and factors that cause job dissatisfaction. As a result, all variables that emerged from extensive empirical research are separated into variables that contribute to job satisfaction (motivators) and variables that contribute to job dissatisfaction (Hygiene factors). Company policies, supervision,

coworker interactions, working environment, pay, position, and job security are a few examples of the hygiene factors. Achievement, recognition, the work itself, responsibility, advancement, and growth are all motivators (Herzberg, 1976).

Job satisfaction includes both intrinsic and extrinsic features. The intrinsic one is that people's emotional reactions to work features that are essential to the work itself, for instance, diversity, opportunity to use their skills, and independence. Extrinsic one refers to some work characteristics outside of the job itself. The measuring scale of job satisfaction has been used in many disciplines such as education, health care center, construction, etc. (Stride, Wall, and Catley, 2008).

Different authors define job satisfaction in various ways, for instance, Belias & Koustelios (2014) considered the workers' insight into one's organization of their working situations about their friends, wages, and different incentives. In other words, it is an employee's measure to check his/himself with other people or income concerning his/her job. Spector (1997) also defined job satisfaction as an attitudinal variable that how workers feel about their jobs and various features of their jobs in the organization. In other words, JS is the extent to which employees are satisfied or dissatisfied with their job in their organization. As the above author indicated, job satisfaction comprises many facets, but most of the studies used the nine facets (dimensions), such as pay, promotion, supervision, fringe benefit, contingent rewards (performance-based reward), operating conditions (requires rules and procedure), co-workers, nature of work and communication. Thus, these nine facets of job satisfaction considered to this study.

When analyzing the nine aspects of job satisfaction, pay is defined as the contentment of employees with the amount paid. An employee's chance to advance (upgrade) from their current position is referred to as a promotion. A worker or staff member's happiness with his or her immediate supervisor is referred to as supervision. Fringe benefits are a type of employee satisfaction where the employee is happy with a non-wage form of benefit. A contingent reward is defined as a type of compensation given for an employee's excellent performance but which is not primarily monetary in nature. An operating condition is a job satisfaction aspect in which an employee is content with the policies and procedures of the company. Coworkers' facet of job satisfaction is described as the satisfaction of employees with their colleagues or workmates. The nature of work is a type of job satisfaction dimension where the employee is content with the type of work performed. Another aspect of job satisfaction is communication, which refers to how satisfied employees are with internal communication within the company (Spector, 1997).

2.5. Organizational Commitment

Organizational commitment (OC), a dependent variable in this study, is regarded as such. It is also used as an academic staff (trainers) commitment in the study area. Theoretically, categorized as affective, normative, and continuance commitment elements that make up multidimensional organizational commitment. Therefore, organizational commitment is described as a multifaceted work attitude and the psychological bond between employees and their institutions that makes it rare for employees to leave their organization voluntarily (Allen and Meyer, 1990).

The measuring scale is valid and to be continued in a variety of research (Allen and Meyer, 1996). The three components or dimensions of OC are also defined as the affective dimension of OC is employees' attachment to, empathy with, and association with, the institution. The continuance dimension of OC is also considered as grounded on the cost of the worker associated with the farewell of the organization (few occupation options, loss of advantage). The third dimension of OC, normative commitment refers to a sensation of a requirement to continue within the organization (Allen and Meyer, 1990). Meyer, et al., (2002) study proposed that the three-component model of Allen and Meyer (1990) has been used in different studies, in different countries and is applicable in other countries' cultures by giving care during translation.

2.6. The Prevailing Leadership Style

The full range leadership (FRL) paradigm devised by Bass and Avolio delineates a spectrum of leadership characteristics that leaders can demonstrate. The full range leadership (FRL) concept posits the existence of different leadership styles that span a spectrum, encompassing laissez-faire leadership on one extreme and transformational leadership on the opposite extreme. Within the spectrum of leadership styles, there exist two additional categories known as transactional and passive-avoidant leadership styles (Northouse, 2016).

Some studies have been conducted concerning transformational, transactional, and laissez-faire leadership styles, which are categorized into the full range of leadership models. For instance, a comparative study that was conducted in a higher educational institution revealed that transformational and passive avoidance leadership styles were

the dominant leadership styles (Bodla & Nawaz, 2010). A transformational leadership style is exercised more than others in the case of Indonesian managers (Passakonjaras & Hartijasti, 2020).

In the Ethiopian context, although the studies were conducted at different educational levels, the Befekadu & Feleke (2015) study indicates that except for laissez-faire, management by exception, and active and passive leadership styles, there was a difference in perceptions of leaders and subordinates for all factors of transformational and transactional leadership styles. Besides, transactional and laissez-faire leadership styles are frequently exercised in defense universities. In contrast, the Metaferia et al. (2023) study revealed that transformational leadership styles are less practiced in secondary schools in Addis Ababa. In contrast, the Zeleke & Bekele (2020) study depicted that transformational leadership style is considered the most frequently used leadership style in Addis Ababa Polytechnic colleges. The study also depicted that there were differences in the perceptions of trainers and deans in the study area.

According to a study by Mesfin & Van Niekerk (2019), deans in Ethiopia's South Nations Nationalities People Region (SNNPR) exercise both transformational and transactional leadership styles most frequently. All of the above studies utilized a multi-factor leadership questionnaire to measure the dominant leadership style that has been practiced in educational organizations. This implies that in the local context, academic leaders practiced different leadership styles that are categorized in the full-range leadership model to different extents. Furthermore, the above local and international findings showed that there were inconsistencies concerning dominant leadership styles that have been exercised in educational organizations.

2.7. The Relationship between Leadership Styles and Employee Job Satisfaction

Studies have been conducted on the link between transformational leadership style and job satisfaction in different sectors around the world. For instance, Brand and Walker (2021) on professional services firms; Khoso et al. (2021) on Joint Venture Limited; Abd Rahman (2021) on private organizations; Al-Maaitah et al. (2021) on public universities; Kishen et al. (2020) on various companies; Makhdoom and Daas (2022) on the banking sector; Holbert et al. (2021) on the public sector; Skopak and Hadzaihmetovic (2022) in food industry companies; Yohannes and Wasonga (2021) in primary schools; (Rimal, 2021) and Bin Reduan (2023) in technical vocational education and training (TVET). The majority of research studies conducted in non-educational sectors have indicated that leadership style has a significant influence on job satisfaction. For instance, Kishen et al. (2020), Khoso et al. (2021), and Abd Rahman (2021) conducted studies that demonstrated a positive relationship between the existence of a transformational leadership style and employees' job satisfaction. Leaders use transformational leadership to inspire, intellectually excite, and meet the needs of their subordinates (Choi et al., 2016).

In the context of African countries, specifically the county government of Kakamega in Kenya, Barasa and Kariuki (2020) and Mgaiwa (2023) in Tanzania university research studies revealed that employees had a positive inclination towards the concepts of transformational leadership and its impact on employee job satisfaction. Contrary to the above study, the Idiegbeyan-Ose (2018) study found that leadership style played a significant role in the observed low levels of job satisfaction in private universities. The Mefi and Asoba (2021) study also found a non-linear relationship

between leadership styles and employee job satisfaction in an Eastern Cape Province higher education institution. In other words, leadership styles were not correlated with job satisfaction. This indicates that there were inconsistencies in the research's findings and that a variety of factors, besides leadership styles, affect job satisfaction.

The link between transformational leadership and job satisfaction is also carried out across various educational levels in various contexts, including Mirsultan and Marimuthu (2021) in secondary schools; Zeleke and Obang (2021) in teachers' education and health science colleges; Elmazi (2018) on high school teachers; Yohannes and Wasonga (2021) in the public first circle; and Nazim (2016) in secondary schools and teachers' colleges. For instance, a study on public universities by Al-Maaitah et al. (2021) found that transformational leadership improved job satisfaction. This study suggested that leaders should choose a leadership style based on their circumstances and relationships and use it in public institutions. As indicated in Mehrad's (2020) study, Herzberg's motivation-hygiene theory matters in universities. The study stresses the importance of motivators for job satisfaction rather than job dissatisfaction. To obtain optimal results, workers and leaders research must recognize this reality and identify the main internal and external elements that affect job satisfaction.

Secondary school-level studies show that transformational leadership boosts teachers' job satisfaction. The association between job satisfaction and school effectiveness emphasizes principals' conscientiousness and the use of effective methods to boost teachers' job satisfaction (Elmazi, 2018). Similarly, school administrators' transformational leadership styles were more significantly linked to teachers' job satisfaction (Cansoy, 2019; Mirsultan and Marimuthu, 2021; Baluyos et al., 2019). In

addition, Nazim (2016) indicated that there is a substantial positive correlation between the subscales of transformational leadership style and the subscales of job satisfaction.

A study conducted in Technical and Vocational Education and Training (TVET) schools in Kathmandu, Nepal, by Rimal (2021) found a moderate level of job satisfaction among staff. This finding demonstrates a positive correlation between job satisfaction and job performance among employees. Additionally, Bin Reduan's (2023) investigation in Mukah, Malaysia, in TVET had modest job satisfaction of academic staff. Job satisfaction is crucial to performance and quality. High job satisfaction leads to greater contributions and commitment to the organization, particularly the educational one. Thus, it is important to achieve organizational goals effectively.

In the context of Ethiopia, Kebede and Demeke (2017) found that faculty job satisfaction was positively correlated with transformational leadership styles in Ethiopian public universities. Zeleke and Obang (2021) at Gambella Teachers' Education and Health Science College showed that all nine work satisfaction measures were significantly correlated with transformational leadership styles. Another study by Zeleke and Kifle (2020) indicated that transformational leadership positively and significantly affected intrinsic and extrinsic job satisfaction. The study suggested that leaders change their leadership style to boost employee job satisfaction in the organization.

On the contrary, the Yohannes and Wasonga (2021) study indicated teachers have low job satisfaction, with transformational leadership having moderate to low associations in secondary schools. Additionally, Metaferia's qualitative research in another setting highlights the detrimental impact of a lack of transformational leadership

on teachers' job satisfaction, emphasizing the need for improved leadership practices and delegation of authority to teachers and staff members (Metaferia et al., 2023). This implies that transformational leadership styles are essential in developing countries to enhance the job satisfaction of academic staff. However, there is a variation in job satisfaction and inconsistencies among results across different educational institutions and organizations. Thus, it is essential to examine the role of transformational leadership style for job satisfaction among academic staff members in polytechnic colleges in an Ethiopian context.

When looking the different studies with their methods, designs, sample respondents, and analysis methods, for instance, Bernarto et al. (2020) scrutinized the influence of transformational leadership on job satisfaction and other related variables. The study was conducted on teachers in Indonesia. 127 respondents participated and data were collected through an online five-point Likert scale questionnaire. Data were analyzed with partial least square-structural equation modeling (PLS-SEM). Thus, the study found that job satisfaction is influenced by transformational leadership style.

Another study by Duyan and Yildiz (2020) also got a similar result in Turkey. It investigated the influence of transformational leadership on job satisfaction. It was conducted by participating 208 sample respondents from academic staff at faculties of sports science in Turkey. Data was collected using a job satisfaction questionnaire and MLQ. Both items used a five-point Likert scale to measure. The data were analyzed by using descriptive statistics, correlation, and hierarchical regression analysis. Therefore, the study indicated that job satisfaction was toughly affected by the transformational

leadership style. The study suggested that the leaders in the organization ought to adopt and show a transformational leadership style concerning the context.

With a quantitative method, Jameel and Ahmad (2019) investigated the impact of leadership style on job satisfaction in Iraq. The research found that there were few studies on the subject in the field of education. 137 members of the academic staff in all took part in the study. Analysis of Moment Structure (AMOS) was utilized to determine the impact of transformational leadership style on job satisfaction after the data were subjected to structural equation modeling. Additionally, 20 questions from Bass and Avolio's (2004) MLQ and JSS items derived from Spector's (1985) JSS were utilized in the study. It was discovered that transformational leadership enhanced worker job satisfaction.

Additionally, individual consideration is the aspect of transformational leadership that has the greatest impact on employee job satisfaction at Cihan University in Erbil, Iraq. It was suggested that to increase employee job satisfaction, university administrators should place enough emphasis on transformational leadership.

However, the leadership style is not from FRLM, Ilham (2018) considered the influence of leadership style and organizational culture on job satisfaction and performance in Indonesia. The result of the study indicates that leadership style had a direct effect on employees' job performance, but it consists of other two variables. The study used Partial Least Square (PLS) and confirmatory factor analysis to scrutinize the data and took 36 sample respondents. The leadership styles were participative style, authoritarian style, bureaucratic style, and task-oriented.

Mehrad and Fallahi (2014) also reviewed the effect of leadership style on job satisfaction in a public organization. The review concludes that there were positive and

significant relationships between the two variables. It also showed that there was a lack of awareness and skill to make a favorable environment in the workplace of educational organizations. So, the study proposed that to use an appropriate leadership style, there is a need to train educational leaders or managers properly training to equip them with the necessary leadership skills to enhance teachers' job satisfaction. The above studies indicate that leadership style affects employee job satisfaction in organizations.

In the educational context, Ali and Dahie (2015) studied the link between job satisfaction and leadership style. The study was conducted in secondary schools in Somalia by participating 200 sample respondents. The study used an explanatory descriptive research design. The study employed regression and correlation analysis to identify the link between dependent and independent variables. The result of the study indicated that the three leadership styles had a positive and significant effect on secondary school teachers' job satisfaction.

In the National context, Mulugeta (2010) examined the link between leadership style and job satisfaction. It is conducted in a college of education, Addis Ababa University, Ethiopia. The study followed a quantitative research approach. 55 sample respondents participated in the study. Data were collected with MLQ and the Mohrman-Cooke-Mohrman Job satisfaction scale. Full range theory of leadership which includes transformational, transactional, and laissez-faire leadership were considered as an independent variable while job satisfaction was taken as a dependent variable. The data were analyzed using correlational analysis. However, the study had its limitations for generalizability, the result of the study indicated that there was a link between the two variables (leadership style and job satisfaction). The study also suggested that department

heads should reconsider their leadership style to enhance job satisfaction, and correspondingly make an adjustment to their leadership behaviors which decline employees' job satisfaction.

Similarly, Kebede & Demeke (2017) examined the link between JS and transformational leadership style by using a cross-sectional survey and correlational research design on selected Ethiopian public universities. 382 sample respondents were selected from four universities (Addis Ababa, Bahir Dar, Mekelle, and Jimma University). It used a relatively large sample size from the above Mulugeta's (2010) study. The study used MLQ and JSS to collect data. Binary logistic regression analysis was used to analyze data. The result of the study showed that faculty job satisfaction was positively influenced by transformational leadership style and if leaders' leadership styles increase, faculty job satisfaction, and organizational effectiveness are enhanced. It could be evidence that for organizational effectiveness; the transformational leadership style has an overriding effect.

Zelege and Kifle (2020) examined the relationship between leadership style, job satisfaction, and organizational change perception with a total sample of 310 sample respondents. The study was conducted in Ethiopian electric utility by using a correlational research design which is similar to Kebede & Demeke (2017) study. The data were collected with MLQ, JSS, and Organizational Change Recipients Beliefs Scale (OCRBS). Data were analyzed with descriptive statistics (percentage, mean and standard deviation) and also, inferential statistics such as MANOVA, Pearson correlation coefficient, and regression analysis. The result of the study indicated that transformational leadership had a positive and significant relationship with intrinsic and

extrinsic job satisfaction factors. The study proposed that to enhance employees' job satisfaction in the electric utility, leaders should improve their leadership style. However, this study took a large number of samples and similar data-gathering tools from the above Mulugeta's (2010) study, but it was not conducted in educational organizations.

Unlike Zeleke and Kifle (2020), Tesfaw (2014) investigated the education sector, of secondary school teachers in Ethiopia. The study is concerned with the link between transformational leadership and job satisfaction. A total of 320 sample respondents participated in the study. Data were collected via MLQ and teachers' job satisfaction questionnaires (TJSQ) that were prepared by the researcher. Data were analyzed with Pearson product-moment correlation coefficient, stepwise regression, mean score, and standard deviations. The study's findings thus showed a moderate correlation between the transformational leadership style and teachers' job satisfaction. To enhance their leadership style and the satisfaction of teachers at job, school administrators should give teamwork the attention it deserves. In contrast with Mulugeta's (2010) study, this study was employed only transformational leadership style as independent variable from FRLM. The study thus supports Bass' (1985) assertion that transformation leadership is applicable across a range of societies, but it also made the case for additional research in other areas by incorporating intervening variables and other variables, such as demography. Therefore, the research mentioned above shows that leadership style, particularly transformational leadership, has an impact on employees' job satisfaction across various organizations.

2.8. The Relationship between Leadership Styles and Organizational Commitment

Organizational commitment is regarded as a dependent variable in this study. Numerous pieces of research across the globe have revealed correlations between leadership styles and OC. For instance, Aghashahi et al. (2013) looked at the connection between leadership style and organizational commitment, 300 workers in Kuala Lumpur, Malaysia, who work in the service sector, participated in the study, which used a cross-sectional research approach. To assess organizational commitment and leadership style, it used OCQ and MLQ, respectively. The data were analyzed using descriptive and inferential statistics. To distinguish which leadership style can affect the aspects of organizational commitment, multiple regressions were used. The results of the study revealed a direct and advantageous association between affective and normative commitment dimensions and transformational leadership style. This suggests that the transformational leadership style might predict both emotional and normative commitments.

Similarly, Afzal (2019) investigated the effect of transformational leadership on organizational commitment, but the study incorporates an additional variable, i.e. emotional intelligence as a mediating variable. The study was conducted in the office of Bappeda located in Banda Aceh by participating 55 respondents. The study followed a quantitative approach and also used structural equation modeling to analyze the data. The study exhibited that transformational leadership style had a direct effect on organizational commitment, but emotional intelligence does not have a moderating effect on them. The author proposed that leaders are not expected emotional intelligence in order to enhance organizational commitment since it had no moderating effect on the two variables.

Alzubi (2018) studied leadership style and organizational commitment by incorporating organizational culture and turnover intentions in the Jordanian context. Leadership behavior includes transformational and transactional leadership styles with their components. Besides, organizational commitment comprises three dimensions; affective, continuance, and normative commitment. A study was conducted by participating 300 respondents by distributing a 5-point Likert scale questionnaire. The study followed a quantitative research approach. The data were analyzed by using the Partial Least Square (PLS) technique to run SEM. The result of the analysis showed that leadership behavior was negatively linked with turnover intentions, but organizational commitment had a positive link with turnover intentions. It proposed that the organization ought to provide monetary and non-monetary rewards to stay employees in the organization. Besides, it should provide continuous feedback to employees with two-way communication to encourage interaction between them.

In the education sector, Zacharo, Koutsoukos, and Panta (2018) studied the relationship between transformational leadership and teachers' organizational commitment. The survey was conducted in Greece. About 171 respondents participated in the quantitative phase, and ten permanent teachers participated in an interview for the qualitative approach. The study employed 27 question-statements leadership questionnaire. It also used t-test, correlation, and ANOVA to analyze the data. The result indicated that transformational leadership affected secondary school teachers' commitment. This study is quite different from Alzubi (2018) and Afzal (2019). It used interviews conducted in the education sector.

In the national context, Befekadu and Feleke (2015) examined the link between leadership style and organizational commitment. The study followed a quantitative approach. However, it is conducted in the military sector, i.e. at Defense University, Ethiopia. It employed a correlational descriptive survey research design. 153 sample respondents participated in the study. Data were collected by using MLQ and OCQ with a five-point Likert measurement scale. The study considered a Full range of leadership that includes transformational transactional and laissez faire leadership as an independent variable, while organizational commitment that comprises three dimensions (Affective, normative, and continuance) was considered as a dependent variable. Data were analyzed using Descriptive statistics, an independent sample t-test, and a two-tailed Pearson Correlation. The result of the study portrayed that both transformational and transactional leadership styles of leaders had a link with organizational commitment; however, there was no significant correlation between laissez-faire leadership style and organizational commitment. The study proposes that leaders utilize various approaches to enhance leadership and organizational commitment.

Similarly, Zeleke and Bekele (2020) also investigated the perceived relationship between leadership style and organizational commitment. Unlike, Befekadu and Feleke (2015), it was done in the education sector. The study followed a quantitative research approach and a correlational research design. It used MLQ and OCQ to collect data on leadership style and organizational commitment similar to Befekadu and Feleke's (2015). The Data were analyzed with descriptive statistics (frequency mean score, standard deviation), a two-tailed Pearson correlation analysis, an independent sample t-test, and regression analysis. 234 sample respondents participated in the study. The analysis of the

study showed that the three leadership styles under the theory of full range of leadership had a significant and positive link with dimensions of organizational commitment, except affective commitment had a weak and negative relationship with the laissez-faire leadership style. The study proposed that organizations prepare different incentive mechanisms to enhance employees' job commitment, such as improved payments, training, and other benefits to their employees. Therefore, the above studies show a link between leadership styles, particularly transformational and transactional leadership, and organizational commitment in different contexts.

2.9. The Link between Employee Job Satisfaction and Organizational Commitment

Researchers have been conducted on the relationship between job satisfaction and organizational commitment in different organizations and contexts. For instance, Khan and Jan (2015) in hospitals; Ismail and Razak (2016) in the Fire and Rescue Department; Candelario et al. (2020) on employees of government agencies; Ferdus and Kabir (2018) in private banks; Pham Thi et al. (2021) in small and medium-sized enterprises; and Ebraze et al. (2019) in the ministry of health and medical education. Their findings of the study indicated that the job satisfaction of employees had an impact on their organizational commitment. Therefore, a satisfied employee demonstrates dedication to the organization.

Research studies have also examined the correlation between job satisfaction and organizational commitment in various educational institutions. According to a study by Gopinath (2020) in higher education institutions, the organizational commitment of academic leaders in Tamil Nadu universities had an impact on their job satisfaction.

Mahmood Aziz et al.'s (2021) study also revealed a direct relationship between job satisfaction and organizational commitment in private institutions located in the Kurdistan area of Iraq. The study noted that employee satisfaction positively correlates with increased levels of organizational commitment. Moreover, improving this component has the potential to lead to a rise in organizational commitment.

Job satisfaction and organizational commitment have a strong and statistically significant association at higher education institutions in Vietnam (Nguyen et al., 2021). The findings of the study also demonstrate a favorable correlation between job satisfaction and organizational commitment. This research offers a complete methodology for Vietnamese higher education institutions (HEIs) to enhance staff performance and retention. It achieves this by analyzing the various factors that influence satisfaction and organizational commitment, which in turn impact outcomes. Cahyono et al.'s (2020) study also found that job satisfaction significantly and favorably influences lecturers' organizational commitment in a private higher education institution. In addition, Sari and Seniati (2020) identified a notable and favorable association between the employment satisfaction of academics and their organizational dedication. Bashir and Gani (2020) have found that job satisfaction significantly affects the organizational commitment of university professors in India.

Furthermore, Ingsih et al. (2020) found that income and workplace environment have a significant influence on job satisfaction. Moreover, the amalgamation of remuneration, work setting, and contentment with the job explained 97.4% of the disparity in organizational dedication. Batugal (2019) also established that job satisfaction predicts organizational commitment. The results are crucial for improving

organizational commitment and exploring various strategies to increase job satisfaction among the academic members of the St. Paul University System. In contrast, Romi et al. (2020) found that job satisfaction does not have a statistically significant impact on organizational commitment by using structural equation modeling among higher education lecturers in Indonesia. This implies that there were inconsistent of results regarding two variables.

Manalo et al. (2020) employed structural equation modeling (SEM) to investigate the influence of motivation and job satisfaction on organizational commitment and work engagement among teachers in private secondary schools. The results indicated that motivation and job satisfaction had notable and favorable impacts on both organizational commitment and work engagement. Instructors who possess a strong sense of motivation and satisfaction in their career also exhibit a notable level of dedication and loyalty to their organization.

With regard to polytechnics, the Loan (2020) study revealed that many elements of organizational commitment, including normative commitment, continuance commitment, and emotional commitment, exert a substantial and positive impact on job satisfaction. Enhancing job satisfaction among Polytechnic personnel is dependent on strengthening organizational commitment. While Omar, Salleh, et al.'s (2020) study acknowledges the importance of dedication in relation to job satisfaction, it also highlights a lack of studies specifically focused on polytechnic personnel.

In an Ethiopian context, the study conducted by Getahun et al. (2016) revealed a positive correlation between teachers' job satisfaction and organizational commitment in

primary schools located in Bonga Town. The study also suggested that educational leaders should establish a favorable climate to bolster teachers' organizational commitment. In addition, in order to augment teachers' job satisfaction, educational leaders should include teachers in the decision-making process and offer capacity-building training specifically tailored to the subject matter at the school level. Besides, Abebe and Markos (2016) demonstrate a positive correlation between job satisfaction and organizational commitment within the setting of public higher education. The study recommended that the university prioritize promotion, fringe benefits, and contingent rewards in order to enhance instructors' job satisfaction inside the educational institution.

Hence, the aforementioned studies have demonstrated a correlation between job satisfaction and organizational commitment to different extents and contexts. However, there needs to be more research in developing nations like Ethiopia, particularly regarding the impact of job satisfaction among academic staff on their organizational commitment to polytechnic colleges with different cultural backgrounds. Furthermore, the findings of the study exhibited discrepancies, with the majority originating from domains beyond technical and vocational education.

As indicated in chapter three, job satisfaction is considered a mediating variable in this study. The investigation found that JS had a link with organizational commitment in a different context. To see these studies with their methods, designs, sample respondents, and data gathering tools, for example, Khan and Jan (2015) studied organizational commitment and job satisfaction in health organizations. The study used a correlational research design. One hundred twenty-five respondents participated in Dera Ismail Hospitals. To measure the link between variables, correlation and regression

analysis were applied. They found that the factors which affected organizational commitment were, pay, promotion, and work environment. But, work, co-workers, and supervision had a secondary role predict the organizational commitment in that health organization.

Similarly, Ismail and Razak (2016) explored the influence of job satisfaction on organizational commitment in the Fire and Rescue Department of Malaysia. A cross-sectional research design was employed. Data was gathered with questionnaires that were developed based on job satisfaction literature. Unlike, Khan and Jan's (2015) Smart PLS path model and confirmatory factor analysis used to analyze the data. In the study, both intrinsic and extrinsic features of job satisfaction were considered independent variables, while organizational commitment was used as a dependent variable. The investigation designated that intrinsic and extrinsic job satisfaction futures had a significant relationship with organizational commitment. The study recommended that further research be needed with a large sample of data and mediating effect with other variables.

Despite the fact that organizational commitment and employee performance are critical factors for an organization's survival, little attention has been paid to them, according to Babalola's (2016) study. Furthermore, his research demonstrated that job satisfaction had an impact on organizational commitment; however, the study also took into account other factors like job performance and relationships between employees and supervisors. Like Ismail and Razak (2016), a cross-sectional research design was used. In the study, 255 media employees participated in Nigeria, and step-wise multiple regressions were used to analyze the data. It was gathered by using 36-item multifactor leadership questionnaires (MLQ) to measure leadership styles. A 10-item job satisfaction

questionnaire was used to measure JS of employees. Unlike the above other studies, the study also used 15 items organizational commitment scale to measure employee commitment. The study suggested that job satisfaction is vital variable for employee commitment, and training is an essential for both employees and leaders to enhance employee performance.

Donald, et al., (2016) investigated the connection between organizational commitment and job satisfaction in the South African higher education sector. A quantitative research method was used. Data was collected using the 18-item Minnesota Satisfaction Questionnaire (MSQ), which has a 5-point Likert scale, and the organizational commitment was assessed using the organizational commitment questionnaire (OCQ). In their survey, 302 academic staff respondents took part. ANOVA, T-test, and correlation were used to evaluate the data. As a result, there was a positive connection between organizational commitment aspects including affective and continuous commitment and job satisfaction. It also implied that research is necessary at both the academic and theoretical levels of organizational behavior and industrial psychology.

However, Batugal and Tindowen's (2019) examination of the connection between teachers' organizational commitment and job satisfaction also takes into account organizational culture. The study underscores the significance of job satisfaction in Philippine institutions of higher learning. It used descriptive survey designs and correlational survey designs. There were 129 academic participants. The organizational commitment was assessed using an OCQ with 18 modified questions and a seven-point scale. The Saint Paul of Chartres Education Apostolate (SPCEA) developed the job

satisfaction questionnaire (JSQ), which has 35 items, 13 components, and a 4-point scale. To establish the link between the variables, descriptive statistics like frequency, percentage, and weighted mean were used to evaluate the data. Accordingly, the survey discovered that teachers were content and devoted to their organizations. The policymakers and understanding of the connections between variables in educational institutions have greatly benefited from this study.

Motalebi & Marşap (2020) studied the role of job satisfaction and organizational commitment as a determinant of organizational citizenship behavior. The study used Allen and Meyer's (1991) organizational commitment questionnaire with 24 questions, and the Minnesota Satisfaction Questionnaire (MSQ) having 19 questions used to measure employees' job satisfaction. The study employed a descriptive-correlational research design, Chi-square test, and regression correlation to analyze the data. 210 sample populations participated that selected simple random sampling in Azerbaijan providence. Therefore, the study found that job satisfaction is an essential variable to enhance productivity, fewer quits, and decrease absenteeism. Besides, it confirmed that individuals who have a higher level of affective commitment stay long in that organization and employees feel want and attachment to their organization. It also found that job satisfaction and its dimensions had a relationship with the organizational citizenship behavior of welfare workers.

In contrast to the study by Motalebi and Marşap (2020) mentioned above, Gopinath (2020) took into account the impact of job satisfaction on organizational commitment. The study's ex-post-facto research design was used in a higher education setting. 145 sample respondents took part in the survey. The study used self-administered

questionnaires to gather information. The data was analyzed using correlation, ANOVA, and regression analysis. In the study, commitment was a dependent variable, and job satisfaction was regarded as an independent variable. As a result, the two factors had a positive and substantial relationship. Organizational commitment impacted job satisfaction, and vice versa.

A descriptive survey and correlational research design were used by Candelario et al. (2020) to examine the connection between OC and JS. The survey attracted 50 employees. However, a government organization in Northern Philippines conducted the study. An approach to quantitative research was used in the study. The Allen and Meyer (1990) OCQ and job satisfaction questionnaire were used to collect the data. As a result, devoted government workers were happy in their positions, and vice versa. According to the survey, to increase job satisfaction, an organization's leader should continue their professional development.

The connection between organizational commitment and job satisfaction was also researched by Allida (2021). Contrary to Candelario's et al (2020) study considered into higher education facilities in Northwest Haiti. It is a quantitative study that utilizes correlational and descriptive research methods. 55 employees took part in the study. It used a 20-item, 5-point Likert scale MSQ and an OCQ to gauge employee commitment to the company and their jobs, respectively. The mean and correlation were used to analyze the data. Although there was a small and positive correlation between normative and occupational satisfaction, emotional commitment showed a substantial and positive correlation. Additionally, higher education respondents admitted a moderate level of job satisfaction. The study also suggested that organizations should offer both intrinsic and

extrinsic motivation to employees in order to improve job satisfaction. Bashir and Gani's (2020) structural modeling study also show the impact of job satisfaction on the organizational commitment of university lecturers in India. 396 academics in total participated in the survey. Based on the study, job satisfaction affected organizational commitment.

The study conducted in the banking sector by Ferdus and Kabir (2018) also indicates that there was a link between the two variables. It is examined in a private bank in Dhaka Metropolitan City, Bangladesh by using a causal research design. Data were collected with a five-point Likert scale questionnaire and analyzed with parametric statistical analysis techniques. To measure the link between the two variables, Pearson correlation moment and regression analysis were used. 354 sample respondents participated in the study. The study explored that employees had a moderate level of job commitment, but had a high level of job satisfaction and positive attitude toward their job in the bank sector. The study endorsed that leaders ought to provide due to emphasize enhancing the workers' job satisfaction factors, for example improving work conditions, benefits programs, rewards, the work itself as well as different promotions.

A correctional study conducted on southern correctional staff in the USA by Lambert (2021) shows the significance of organizational trust for both job satisfaction and organizational commitment. It employed multivariate analysis, such as multiple regressions. 322 sample respondents participated in the study. Both job satisfaction and organizational commitment are considered dependent variables; whereas coworkers' trust, supervisor trust, and management trust are used as independent variables. The study result depicted that organizational trust variables were essential in developing employees'

job satisfaction and organizational commitment. The study proposed that leaders should be fair in assigning training and promotion. Besides, leaders should involve employees when they make decisions to develop organizational trust as well as to improve job satisfaction and organizational commitment.

However, the study incorporates organizational citizenship behavior as a third variable, Nugroho, El Widdah, and Hakim's (2020) study indicates JS is essential for school performance. It was conducted to see the effect of organizational citizenship behavior in an Indonesian school. It followed a quantitative research approach, and data was collected with electronic questionnaires. 150 senior high school teachers participated as sample respondents in the study. It employed partial least squared (PLS) to analyze the data. Thus, job satisfaction had a significant and positive link with school performance. Consequently, if the school fulfills the job satisfaction facets for teachers, such as salary, promotion, coworkers, supervision, and job itself, an organizational citizenship behavior to be improved.

Widodo and Damayanti (2020) examined the significance of job satisfaction as a mediator between reward and personality effects on organizational commitment. It took place in Indonesian vocational schools. 154 teachers from public vocational high schools took part as sample respondents. Path analysis was utilized in a study together with descriptive statistics to analyze the data. Data was collected using self-developed questionnaires. Consequently, in addition to incentive and personality, job satisfaction had a direct effect on commitment; however, personality had an indirect influence.

In the national context, Getahun, Ferede, and Hunde (2016) scrutinized the link between organizational commitment and teachers' job satisfaction. The study was in primary schools of Bonga Town, Ethiopia. It followed a correlational research design. It employed standardized questionnaires such as JSS and OCQ to collect data. The data were analyzed using descriptive statistics (mean score and standard deviation), t-test, correlation analysis, and t-test. Thus, there was a positive link between teachers' job satisfaction and organizational commitment. It was recommended that educational leaders should create a promising environment to enhance teachers' organizational commitment. Besides, to enhance teachers' job satisfaction, educational leaders should involve teachers in decision-making and should provide capacity-building training at the school level in the study area.

A study on a higher educational organization by Abebe and Markos (2016) also shows the link between two variables in the national context. 100 participants were selected from 787 populations with the probability sampling technique. The study employed Spector's (1985) Job satisfaction survey (JSS) and Meyer and Allen's (1991) questionnaire to measure teachers' job satisfaction and organizational commitment. The data were analyzed with Pearson's product-moment correlation coefficient, t-test, and ANOVA. The study found that job satisfaction had a positive link with organizational commitment. In other words, when increasing the level of satisfaction of teachers, the level of commitment would be enhanced more. The study suggested that the university should pay attention to promotion, fringe benefits, and contingent rewards to increase teachers' job satisfaction in the educational organization. Therefore, the above studies

indicated that there was a link between job satisfaction and organizational commitment in different organizations at different extents and levels.

2.10 Factors Influencing Job Satisfaction and Organizational Commitment

Studies found that there were links between job satisfaction and organizational commitment to different extents and contexts. Besides, many factors can affect these two variables. For instance, the Mwesigwa et al. (2020) study showed that some factors, such as job satisfaction, academic staff age, length of service, position level, and leadership styles used, have an impact on organizational commitment among academic staff in public institutions. The Nguyen et al. (2021) study confirms that different external factors, including job characteristics, supervision, working conditions, salary, and recognition, have a substantial and beneficial impact on job satisfaction.

Organizational culture influences both commitment and job satisfaction. According to the findings of Batugal's (2019) study, fostering an organizational culture that values and respects each member of the staff ultimately results in increased levels of employee job satisfaction and organizational commitment. Enhanced job satisfaction and a more favorable organizational culture correlate with greater organizational commitment. Batugal and Tindowen's (2019) research also illustrates that among the four distinct categories of culture, clan culture has a marginally positive influence on educators' job satisfaction and a substantial positive influence on their organizational commitment.

Additionally, leadership is a component that influences job satisfaction. Cahyono et al.'s (2020) research provides evidence that elements of transformational leadership,

such as the idealistic effect, Individualized consideration, and intellectual stimulation, significantly and positively influence job satisfaction. Babalola's (2016) study found that job satisfaction, the quality of supervisor-employee interactions, and the laissez-faire leadership style significantly influenced organizational commitment. Besides, Metaferia et al.'s (2023) study empirically demonstrates that transformational leadership significantly predicts instructors' organizational commitment in the Ethiopian context. Furthermore, the research suggests that enhancing the execution of transformational leadership can enhance educators' dedication to the institution, leading to superior academic achievements.

Abebe and Markos (2016) study in Ethiopia suggested various job satisfaction-related factors, such as promotion, supervision, fringe benefits, contingent rewards, task nature, and communication, influence organizational commitment. Furthermore, the study have found that employees who possess higher educational qualifications, have been with the organization longer, are married, and are older exhibit greater levels of commitment. Conversely, Getahun et al. (2016) identified gender as the only demographic variable that demonstrated a significant and positive correlation with job satisfaction in their research.

Strengthening organizational commitment, specifically in terms of normative commitment, continuity commitment, and affective commitment, is a prerequisite for increasing job satisfaction among polytechnic personnel (Omar, Salleh, et al., 2020). Additionally, the Omar, Rafie, et al. (2020) study revealed that it is critical to improve the performance of polytechnic personnel by increasing their job satisfaction. Thus, various

factors affect job satisfaction and organizational commitment, nevertheless studies in the context of polytechnic colleges in Ethiopia are scarce.

2.11. The Effect of Leadership Style on Job Satisfaction and Organizational Commitment

Different studies have been conducted concerning the link between leadership styles, job satisfaction, and organizational commitment in various contexts. Some study results revealed that leadership styles affected employee job satisfaction and organizational commitment in various organizations such as health, construction, Limited Liability companies, businesses, and others. For example, Purnomo and Novalia (2019) studied the influence of transformational leadership style on job satisfaction and organizational commitment. They followed a quantitative research approach. 70 employees participated as sample respondents are engaged in the field of airlines in Indonesia. A five-point Likert scale self-administered questionnaires were used to collect data about three variables. Besides, linear and multiple regressions were employed to analyze the data. As a result, transformational leadership style had a significant link with job satisfaction, however, contrary to past literature, job satisfaction was not found to be linked with organizational commitment. Therefore, the study proposed that the leaders should increase the loading of workers to make enhance the trustworthiness of the company.

Dappa, Bhatti, and Aljarah (2019) investigated the influence of TFLS on JS by incorporating organizational commitment. It was made in the bank sector of North Cyprus and followed a quantitative approach. It employed MLQ, OCQ, and JSQ to gather

data. 400 sample respondents participated. Data were analyzed with descriptive statistics, linear regression, and factor analysis. Hence, transformational leadership had a positive correlation with job satisfaction. It proposed that transformational leadership is essential to lead the bank sector to create a fair working environment and achieve commitment.

The link between transformative leadership, job satisfaction and affective commitment was examined by Ratina et al (2021). It was conducted at Indonesia's Harapan Mulia Hospital, a medical investigation. It used of an explanatory research design. Additionally, 170 sample respondents participated. Data analysis was done using structural equation modeling (SEM). Transformational leadership consequently has an impact on employee job satisfaction. To put it another way, transformational leadership would raise employee happiness. The association between affective commitment and transformation leadership was likewise positive and significant. The study argued that transformational leadership is essential in health organizations for encouraging commitment and job satisfaction among staff members.

Leadership, job satisfaction, organizational commitment, and trust were all investigated by Palupi, Cahjono, and Satyawati (2017) in Indonesia Limited Liability Company. A quantitative research methodology was used in the investigation. For the data analysis, SEM was used. 190 workers participated in the study as sample responders. As a result, both organizational commitment and job satisfaction were influenced. Additionally, job satisfaction among employees is determined by leadership. In the same country, Karya, Mardhotillah, and Sahrin (2021) also considered the link between four variables in the business sector of Surabaya, Indonesia. They investigated by using a quantitative research approach and a descriptive explanatory method. Their analysis

technique was SEM-PLS. Data were collected using questionnaires and measured 5-point Likert scale. Thus, leaders' leadership styles influence both job satisfaction and organizational commitment. The two variables also affect job performance. The study proposed that to enhance job satisfaction, organizational commitment, and job performance, leaders should remain using a transactional leadership style.

Sarwar, et. al. (2015) investigated the influence of leadership style on organizational commitment and job satisfaction in the information technology (IT) research and development department in Pakistan. The study employed Bass and Avolio's (1995) MLQ, Allen and Meyer and Smith's (1993) OCQ, and Job satisfaction questionnaires. It used Pearson correlation, regression analysis, and confirmatory factor analysis. However, the study has its limitation by excluding the laissez-faire leadership style; it found that both transactional and transformational leadership had a positive effect on organizational commitment and job satisfaction of employees. The study suggested that the relevance of the model should be further investigated in other settings. Particularly, the researchers advised the result of the study to be tested in different countries and regions, and different departments, such as educational, financial, marketing, and others.

Toban and Sjahrudin's (2016) study designates that servants' performance and transformational leadership had a mediating effect on the link between JS and OC. The survey was conducted in regional work units, Makassar, South Sulawesi Province, Indonesia. It used a cross-sectional survey. 197 servants in regional work units participated as sample respondents. The study was an explanatory research type. In this regard, it found that both job satisfaction and organizational commitment are affected by

transformational leadership style. Besides, servant performance and transformational leadership were fully mediated by both job satisfaction and organizational commitment. It also suggested that transformational leadership is essential to enhance servant performance, organizational commitment as well as job satisfaction by increasing the self-efficacy and self-esteem of employees in a particular organization and may provide climaxes for further researchers.

Kerdngern and Thanitbenjasith (2017) studied the effect of contemporary leadership (that comprises transformational and authentic leadership style) on job satisfaction and organizational commitment. The study was conducted in Thailand by considering the construction industry or firms by participating 450 samples for the quantitative and 10 participants for the qualitative phases. It utilized an explanatory mixed-method design. The study employed structural equation modeling to analyze the data. Besides, the study also used Pearson correlation and path analysis to analyze that data. Confirmatory factor analysis was employed to validate the questionnaire, however, which type of questionnaire employed has not been mentioned unless it was used as a 4-point Likert scale questionnaire. Thus, the contemporary leadership style (transformational and authentic) had a positive effect on both job satisfaction and employee commitment in the organization though; the study has limitations on being unable to distinguish small, large, and medium construction firms. Thus, most of the above studies discussed that transformational leadership style influenced employees' job satisfaction and organizational commitment in non-educational organizations, such as the banking health and construction sector.

Another investigation in the education sector indicates that transformational leadership is also essential for educational organizations to enhance employees' job satisfaction and organizational commitment. For example, Sayadi, (2016) study showed that transformational and transactional leadership styles were essential to improving teachers' job satisfaction and organizational commitment in the Iranian context. The study used a descriptive-correlational research design. Pearson correlation and regression analysis were used to analyze the data. A total of 387 teachers participated and were selected from 42 schools. It used the Minnesota Satisfaction Questionnaire (MSQ) to measure job satisfaction, and MLQ to measure leadership style factors (transformational, transactional, and non-leadership style). The study also employed an organizational commitment questionnaire (OCQ) to measure commitment. Hence, the study showed that transformational and transactional leadership factors had a positive link with organizational commitment and teachers' job satisfaction. Besides, charismatic leadership predicted JS and values commitment. However, the teachers' commitment was strongly and negatively determined by the laissez-faire leadership style.

Yavirach, (2015) also studied on educational sector regarding the impact of leadership style on job satisfaction and organizational commitment to affect team effectiveness in Thailand Universities. The study followed a mixed research approach to investigate the problem. It employed a Multifactor leadership questionnaire (MLQ), Job satisfaction survey (JSS), and organizational commitment questionnaire (OCQ) to measure leadership style, job satisfaction, and organizational commitment. Analysis of model statistical software was used to analyze the data. Data were analyzed using structural equation modeling (SEM) which includes confirmatory factor analysis,

multiple regression, and path model. The study employed the Full Range Leadership Model (FRLM) as a theoretical framework, and three variables such as leadership style, job satisfaction, and organizational commitment considered independent variables, and team effectiveness was used as a dependent variable. Thus, it found that transformational and transactional leadership styles had a direct influence on employees' commitment and job satisfaction, but they had a consequent effect on team effectiveness. The study also suggested that to get more job satisfaction for employees, leaders of the university need to adopt both transformational and transactional leadership styles in the organization.

Secondary schools study by Dou, Devos, & Valcke, (2017) also showed the significance of transformational leadership in leading teachers in china. The research was made in 26 senior secondary schools. A total of 528 teachers and 59 school principals participated. The study used teachers' and principals' questionnaires by translating English into Chinese context and employed a path model to analyze the data. Besides, ANOVA and structural equation modeling were used to differentiate grouping variables and test the model. Therefore, transformational leadership had a significant effect on teachers' job satisfaction and employee commitment.

The value of transformational leadership in top-level management was also demonstrated by a study done by Nurjanah, Pebianti, and Handaru (2020) at the Ministry of Education in Jakarta, Indonesia. A quantitative methodology was used in the investigation. The inspectorate general of the Ministry of Education provided 196 sample respondents. To measure the variables, the study used questionnaires. The data were analyzed using partial least squares. According to the study, job satisfaction and organizational commitment are impacted by transformational leadership. It also

advocated for the Ministry to improve worker discipline, increase attendance regulations, and apply a diversity of leadership styles to promote employees' loyalty, attachment, and tenure.

As was already mentioned, improving employees' job satisfaction and organizational commitment requires both transactional and transformational leadership approaches. In relation to this, Arokiasamy and Tat (2019) looked at the relationship between organizational culture, job satisfaction, leadership style, and organizational commitment in private higher education institutions in Malaysia. OC was regarded as a dependent variable while the other three were considered independent factors. The survey included 750 employees in all. To assess leadership style, organizational commitment, job satisfaction, and organizational culture, it used the Multifactor Leadership Questionnaire (MLQ), Employee Commitment Survey (ESC), Minnesota Satisfaction Questionnaire (MSQ), and Denison Organizational Culture Survey (DOCS). The 18-item ESC, which measures organizational commitment on a 7-point Likert scale. Thus, there was a favorable and substantial relationship between the four factors (leadership style, job satisfaction, organizational commitment, and organizational culture). The study also predicted that management at PHEIs should take action to maintain and strengthen staff members' commitment to their jobs and to the institution as a whole.

Eliyana and Ma'arif (2019) also examined the link between transformational leadership, job satisfaction, organizational commitment, and employee performance in Pelabuhan Indonesia participating 30 middle leaders as sample respondents. The study followed a quantitative research approach. Both organizational commitment and job satisfaction are considered mediating variables. The investigators used MLQ, OCQ,

MSQ, and individual work performance questionnaires to collect data with a five-pointed Likert scale measurement. Descriptive statistics and structural equation model analysis were used to analyze data. Thus, the result of the study indicated both job satisfaction and organizational commitment are influenced by transformational leadership style, though TFLS does not affect work performance in that specific context.

Although the study also incorporates organizational citizenship behavior as a dependent variable, Maharani et al., (2017) study indicated that job satisfaction affected employee commitment. It had a mediating effect on the link between TFLS and OCB. It studied the mediating effect of job satisfaction and organizational commitment in the relationship between transformational leadership style and organizational citizenship behavior in the Islamic bank of Malang Raya. A total of 140 full-time employee sample respondents participated. The study followed an explanatory approach. The data were gathered with questionnaires on a 5-point Likert scale and analyzed with PLS.

Hence, as indicated above, studies by Yavirach, (2015), Sayadi, (2016), and Arokiasamy and Tat (2019) specify that TFLS and TALS are vital to enhancing the two variables in educational organization. But, studies such as Dou, Devos, & Valcke, (2017), Nurjanah, Pebianti, and Handaru (2020), and Eliyana and Ma'arif (2019) indicate that transformational leadership is a crucial factor in improving JS and OC.

2.12. The Mediating Effect of Job Satisfaction on the Link between Leadership Styles and Organizational Commitment

Some studies show that job satisfaction had a mediating effect on the link between leadership styles (transformational and transactional) and organizational

commitment in different contexts. For instance, Utami and Aima's (2021) investigation designated that job satisfaction had a full mediation effect on the link between transformational leadership and organizational commitment. It also indicates turnover intention in PT XYZ Company which combines the components of technology and human resources in one of the health management services in Indonesia. The research followed a quantitative method that used variables such as transformation leadership style and commitment as dependent variables. 233 respondents participated as a sample. Data were analyzed with SEM-PLS to see the influence of variables on one another. Hence, transformational leadership style and organizational commitment affect job satisfaction, but not turnover intentions.

Similarly, Mohamad's (2012) study indicates that JS had an mediating effect on the relationship between transformational leadership style and OC in a private higher educational institution in Egypt context. It is a structural equation investigation that employs MLQ, OCQ, and Generic Job Satisfaction Scale (GJSS) as a data-gathering tool. 160 sample respondents participated in the study. Data were analyzed with correlational analysis and structural equation modeling. The study result indicated that transformational leadership, job satisfaction, and organizational commitment were related to each other in the study area. Conversely, organizational commitment had also mediating effect between the two variables above.

In a private institution in Tangerang, Indonesia, Cahyono et al. (2020) also support the mediating role of work satisfaction in the connection between transformational leadership style and organizational commitment dimensions. It used a quantitative research methodology. To measure the three factors, the study used the

Meyer and Allen (1991) QCC, a transformational leadership questionnaire, and job satisfaction surveys. 151 professors took part as sample respondents. Thus, other aspects of a transformational leadership style, aside from inspirational motivation, have a favorable impact on job satisfaction. Additionally, in Tangerang's private institution, the transformational leadership style influences organizational commitment except for intellectual stimulation. Additionally, except for the inspiring motivation factor, job satisfaction had a mediating influence on the connection between the dimensions of transformational leadership and organizational commitment. They also recommended a paradigm that uses job satisfaction as a mediator between leadership and organizational commitment to strengthen the organizational commitment of private higher education lecturers in the study area.

In a separate study, Ishak and Romle (2015) created a model to explain how job satisfaction affects the relationship between FRLM and organizational commitment in non-educational sectors. The Election Commission of Malaysia (ECM) was the subject of a research that looked at organizational commitment, job satisfaction, and three different leadership factors (transformational, transactional, and laissez-faire). A quantitative design was used. Organizational commitment, job satisfaction, and leadership style are measured by the MLQ, OCQ, and JSS respectively. As a result, job satisfaction acted as a mediating factor in the relationship between a full-range leadership style and organizational commitment. Additionally, a model was suggested, which would need to be supported by additional empirical research. To confirm the mediation effect of JS in various circumstances, it suggests a need for additional research.

On the contrary, job satisfaction has no mediating effect on the link between TFLS and OC in the education sector. Regarding this point, Retnanto et al. (2020) studied the relationship between transformational leadership style, job satisfaction, and organizational commitment among elementary school teachers. 140 primary school teachers participated in Pati, Central Java. The study used a causal quantitative approach and a correlational research design. Leadership style and job satisfaction have been considered independent variables, whereas organizational commitment was taken as a dependent variable. The alternative method of SEM, partial least square (PLS) used to analyze data. Thus, the transformational leadership style had a positive and significant relationship with primary school teachers' job satisfaction and commitment. In other words, if leaders employed a transformational leadership style, the primary school teachers would be more satisfied and committed to the work. Nevertheless, job satisfaction has not a mediating variable in the study.

Thus, the mediating effect of job satisfaction on the link between FRLM and organizational commitment is debatable. On one hand, Ishak and Romle's (2015) study prepared and developed a model that job satisfaction had as a mediating variable between FRLM and OC in the non-education sector. Besides, Cahyono et al. (2020) also established a model that indicates the mediating effect of JS on the connection between one of the components of FRLM i.e. transformational leadership and organizational commitment, with the exclusion inspirational motivation dimension. On the contrary, a structural modeling study by Retnanto et al. (2020) denied the mediating effect of JS on the link between TFLS and OC in the education sector participating 140 primary school teachers in Pati, Central Java. Moreover, most of the studies such as Retnanto et al.

(2020), Mohamad (2012), and Cahyono et al. (2020) those are above provided a due emphasis on one component of FRLM, transformational leadership style. They overlook the importance of a laissez-faire leadership style, except Ishak and Romle (2015) in the non-education sector. Therefore, there is a need to check the model developed by the studies that have a difference in the mediating effect of job satisfaction on the correlation between a full range of leadership and organizational commitment.

2.13. Chapter Summary of Literature Review

The purpose of this study is to examine the effect of academic leaders' leadership styles on organizational commitment of academic staff: the mediation effect of job satisfaction in polytechnic colleges. To summarize the literature review, the relationship between two and three factors, including leadership styles, organizational commitment, and job satisfaction, has been the subject of researches. Although most national context studies depend on two factors, researches have studied the link between three variables. Similar data collection methods were used in the majority of the national investigations. Data on the three types of leadership in FRLM (transformational, transactional, and laissez-faire) were gathered using MLQ. Organizational commitment and its components, such as affective, normative, and continuous commitment, are measured and their data are gathered using the OCQ. Also, the JSS used to measure and gather information on the nine dimensions of job satisfaction. However, most local studies depend on the non-education sector.

The majority of studies used correlation coefficients and simple and multiple regressions as their data analysis methods. Besides, the study's findings showed a link

between different leadership styles, including transformational, transactional, and laissez-faire leadership, and employees' organizational commitment. Leadership styles also have an impact on job satisfaction and vice versa. However, the majority of national research rely on the relationship between two variables, such as LS and OC, LS and JS, etc., which is insufficient to use advanced statistics like SEM and other data analysis tools to examine data. The majority of them also worked in the banking, healthcare, business, and construction sectors. Thus, the mediating effect of JS was largely ignored in local studies, particularly in educational institutions.

Other country studies conducted on the link between a leader's style, job satisfaction, and organizational commitment, as evidenced by the literature, were undertaken in non-educational sectors like banking, health, commerce, and construction enterprises. SEM, confirmatory statistics, and factor analysis were all used in this study's analysis of the data. However there is disagreement regarding their research's conclusions, some said that job satisfaction mediates the link between leadership style and organizational commitment; on the one hand, there is no mediating effect. Besides, the majority of other nation studies indicated above gave the transformational leadership approach the proper focus. They disregard how important transactional and laissez-faire leadership styles are as FRLM constituents. Thus, on the basis of the following conceptual framework, it is necessary to conduct this study on the mediating effect of job satisfaction on the relationship between leadership styles (transformational, transactional, and laissez-faire) and academic staff commitment in the Ethiopian context.

2.14. Conceptual Framework of the Study

The study considered a conceptual framework in a combination of Bass and Avolio's (1997) Full Range of Leadership Model (FRLM), Allen and Meyer's (1990) organizational commitment having three dimensions (Affective, continuance and normative), and Spector's (1997) with nine facets job satisfaction. The Full Range Leadership Model (FRLM) was developed by Bass (1978) and then further developed by Bass and Avolio (1997) by adding a non-leadership dimension that is laissez-faire leadership. Laissez-faire leadership is considered the lowest form of leadership in FRLM.

The FRLM comprises three leadership styles (transformational, transaction, and laissez-faire). Each leadership style has its factors except laissez-faire leadership. Transformational leadership involves four sub-dimensions; idealized influence, individualized consideration, inspirational motivation, and intellectual stimulation; the four factors are also known as 4Is. Transactional leadership entails two sub-dimensions; contingent reward and management by exceptions (Active and passive). Thus, the three leadership styles included in FRLM were considered independent variables (Northouse, 2016). The full range of leadership models has been the subject of different studies, along with additional factors like organizational commitment, job satisfaction, motivation, organizational behavior, etc. However, the variables of this study depends on academic staff organizational commitment (dependent variable), job satisfaction (mediating variable), and leadership styles (independent variable), which are elements of FRLM. Along with examining the mediating role of job satisfaction on the link between and OC, the study took into account the link between the three variables each other.

Organizational commitment is a variable that comprises affective normative and continuance commitment. Affective commitment is an employee's desire to stay with the organization in which they have great interest. Continuance commitment is defined as an employee wanting to stay with the organization to continue considering the cost of leaving. Normative commitment is also defined as employees having an obligation to remain in the organization. Organizational commitment questionnaires can measure these factors (Allen & Meyer, 1990). Job satisfaction is characterized by whether an employee of an organization is satisfied or dissatisfied at polytechnic colleges. It can be measured with a job satisfaction survey. It consists of nine facets, such as pay, promotion, supervision, fringe benefits, coworkers, operating procedure, contingent reward, communication, and nature of work (Spector, 1985). According to the review of related literature, some research results indicate that there is a link between two variables in different local and international contexts.

According to earlier research, the three leadership styles of transformational, transactional, and laissez-faire are closely related to organizational commitment which includes the three aspects of Allen and Meyer (1990) affective, continuous, and normative commitment (Zelege and Bekele, 2020). Additionally, there was evidence linking the three leadership styles to job satisfaction, which is comprised of Spector's (1997) nine facets, including compensation, advancement, supervision, tenuous benefits, contingent rewards, working conditions, coworkers, nature of the work, and communication (Zelege and Obang, 2021).

Although there were some suggestions in the research of developing nations, a few is known about the mediating effect of job satisfaction on link between leadership

styles and organizational commitment, especially in education sector. Based on the suggested theoretical framework shown below, the study aimed to determine the mediating effect academic staff job satisfaction on the link between the three leadership styles(TFLS,TALS and LFLS) and commitment as well as the status and relationship between the three variables (LS, JS, and OC) in polytechnic colleges of Amhara region, Ethiopia.

Conceptual Framework of the study

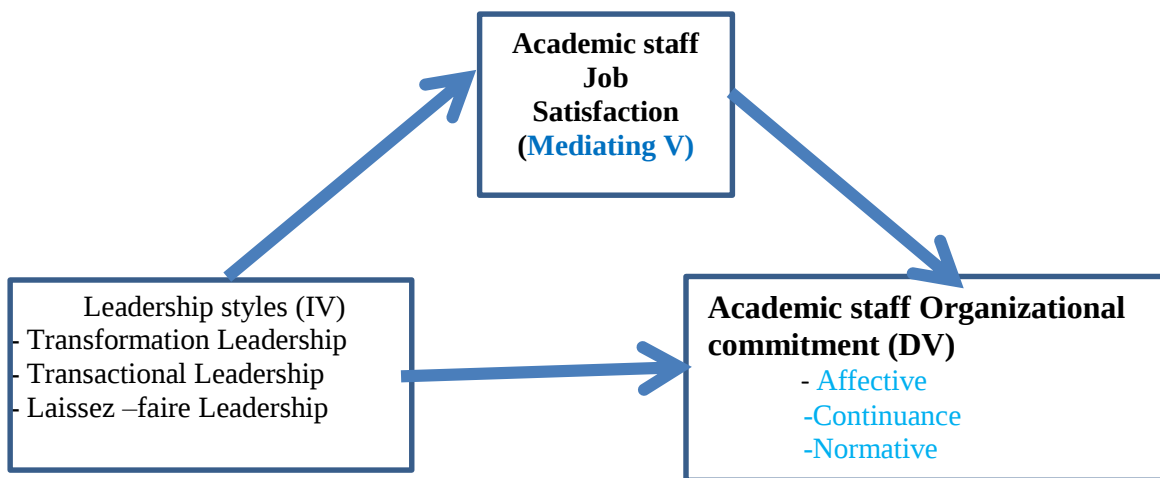


Figure 1: The Conceptual frame work adapted and developed from the previous research (Ishak and Romle, 2015)

Figure 1 illustrates the influence of various leadership styles (transformational, transactional, and laissez-faire) on the commitment of academic staff in polytechnic institutions. It demonstrates that the mediation effect of job satisfaction influences the relationship between leadership styles and employee commitment. The prior study (Ishak and Romle, 2015) provided the impetus and foundation for its advancement. The objective is to address the basic questions and hypotheses presented in the initial chapter.

CHAPTER THREE

3. Research Design and Methodology

3.1 Research Paradigm and Philosophical Assumptions

The broadest framework for conducting research is a paradigm. The phrase "paradigm shift" was first used by Thomas Kuhn to characterize the process and outcome of a change in fundamental premises within the prevailing theory of science in his well-known 1962 book 'The Structure of Scientific Revolutions'. A paradigm is regarded as a set of fundamental presumptions that address fundamental ways of seeing the world. It describes what information is required for investigations, what information is included, and what information is excluded (Guba and Lincoln, 1994).

When undertaking research, we have to take certain presumptions and beliefs into account. They serve as our guidelines for problem-solving, question-answering, and inquiry evaluation. So, to see how the study would proceed, we should be aware of these philosophical presumptions. To answer questions, formulate a data collection strategy, and analyze data, one must take into account philosophical premises, such as ontology, epistemology, methodology, and axiology. Ontology is thought of as our perception or comprehension of reality. The extent and character of knowledge are topics of epistemology. The methodology is concerned with how information is gathered and how the procedures for a particular study are chosen. Axiology is concerned with the importance of scientific research (Creswell and Poth, 2016).

Epistemologies categorize research paradigm was divided into positivist, interpretive, critical theory, and pragmatism. Positivist theories pay particular attention to

quantitative research designs that entail evaluating hypotheses using numerical measurements and variables. It's usually predictive and correlational in nature (Morgan, 2007). Besides, the majority of educational studies, including psychology, anthropology, and behavioral sciences, give logical positivism, which uses experimental and quantitative methodologies, the proper focus. These techniques are necessary for educational research. Research is generally divided into qualitative and quantitative categories. While qualitative research uses data without the use of numerical data, quantitative research uses data that can be analyzed (Best and Kahn, 2006). Quantitative research assumes reality is fragmentable, single, and tangible, and it stems positivist view. It is also independent of investigator perception. Whereas qualitative research assumes reality is socially constructed, holistic, and multiple, it is based on constructivism and interpretivism to get an in-depth understanding, the interaction of participants and investigator is essential. Quantitative research involves statistical analysis and uses methods such as correlational and survey research and others (Yilmaz, 2013).

As a result, based on the purpose of the study, it used a combination of correlational and a cross-sectional survey research design, a quantitative research method, and a positivist perspective, to see the nexus between academic leaders' leadership style and academic staff job satisfaction, and organizational commitment (Gay, et.al, 2012). Thus, the methodology part of this study included the research design, population, samples, sampling techniques, data collection instruments, data analysis techniques, ethical issues, and variables of the study.

3.2 Research Design

The goal of the study is to examine the effect of academic leaders' leadership styles on the job satisfaction and organizational commitment of academic staff and the mediation effect of job satisfaction in Polytechnic Colleges. The goal is attained through a quantitative approach (Gay, et al., 2012). It is appropriate for studying problems using numerical questionnaires (Gay et al., 2012). It was employed in earlier research with a national focus, such as Mulugeta (2010) and Zeleke and Obang (2021). In addition, the method was employed in a different setting by Khan and Jan (2015) and Jameel and Ahmad (2019).

The study used both a descriptive cross-sectional survey and a correlational research design. The correlational research design is used to determine the magnitude and direction of the relationship between dependent and independent variables. But the design cannot prove causality (Cohen et al., 2018). Previous researchers, such as Motalebi and Marşap (2020) and Candelario et al. (2020) employed a correlational research design, and Getahun et al. (2016) followed the research design in an Ethiopian context. To adapt to the Ethiopian setting, Zeleke and Bekele (2020) utilized this design.

Using questionnaires, a descriptive cross-sectional survey research design is used to collect information from sizable samples all at once at a time. This allows one to see and describe the state and extent of academic leaders' leadership styles, academic staff organizational commitment (OC), and job satisfaction (JS) (Gay, et.al, 2012). A cross-sectional design was utilized in the earlier study by Aghashahi et al. (2013). However,

Yavirach (2015) study used a mixed research design to investigate the connection between three variables in a different setting.

Study Setting/Context

The Amhara region is one of the region in Ethiopia which is located in the northern part of from capital city of Ethiopia. The Tigray region borders the Amhara region to the north, Afar region to the east, Benshangul/Gumuz to the southwest, the Oromia region to the south, and Sudan to the west. The Amhara Region, officially the Amhara National Regional State, is a regional state in northern Ethiopia. Its capital is Bahir Dar, which is the seat of the Regional Government of Amhara.

Ethiopia proposes technical vocational education and training (TVET) establishments at distinct levels, including centers, colleges, and polytechnics, to offer a variety of training levels. TVET colleges offer instruction from level 1 to level 4, while polytechnic colleges provide instruction and training from level 1 to level 5 (MOE, 2008). However, the new educational policy, MOE (2023), has elevated the five levels of training provided in polytechnic colleges to levels eight (I–VIII). According to MOE's (2008) national TVET strategy, public TVET institutions in the education sector focused on producing middle-level technical graduates at the post-Grade 10 level. It has now improved to the post-12th grade level in Ethiopia (MOE, 2023).

Regarding the qualifications of academic staff, they are expected to be qualified at three levels, A, B, and C, in accordance with the five levels of training (I-V) designated for TVET education; level A indicates that an academic staff member possesses a Masters of Art or Master of Science (MA/MSC) who provides instruction and training for

level five (V) trainees. Level IV TVET trainees are required to receive instruction from trainers who have at least a B-level qualification and hold a bachelor's degree. Level C academic staff, which possess an equivalent college diploma, provide instruction and training at Levels I, II, and III. Hence, the academic staff who have been providing training and leveled as A, B, and C level teachers are termed TVET 'trainers' or instructors. As part of the Ethiopian new education and training policy, MOE (2023), the TVET academic staff possess up to a third-level education (PhD) level.

Some of the challenges identified in the Ethiopian educational development roadmap about the TVET sector were: the dearth of qualified and driven academic staff in TVET; the lack of academic staff's practical experience in the industrial sector; and the lack of sufficient salaries, rewards, and incentives for academic staff. Furthermore, a lack of dedication from both academic staff and students was observed towards collaborative training initiatives with the industry sector. Moreover, academic staff has access to a restricted program for ongoing systematic professional development (Teferra et al., 2018). Polytechnic colleges in the research area that offer education and training from level one to level eight also face these socio-economic challenges. Consequently, this could potentially impact the job satisfaction and organizational commitment of academic professionals. This research focuses on studying this phenomenon at the Polytechnic Colleges of Amhara region, Ethiopia.

3.3 Sources of Data

The primary sources of data for this study were academic leaders (deans, vice deans, and department heads), as well as academic staff or trainers from polytechnic

colleges in the Amahra region. The researcher gathered primary data through the utilization of three distinct types of questionnaires. We obtained secondary data from scholarly articles, government policies, and diverse study methodologies documented in books. Secondary sources refer to items that offer a detailed examination or explanation of primary sources (Gay, et al., 2012).

3.4 Population, Sample, and Sampling Techniques

In the Amhara region, there were 23 polytechnic colleges. From those colleges, eight polytechnic colleges (PTC) were selected with a simple random technique. Namely, Kombolcha, Woldiya PTC, Weyzero Siheen PTC, Kemissie PTC, Bahirdar PTC, Debre Tabor PTC, Finote Demot PTC, and Gonder PTC were selected. In each polytechnic colleges, there were similar level of academic leaders (deans, vice deans and department heads). Besides, academic staff respondents having educational qualification, A-level trainers who have graduated with a Master's degree, B-level trainers who have graduated with a BA or BSC degree, and C-level trainers who hold a diploma or level IV in TEVT college in an Ethiopian context.

There were 2461 academic staff (trainers) in 23 Polytechnic colleges (PTCs), and 1144 trainers were found in 8 selected PTCS, which is called the sampling frame. Out of the 2461 trainers that were in the population, 333 were chosen using the sample size determination table by Cohon et al. (2018). The confidence level was set at 95%, and the 5% confidence interval used for the study was standard for educational research. But to avoid a non-response rate and an attrition rate, 20% was added to $333 \times 20\% = 66.6$. So, a total of 400 academic staff (trainers) was selected to distribute questionnaires. Thus, a

large sample size is essential for correlational research design to see the link and prediction between two or more variables and mediation analysis.

Accordingly, the sample determined from the population of 2461 academic staff (trainers) is 400, with a sampling frame of 1144 in 8 polytechnic colleges, so dividing the sample by the sampling frame of $400/1144$, it is approximately 0.35. Trainees are selected from each polytechnic college in a 0.35 ratio, as shown in Table 1. By using departments as strata, the proportional stratified sampling technique selected the individual respondents from each of the eight polytechnic colleges from the sample.

Concerning academic leaders, the study considered deans, vice deans, and department heads collectively as academic leaders since they are responsible bodies for different departments of leadership positions in the polytechnic colleges. From the total population (81) of department heads, 63 were selected with a sample size determination table with a 95% confidence level and a 5% (0.05) confidence interval that is found in Cohon et al. (2018). All 8 deans and 16 vice deans are considered to distribute questionnaires with census sampling techniques because they are small in number, and they take leadership positions in the colleges. Thus, there are 87 academic leaders (63 department heads, 16 vice deans, and 8 deans). Therefore, the total participants of the study were 487 respondents, which were 400 academic staff (trainers) and 87 academic leaders in Amhara region polytechnic colleges (Gay et al., 2012).

3.5 Data Collection Instruments and Materials

Three standardized questionnaires were used in the study to gather and analyze data. To assess leadership style, a multifactor leadership questionnaire (MLQ) was used

(Bass and Avolio, 2004). To collect and evaluate a trainer's organizational commitment, Allen and Mayer's (1990) Organizational Commitment Questionnaire (OCQ) was used. To gauge trainers' job satisfaction in polytechnic colleges, Spector's (1997) Job Satisfaction Survey (JSS) was used. Since, as indicated in the literature review, different researchers utilize and check the reliability. Additionally, by doing pilot testing in three Polytechnic Colleges, which were included in a sample but is in the study area, the questionnaires were adjusted to our culture and setting. Numerous studies conducted worldwide that examine the validity and reliability of the data. As noted in the study's background part, data-gathering tools have also been used in national and international investigations (Creswell, 2012).

3.5.1 Multifactor Leadership Questionnaire (MLQ)

A standardized questionnaire termed as the Multifactor Leadership Questionnaire (MLQ) was generated by Bass and Avolio (1995, 2004). The FRLM questionnaire was used to assess three different leadership styles, including transformational, transactional, and laissez-faire. However, there are a variety of different methods for determining leadership style; the MLQ is taken into consideration since it is a modern leadership questionnaire that the most of academics have used to analyze the three types of leadership (Bass and Avolio, 1995).

The MLQ has 45 items with nine components and three leadership outcomes. It is used to evaluate leaders' leadership styles. However, by leaving out the nine outcome questionnaires, just 36 questions were taken into account based on the purpose of the study. A five-point Likert scale was used to compose the 36 closed-ended questionnaires to gauge the opinions of both leaders (deans and department heads) and subordinates

(academic staff), who serve as the organization's main process owners. Self-rater and rater versions are the two versions of the MLQ. Five-pointed Likert scales use the following labels: 0 = not at all, 1 = occasionally, 2 = occasionally, 3 = quite frequently, and 4 = frequently. According to the respondents' perceptions of the research area, a high mean score indicates extremely successful leadership, whereas a low mean score indicates low effectiveness.

In terms of the MLQ's validity and reliability, the data gathering tools is utilized in different nations; the author and other academics have evaluated and verified it in numerous studies. For instance, the MLQ form 5x (Bass and Avolio, 1997), which can accurately quantify transformational transactional, and laissez-faire leadership styles, was used in Muenjohn and Armstrong's (2008) study to confirm the full range leadership model.

As indicated in different researches, for example, Bass and Avolio, (1995) indicate, the MLQ has been used in thousands of research programs, master thesis & doctoral dissertations that identified constrictive outcomes to measure a full range of leadership. It has also demonstrated good reliability and validity. Besides, Bass and Riggio, (2006) show as the reliability was tested many times in different samples and contexts, and the result reported is above 0.8. Besides, Bodla & Nawaz (2010) used the MLQ in other country. In a local context, for example, Kebede & Demeke, (2017); Befekadu & Feleke (2015), used the MLQ in published studies to investigate a full range of leadership studies. However, as indicated in (Northouse, 2016), the MLQ has limitations. It has been criticized as its validity is established fully.

The reliability or internal consistency of how closely connected the questions in the questionnaires is assessed using Cronbach's alpha analysis. On each of the leadership style dimensions, it was conducted. According to Singh (2007), split-half dependability values of 0.75 or above are regarded as a general guideline for describing internal consistency (reliability). Therefore, both the pilot study and the final study of this research were further examine the reliability of the items in the questionnaires.

3.5.2. Organizational Commitment Questionnaire (OCQ)

To measure academic staff organizational commitment, the study employed a 5-point Likert scale, Allen & Meyer's organizational commitment questionnaire (OCQ), which includes affective, normative, and continuance commitment (Allen & Meyer, 1990). Studies such as Donald et al. (2016), Batugal and Tindowen (2019), Motalebi and Marşap (2020), Allida (2021), and Candelario et al. (2020) used Allen and Meyer's organizational commitment questionnaire. In the local context, Getahun et al. (2016) and Metaferia et al. (2023) used JSS and OCQ to collect and analyze data.

Another typical questionnaire designed by Allen and Meyer (1990) is the Organizational Commitment Questionnaire (OCQ). The questionnaire gauges how committed the employees are to the organization. It has three dimensions: affective, continuance, and normative commitment. It has 12 closed-ended questions with a self-scoring format and four items for each dimension on a five-point Likert scale. The scale reads 0 for strongly disagree, 1 for disagree, 2 for neutral, 3 for agree, and 4 for strongly agree. The application of this instrument was encouraged by the success of some scholars who applied it to their research in numerous nations. For instance, Befekadu & Feleke

(2015), Zeleke and Bekele (2020) used the OCQ in studies in a national context, and also Afzal, (2019) and Babalola, (2016) employed it in another context. Besides, Allen and Meyer (1990) tested and reported the internal consistency of the organizational commitment, which are 0.87 for affective commitment, 0.75 for normative commitment, and 0.79 for normative commitment. Thus, above 0.75 is considered valid (Singh, 2007). Hence, the OCQ is an appropriate tool and tested further in the pilot and final study.

3.5.3. Job Satisfaction Survey (JSS)

To assess academic staff job satisfaction, the study employed a Spector (1985) job satisfaction survey. It is a 6-point Likert scale with 36-item questionnaires that include nine facets of job satisfaction. In their local study, Abebe and Markos (2016) also used Spector's (1985) job satisfaction survey (JSS). They tested the validity of the questionnaires with the aforementioned local and other country studies and found them to be valid. The Job Satisfaction Survey (JSS) is used to gather information about how employees feel and view their roles within the organization. It has nine components that are employed by various sorts of organizations. There are six options on the rating scale, ranging from strongly disagree to agree.

The nine components are pay, promotions, supervision, fringe benefits, contingent rewards, and operating procedures, nature of work, coworkers, and communication. Consequently, some of the JSS items are reversal items. Before data analysis, questionnaires revised and updated (Spector (1997)). Based on 2,870 sample respondents, the internal consistency (a measure of scale reliability) of all aspects of job satisfaction was 0.91. The nine job satisfaction factors' Cronbach alpha coefficients range from 0.6 to

0.82. Singh's (2007) alpha is over 0.7 and above trustworthy, as was already mentioned. In addition, the JSS was used in various studies and situations, just like MLQ and OCQ, for example, Zeleke and Kifle (2020) used it in local investigations, Babalola (2016), and Ishak and Romle (2015) employed other countries. The JSS is a suitable technique for assessing the level of job satisfaction among trainers at polytechnic colleges. In the pilot and final studies, it was adapted to a national setting.

3.5.4 Reliability and Validity

In terms of questionnaire validity and reliability, the data-gathering tools were utilized in different nations; the author and other academics have evaluated and verified them in numerous studies. For instance, the multifactor leadership questionnaire, which can accurately quantify transformational, transactional, and laissez-faire leadership styles, was used (Muenjohn & Armstrong, 2008). As Bass and Avolio (2004) indicated, the multifactor leadership questionnaire has been utilized in different research programs, as well as graduate theses and Ph.D. dissertations, to assess a full range of leadership by identifying better outcomes. Furthermore, it has exhibited commendable levels of reliability and validity. Besides, Bass and Riggio (2006) show that the reliability was tested many times in different samples and contexts, and the result reported is above 0.8. Besides, the multifactor leadership questionnaire was used by Kebede and Demeke (2017) in an Ethiopian context. The study also used Cronbach's alpha to assess reliability. The result indicated a Cronbach alpha of 0.92 for 20 items of transformational leadership style. As Singh (2007) notes, split-half dependability values of 0.75 or above are regarded as a general guideline for describing acceptable internal consistency.

Researchers analyzed the reliability of both questionnaire items and found that the results for each factor of job satisfaction and organizational commitment were above 0.75. According to Singh (2007), it was reliable. Bass and Avolio's Multifactor leadership questionnaire, Allen and Meyer's organizational commitment questionnaire, and Spector's job satisfaction survey have been used in international and Ethiopian contexts. Many research studies checked the validity and reliability of the data-gathering tools, confirming the validity and reliability of the results. Concerning convergent and discriminate validity, and composite reliability, it was included in the next chapter four, the data analysis part.

3.6 Procedure of Data Collection

The questionnaires were prepared in English language according to the sample respondents. Since the academic level of respondents is above diploma level. The study used the three types of questionnaires mentioned above to collect data from the academic staff. The questionnaires were disseminated to the academic staff of polytechnic colleges, soliciting their cooperation. Multifactor leadership questionnaire which is a rater version of 400 was prepared for academic staff and 87 self-rater versions, total of 487 questionnaires were prepared for academic leaders. In addition to job satisfaction and organizational commitment, rater versions were also be prepared and incorporated to the questionnaires to collect data from academic staff. The questionnaires were distributed to the 8 selected Poly-technique colleges for respective participants. Before the distribution, a letter was taken from Addis Ababa University, Amhara National Regional State Labor and Training Bureau, and the Ministry of Labor and Skill, provided to the administrative bodies (deans) of Polytechnic Colleges to get consent (Appendix VI-VIII). Then, some

orientation was provided to the respondents. Then, filled data were collected and prepared for analysis by the researcher. Hence, the number of participants was adequate for analyzing and deriving conclusions from the study(Cohen et al 2018).

From 400 distributed questionnaires for academic staff (trainers), 342 questionnaires were correctly filled and returned. Thus, 342 filled questionnaires of trainers were taken for analysis. From academic leaders, from 87 distributed questionnaires, 69 questionnaires were filled by academic leaders (deans, vice deans, and department heads). 58 from academic staff and 18 questionnaires from academic leaders were not correctly filled and returned. So, it was excluded to use for analysis. Totally, from 487 distributed questionnaires (400 for academic staff and 87 for academic leaders) 411 (342 from trainers and 69 questionnaires from academic staff) were considered for analysis. Thus, the response rate was 84.4%.

3.7 Pilot Test

Even though the suggested surveys contain standardized questions they must be adapted to our culture and context to increase their validity and reliability. The questionnaires examined in a pilot study in three Polytechnic colleges were found in North Shoa zone, Amhara region. The pilot testing data collection considered similar age and qualification of respondents with the final sample. It excluded these polytechnic colleges in final sample. Some respondents, six deans, seventeen department heads, and 264 academic staff members. Of 264 distributed questionnaires for academic staff, 221 correctly filled and returned. The pilot testing aims to establish content validity which includes determining the proper scheduling of participant responses and clarity of the

questions and instructions. It also shows how long it took to collect the study's data additionally the research used to test the reliability (Creswell & Creswell, 2018).

In the pilot testing, preliminary results were obtained by using a correlational research design. The results indicate that there was a lack of job satisfaction among the academic staff, and they perceived their leaders as having some attributes of transformational leadership, although to a moderate degree. The study also found that there was a statistically significant and positive association between the academic leaders' transformational leadership style and academic staff job satisfaction. Furthermore, the level of job satisfaction among academic staff has a positive and statistically significant influence on their organizational commitment. The finding also indicates that there is a positive correlation between academic staff job satisfaction and both affective and normative commitment among academic staff members at North Shoa Polytechnic colleges, in the Amhara region.

Validity of variable in pilot testing

Furthermore, the validity and reliability of the job satisfaction factor constructs were checked in pilot testing by computing CFA, AVE, MSV, and CR reliability coefficients and reported as follows. Confirmatory factor analysis of the job satisfaction factor was therefore investigated in 221 academic staff to test the relationship between latent and measured variables using the statistical package AMOS 23 software. The model contains 81 variables, of which 36 are endogenous (observed) variables and 45 are unobserved (exogenous) variables. The standardized regression weight (factor loadings) of the estimates of job satisfaction facets ranges from 0.53 to 0.87, which exceeds the 0.5

limit for most social science studies (Hair et al., 2014). Estimates of Average Variance Explained (AVE) are also above 0.5, indicating that there is reasonable convergence across the nine dimensions of the job satisfaction questionnaire, with most of the variance shared by those dimensions. Composite reliability scores fell between 0.81 and 0.89; it was greater than 0.7, indicating high internal consistency of the construct. Regarding the discriminate validity, the average variance explained was greater than the maximum shared variance ($AVE > MSV$). Therefore, using the above data, this model is suitable for measuring the job satisfaction of academic staff of polytechnic colleges.

Regarding the discriminant validity of the leadership style variable, all factors of transformational (TFLS), transactional (TALS), and laissez-faire leadership styles (LFLS), average variance explained (AVE) was greater than both the maximum shared variance (MSV), i.e., $AVE > MSV$, and had good discriminant validity. The regression weight (factor loadings) of all leadership style factors was above 0.5, hence good convergent validity. The composite reliability results of all factors of TFLS, TALS, and LFLS were above 0.75, thus acceptable reliability (Hair et al., 2014).

Besides, the validity and reliability of the organizational commitment construct were checked using CFA, AVE, MSV, and the CR test and reported as follows. Hence, a confirmatory factor analysis of the organizational commitment questionnaire was also examined with 221 academic staff to test the relationship between latent and measured variables using the statistical package AMOS 23 software. The model contains 27 variables, of which 18 are endogenous (observed) variables and 9 are unobserved (exogenous) variables. The standardized factor loadings of the estimates range from 0.71 to 0.81, which is above the threshold of 0.5 for most social science studies (Hair et al.,

2010). Estimates of AVE are greater than 0.5, indicating reasonable convergence across the three dimensions of the organizational commitment, with most of the variance shared across these dimensions. Composite reliability scores fell between 0.82 and 0.87, indicating high internal consistency in the construct. Regarding the discriminate validity, the average variable explained was greater than the maximum shared variance ($AVE > MSV$). The data therefore suggest that this model is suitable for measuring the organizational commitment of academic staff of polytechnic colleges (Gaskin & Lim, 2016).

3.8 Data Analysis Techniques

The research utilized quantitative data analysis techniques, employing the relevant statistical software (SPSS) Version 20 (Pallant & Manual, 2011). The analysis utilized both descriptive and inferential statistics. Descriptive statistics are summary metrics that offer a concise overview of the principal characteristics of a dataset. The research employed percentage, mean score, and standard deviation as metrics. Inferential statistics is a statistical discipline that allows researchers to make inferences about a population using sample data. Unlike descriptive statistics, which merely present facts, inferential statistics enable predictions and generalizations. The study utilized an independent samples t-test. The study employed the Pearson r correlation coefficient, simple and multivariate regression analysis, and structural equation modeling (Gay et al., 2012).

3.8.1 Descriptive Statistics

The study used percentages and frequencies to examine the overall characteristics of the participants. Besides, the study calculated the average of the dataset by adding all

values and dividing the total number of values, using measures of central tendency like the mean score. In addition, dispersion measures like the standard deviation and the square root of the variance illustrate the degree of dispersion around the mean. The higher standard deviation means more dispersion or variability (Gay et al., 2012).

For analysis, descriptive statistics, namely mean and standard deviation, were employed for basic questions 1.3 and 4 to ascertain the prevailing or dominant leadership styles and the extent of academic leaders' leadership style, academic staff job satisfaction, and organizational commitment. The standard deviation (SD) is commonly employed to assess the dispersion or spread of scores in a study (Gay et al., 2012).

3.8.2 Independent Sample t-test

The mean score difference between academic leaders and academic employees in terms of their perceived leadership was examined. The independent sample t-test was used as an inferential statistical method in this study under basic question 2 to see if there was a statistically significant difference in how academic leaders and academic staff described the leadership styles in polytechnic colleges. The independent samples t-test is a valuable tool for comparing the means of two groups. This is the statistical method used to compare the means of two independent groups to determine if there was a significant difference between their perceptions. The study considered assumptions such as normality; the data were normally distributed as indicated in the histogram graph; homogeneity of variance, whether or not the variance of two groups was the same by using Levene's test; and independence of the two groups that were independent of each other. A statistical test was employed to examine the equality of variance between the

groups. It is essential in the context of analysis of variance and t-tests, when the assumptions of homogeneity of variance are important. The assumptions, such as continuous and normally distributed data with each group and independence of the two groups, were considered (Creswell, 2012).

3.8.3 Correlational Analysis

To examine the link between the variables in polytechnic colleges, the person-r correlation coefficient was employed for basic questions 4, 5 and 6. Pearson's r correlation used for the purpose of examining the linear relationships that may exist between two variables. It is said to have a range that is between -1 to +1, with + 1 showing a perfect positive correlation, while -1 reflects a perfectly negative one, and finally a value of zero is said not to exist any correlation at all. The sign which could either be negative or positive is an indicator of the direction of change within the variable relationships. Then, less than 0.35 shows a weak relationship exists, between 0.35 and 0.65 moderate level relationship and above 0.65 to 1.00 indicates a strong relationship exists. Linear association, normal distribution of data points and equal spread of variance are some assumptions that lie within this analysis (Gay et al., 2012). Previous research was utilized, like Kebede and Demeke (2017), and in an Ethiopian setting. Local context Getahun et al. (2016) used Pearson r to analyze the data on the local context, and Allida (2021) also used the mean and correlation to analyze the data.

3.8.4 Regression Analysis

Besides, inferential statistics were employed, such as linear and multiple regression analysis to see which independent variable predicted the dependent variable in

addition to using to the model the link between the outcome variable and one or more predictors. This analysis shows not only the relationship between variables but also the degree to which the link occurred and determines which independent variable predicts the dependent variable. The linear regression is used to see the link between one independent variable and one dependent variable, for instance, to see the influence of leadership style on job satisfaction and the influence of job satisfaction on organizational commitment (Gay et al., 2012).

The multiple regression were used to analyze one dependent variable and multiple independent variables. For instance, the influence of three leadership styles on academic staff job satisfaction as well as organizational commitment as indicated in basic questions 7, 8, and 9. The assumptions of regression analysis were considered, such as normality, which involves the data should be normally distributed as indicated on the histogram (see appendix); linearity, which involves the link between dependent and independent variables, should be linear; independence, which indicates observation could be independent from variable to variable; and homoscedasticity, which involves at all levels of predictor variables, the errors should have constant variance. In the analysis, the statistical significance (the p-value) should be different from zero and $p < 0.05$. The R square (R^2) indicates the proportion of variance in the outcome variable and is explained by the predictor variable. Thus, in this study, the regression analysis was used to analyze the influence of leadership styles on academic staff job satisfaction and organizational commitment; the influence of academic staff job satisfaction on organizational commitment with their dimensions or facets (Clark-Carter, 2019).

Local studies such as Zeleke and Obang (2021) and Zeleke and Kifle (2020) also used regression analysis to see the link between leadership style and job satisfaction in the Ethiopian context. The study also used regression analysis to demonstrate the extent of the influence of academic staff job satisfaction on their organizational commitment to colleges. Previous studies such as Donald et al. (2016), Khan and Jan (2015), and Motalebi and Marşap (2020) analyzed their data using correlation and regression analysis.

3.8.5 Mediation Analysis

In addition to linear and multiple regression, Structural Equation Modeling (SEM) was utilized to see the mediating effect of academic staff job satisfaction on the relationship between three leadership styles (transformational, transactional, and laissez-faire) those included in FRLM and trainers' organizational commitment for basic question 10 (Gay, et.al., 2012). SEM analysis used in previous studies, such as Ratina et al. (2021), Retnanto et al. (2020), and Utami and Aima (2021) investigated the mediating effect of variables in a different context. The study follows the six basic processes in Structural Equation Modeling (SEM): specify the model, assess model identification, and pick the measures (operationalize the constructs), estimate the model, re-specify the model (assumed to be identified), and report the results (Kline, 2016).

Structural equation modeling (SEM) entails the consideration of specific statistical assumptions for analysis. Including linearity, normalcy, multicollinearity, large sample size, model formulation, validity, and reliability. Regarding the linearity of variables, the relationship between two variables must be linear; for example, job

satisfaction, leadership style, and organizational commitment should exhibit linear relationships. The data exhibited normal distribution for parameter estimation, as seen by the histogram and Q-Q plot. The regression analysis results confirms the absence of multicollinearity issues. Structural Equation Modeling (SEM) requires a substantial sample size for credible estimations; the sample size was sufficient, exceeding 300. The model was accurately stated, and the proposed connections between the variables were valid relationships. The validity of the measuring model was assessed by discriminant and convergent validity, confirming its validity. The data demonstrates a composite reliability over 0.75, indicating its reliability.

To develop a mediation analysis, one must take into account the following factors as indicated by Zhao, Lynch, and Chen (2010) in their citation of Baron and Kenny (1986): Before the mediating variable (job satisfaction) is influenced by the independent variable (leadership style). Second, the dependent variable must be affected by the leadership style that is demonstrated (organizational commitment). Third, the organizational commitment must be impacted by the mediator (job satisfaction). The study therefore used the Baron and Kenny test of mediation to examine the mediation effect on job satisfaction. Although structural equation modeling (SEM) has a few drawbacks, including a convoluted process, the study nevertheless used this analysis technique. Because it builds a complicated path model is more effective than other relationship analysis techniques and also decreases error terms. Moreover, some connections between the independent, dependent, and latent variables are displayed. The main presumptions of SEM are multivariate normality, the absence of systematic missing data, an adequate sample size, and accurate model specification. Thus, these assumptions

were tested and the data is normally distributed (see appendix). As a result, a sufficient sample was collected, and the analysis was performed using presumptions (Gay, et al, 2012). Analysis of moment structure (AMOS version 23) software was employed to analyze the mediation analysis. It provides powerful and easy-to-use structural equation modeling (SEM), Jameel and Ahmad (2019), and others used in similar research.

3.9 Ethical Issues

All research investigations have ethical considerations, thus all researchers need to be aware of them and pay attention to them (Gay, et. al., 2009). The researcher consciously took ethical considerations into account when obtaining consent, abstaining from dishonesty, maintaining confidentiality, respecting privacy, and preserving respondent anonymity. As a result, to gather data, the researcher submitted a letter of support for the research topic from the Department of Educational Planning and Management and requested approval from the appropriate administrative organizations. In addition, the researcher discloses the study's objectives to the participants, as they are strictly academic and confidential. The goal, confidentiality, and essential instructions for respondents were all stated in the cover letter for the questionnaires. Additionally, when preparing the report, anonymity is taken into account. Concerning data-gathering tools, permission was asked from the standardized questionnaires (MLQ, OCQ, and JSS) developers (Creswell, 2012; Creswell & Creswell, 2018).

3.10 Variables of the Study

The three leadership styles (transformational, transactional, and laissez-faire) under FRLM were considered independent variables. Firstly, a transformational

Leadership style includes four factors; namely Idealized Influence (II) (Attributed and Behavior), Inspirational motivation (IM), Intellectual Stimulation (IS), and Individual Consideration (IC) which brings performance beyond expectation. Secondly, Transactional Leadership has two factors; Contingent Reward (CR) and management-by-exception (Active and Passive). Thirdly, laissez-faire leadership has been considered one (Bass and Avolio, 1995; Northouse, 2016). An organizational commitment considered a dependent variable that has three sub-dimensions; such as affective (affection for job), continuance (fear of loss), and normative (sense of obligation to remain) (Allen and Meyer, 1990). The mediating variable is job satisfaction. JS includes nine facets, such as pay, promotion, supervision, fringe benefits, contingent rewards (performance-based rewards), operating conditions (requires rules and procedure), co-workers, nature of work, and communication (Spector, 1997).

CHAPTER FOUR

4. Presentation, Analysis, and Interpretation of Data

4.1. Introduction

This chapter presents data presentation, analysis, and interpretation of results based on the objectives of the study. The study investigates the effect of academic leaders' leadership styles on job satisfaction and organizational commitment of academic staff; the mediation effect of job satisfaction in Amhara Polytechnic colleges. The study used leadership style as an independent variable, academic staff job satisfaction as a mediating variable, and educational staff organizational commitment as a dependent variable. The study used a quantitative research method, a cross-sectional descriptive survey, and a correlational research design. The data gathered using three types of questionnaires.

The research study aimed to address the ensuing fundamental inquiries that were raised in chapter one, such as the prevailing leadership styles that academic leaders frequently exercise in polytechnic colleges, the perceptions of academic leaders and academic staff about transactional, transformational, and laissez-faire leadership styles, the extent of academic staff's job satisfaction and organizational commitment, the relationship between academic leaders' leadership style and academic staff job satisfaction, the link between academic staff job satisfaction and organizational commitment, the correlation between academic leaders' leadership style and academic staff organizational commitment, the extent of influence on academic leaders' leadership style academic staff organizational commitment and job satisfaction, the extent of influence of academic staff job satisfaction on academic staff organizational

commitment, and the mediating effect of academic staff job satisfaction on the relationship between academic leaders' leadership style and academic staff commitment in Polytechnic colleges of Amhara region.

The study used questionnaires to collect data from polytechnic colleges in the Amhara region. As indicated in Chapter Three, the study distributed questionnaires for a total of 487 sample respondents who were working at the Polytechnic College in the 2023/2024 academic year. Out of the 487 participants, 411 (342 academic staff members and 69 academic leaders) correctly completed and returned the questionnaires. Thus, the response rate was 84.4%.

Statistical assumptions are essential for the validity and reliability of the analysis of data. As indicated in the methodology part, in the analysis of correlational and linear and multiple regression, statistical assumptions were considered, such as linearity, normality, and independence. In the analysis of structural equation modeling (SEM), certain statistical assumptions are taken into account. The study considered factors like linearity, normality, multicollinearity, large sample size, model specification, validity, and reliability. Concerning the linearity of variables, the link between two variables should be linear; for instance, job satisfaction, leadership style, and organizational commitment should be linear relationships.

The histogram and Q-Q plot indicate the normal distribution of the data used to estimate parameters (Appendix III-V). The regression analysis indicates that there is no issue of multicollinearity (Table 20-24). SEM also requires a large sample size to obtain reliable estimates; in this case, the sample size was adequate, exceeding 300. The model

was also correctly specified, and the hypothesized relationships between the variables were indeed true. The study also checked the validity of the measurement model using discriminant and convergent validity, and found it to be legitimate. In terms of composite reliability, the data showed a value greater than 0.75, indicating its reliability. Consequently, here are presented, analyzed, and interpreted the results from the collected data in the next sections.

4.2 Characteristics of Respondents

This part includes the characteristics of respondents of polytechnic colleges, such as gender, service in polytechnic colleges, age groups, and level of education that the respondents possess. The gender distribution of academic staff. 65 academic leaders (94.2%) were identified as male, and 4 (5.8%) were female academic leaders. This indicates that the majority of academic leaders' respondents were male, compared to female respondents in this specific sample. There were 342 academic staff members. 26 (77.8%) were male and 76 (22.2%) were female respondents. This suggests that the majority of academic staff respondents were male. This shows there was a gender imbalance in this specific data set collected from the polytechnic colleges.

Regarding service of respondents, the academic leaders' years of service in polytechnic colleges. 28 academic leaders (40.6%) have been serving for 11-15 years, while 20 (29.0%) have been serving for 6-10 years. Four academic leaders (5.8%) have been serving for 2-5 years, while seven (10.1%) have been serving for 21 years or more. This suggests that the majority of academic leaders have been in service for more than 5 years and have gained experience in providing data on various issues. Regarding service

provided by academic staff, of the 312 academic staff members, 160 (46.6%) have been serving for 6–10 years. Of the total respondents in polytechnic colleges, 107 (31.3%) served for 11–16 years, while fewer staff members fell into the 2–5 year category.

Concerning age group of respondents, the age group of academic leaders and staff in a polytechnic college. Of the total 69 (100%) academic leaders, the majority (46.4) of respondents are between the ages of 31 and 35, and the 26–30 age group represents the smallest group, which was 8 (11.6%). Regarding age group of academic staff, revealing that 146 (42.7%) of them were between the ages of 31 and 35. The age group of 18–25 years had the lowest representation in the data on academic staff in polytechnic colleges. This indicated that the majority of respondents were 26–40 years old in both categories. They were in a good age category to respond to activities in their organization.

With regard to educational status of respondents, the educational levels of academic leaders, the majority (62.3%) of academic leaders possess a master's degree. 25 (36.2%) of academic leaders hold a BA degree. There is only one academic leader who holds a diploma. This suggests that academic leaders possess advanced educational levels and can respond to the issue in the study. Besides, the educational level of academic staff, delineated in tiers. The majority, 225 (65.8%) of academic staff members, possess a B-level educational level, which is comparable to a BA degree. Academic staff members with an A-level make up a proportion of 92 (26.9%). This indicated that academic staff's educational levels are equivalent to degree and master levels and that they can provide information about the study in polytechnic colleges (See Appendix X).

4.3 The Prevailing Leadership Style as Perceived by Academic Staff

4.3.1 The extent of academic staff on Transactional leadership style

Table 6 shows the average and variability values for each factor of TALS and how the academic staff perceives this leadership style. The 5-point Likert scale of the MLQ is interpreted as follows: a mean score of 3.0 to 4.0 indicates strong or effective leadership; a mean score of 2.0 to 2.9 signifies moderate or medium leadership; and a mean score of 0.0 to 1.9 denotes low leadership (Bass and Avolio, 2004).

The contingent reward (CR) has a mean score of 2.46. The mean perception score of the management-by-exception passive (MEP) component in transactional leadership is 2.17. The management-by-exception active (MEA) factor has an average perception score of 2.24. The average score for the transactional leadership style is 2.29. The standard deviation for factors, CR is 0.73, for MEP 0.70, for MEA is 0.75, and for overall TALS is 0.51, which indicates that there is a certain degree of variation in the perceptions of the staff members. Based on the above data, the academic staff members regard all factors and TALS as being present to some degree. Besides, the highest mean score of CR 2.46 depicts that the academic staff views the CR as more prevalent or influential than the other factors of TALS. Thus, the extent of TALS and its factors were at moderate level.

4.3.2 The extent of Academic staff on Transformational Leadership Style

To analyze and interpret the data in Table 1, which pertains to the perspectives of academic staff on the transformational leadership style, we can assess the mean and standard deviation values for each factor of TFLS. The mean perception score for the intellectual stimulation components of the transformational leadership style is 2.21. This

indicates that, on average, the academic staff considers this style to be somewhat prevalent. The standard deviation of 0.68 suggests that there is a certain degree of variation in the perceptions of the staff members, with scores ranging from lower to higher levels. The leadership style that is idealized influence has an average perception score of 2.12. This suggests that, on average, the academic staff views this style as slightly below the midway. The standard deviation of 0.73 indicates a moderate level of variety in the perceptions among the staff members. The leadership style characterized by idealized influence conduct has an average perception score of 2.20. This indicates that, on average, the academic staff views this style as slightly higher than the middle. The presence of a standard deviation of 0.73 suggests that there is a certain degree of variation in the perceptions of the staff members. Thus, the extent of TFLS was at moderate level.

Table 1. Descriptive statistics of leadership style with factors

Factors of Transactional Leadership Style	N	Mean	Std. Deviation
Contingent reward(CR)	342	2.46	.73
Management by exception passive (MEP)	342	2.17	.70
Management by exception active (MEA)	342	2.24	.75
Transactional leadership style (TALS)	342	2.29	.51
Intellectual stimulation (IS)	342	2.21	0.68
Idealized influence attributed (IIA)	342	2.12	0.73
Idealized influence behavior (IIB)	342	2.20	0.73
Inspirational motivation (IM)	342	2.27	0.78
Individual consideration (IC)	342	2.09	0.71
Transformational leadership style (TFLS)	342	2.18	0.43
Laissez faire leadership style (LFLS)	342	1.04	0.67
Academic leader's leadership style (ALLS)	342	1.84	0.32

The leadership style of inspirational motivating has an average perception score of 2.27. This indicates that, on average, the academic staff views this style as slightly higher than the middle. The presence of a standard deviation of 0.78 suggests that there is a certain degree of variation in the perceptions held by the staff members. The leadership

style of individualized consideration has an average perception score of 2.09. This suggests that, on average, the academic staff considers this style to be slightly below the midway. The staff members' perceptions exhibit a moderate level of diversity, as indicated by the standard deviation of 0.71.

In general, the academic staff members perceive all the different factors of transformational leadership (intellectual stimulation, idealized influence attribute, idealized influence behavior, inspirational motivation, individual consideration, and transformational leadership as a whole) to be present to some degree. Nevertheless, the standard deviations indicate that there is a diversity in academic staff perception, as certain staff members see these factors more favorably or unfavorably than others. The academic staff demonstrates a stronger prevalence of inspirational motivation and intellectual stimulation, as indicated by the highest mean scores seen for these two factors from TFLS in comparison to others. The overall perception score for the TFLS is 2.18. This indicates that, on average, the academic staff views this style less than TALS. The staff members' perceptions exhibit relatively low variety, as indicated by the standard deviation of 0.43.

However, it's worth noting that, in general, higher mean scores in transformational leadership styles are considered desirable because they indicate a more positive perception of those leadership styles. Transformational leadership is often associated with inspiring and motivating followers, stimulating their intellectual growth, providing individualized support and consideration, and exhibiting idealized behaviors that followers admire. Besides, the mean scores in Table 7 range from 2.09 to 2.27 for the factor of transformational leadership styles and 2.18 for the overall transformational

leadership style. These scores suggest that, on average, the academic staff perceives the transformational leadership styles to be slightly above the midpoint.

4.3.3 The extent of three Leadership Styles as perceived by academic staff

The TALS has a 2.29 mean perception score, implies on average, the academic staff perceives this style to be slightly above the midpoint. The standard deviation of 0.52 shows some variability in perceptions among the staff members. The laissez-faire leadership style has a mean perception score of 1.04. This suggests that the academic staff perceives this style to be significantly lower than the midpoint. The academic leader's leadership style, when considered as a whole, has a mean perception score of 1.84. This shows that the academic staff perceives this style to be below the midpoint. Since the mean score of LFLS was low, as compared to TALS and TFLS. The academic staff members perceive the TFLS and TALS to be present to moderate extent, with the transactional style having a slightly higher mean score. The academic staff significantly lowers their perception of the laissez-faire leadership style, suggesting a lower preference for it.

4.3.4 The extent of leadership styles as perceived by academic leaders and staff

Table 2 shows that the overall number of responses is 411, consisting of 342 academic staff and 69 academic leaders. The mean score of TFLS was 2.21, with a standard deviation of 0.48. The scores exhibit a tight clustering around the mean. The mean score of TALS is 2.34, with a standard deviation of 0.53. Similar to the TFLS, the scores cluster close to the average. The mean score for the LFLS is 1.05, with a standard deviation of 0.69. This finding of LFLS exhibits the lowest average score in comparison

to the other two types of leadership styles. It also indicates a slightly higher level of variability in the scores when compared to the other two styles. When the mean score of academic staff and academic leaders combined, the overall leadership style or academic leaders' leadership style has mean score of 1.87 with a standard deviation of 0.34. Since LFLS has low mean score as compared to TALS and TFLS. This suggests that the sample as a whole exhibits a range of low level of leadership styles.

Table 2 Perceptions of academic leaders and staff on leadership styles

Descriptive Statistics			
Leadership styles	N	Mean	Std. Deviation
Transformational leadership style (TFLS)	411	2.21	0.48
Transactional leadership style (TALS)	411	2.34	0.53
Laissez- faire leadership style (LFLS)	411	1.05	0.69
Academic leaders' leadership style(ALLS)	411	1.87	0.34

To summarize, the data indicates that the transactional leadership style (TALS) has the highest average, followed by the transformational leadership style (TFLS), and then the laissez faire leadership style (LFLS). The research indicates that transactional leadership is the most commonly employed or favored type, whereas laissez-faire leadership is less frequently utilized. Academic leadership favored TALS above alternative leadership methods in polytechnic institutions.

4.4 Perceptions' Academic Leaders and Academic Staff on Leadership Styles

Academic leaders and academic staff are two independent samples in this study. Hence, Table 3 compares respondents' mean scores on three leadership styles (LS) to examine the disparities in perception between academic leaders and staff. The academic leaders have a higher average score (2.35) for the TFLS compared to academic staff (2.18). They appear to view themselves as more TFLS in their LS than how academic

staff perceive them. They also show a much higher average score (2.60) on the TALS compared to academic staff (2.29). They view themselves as being more transactional in their LS than how academic staff perceive them. The average ratings for the LFLS are similar for academic leaders (1.08) and academic staff (1.05). This indicates that both groups perceive the practice of LFLS's as relatively similar.

Table 3: Comparing the mean scores of academic leaders and academic staff

Leadership styles	Current job	N	Mean	Std. Deviation
Transformation Leadership style	Academic leader	69	2.35	0.66
	Academic staff	342	2.18	0.43
Transactional Leadership style	Academic leader	69	2.60	0.54
	Academic staff	342	2.29	0.52
Laissez faire Leadership style	Academic leader	69	1.08	0.81
	Academic staff	342	1.05	0.67
Overall leadership style	Academic leader	69	2.01	0.36
	Academic staff	342	1.83	0.32

The average score for academic leaders' overall leadership style (2.01) is higher than that of academic staff (1.83). The academic leaders perceive a higher mean score of their leadership styles, specifically in terms of TFLS and TALS, in contrast to how their academic staff sees their leaders' styles. Therefore, there was a difference in perception between the two independent groups. This could have consequences for the development of leaders, communication, and the general success of the PTCs. This further confirmed with Levene's test, and the t-test for equality of means below.

The independent samples test results provide insight into whether there are statistically significant disparities between the average scores of academic leaders and academic staff. The Levene's test for equality of variances is statistically significant ($p < 0.05$). Therefore, we consider the assumption of equal variance when the p-value in

Levene's test is greater than 0.05, and we consider the assumption of equal value as violated when the p-quantity is less than 0.05.

Table 4 An Independent sample t-test for equality of means

Independent Samples t-Test							
		Levene's Test		t-test for Equality of Means			
		F	Sig.	t	df	Sig. (2-tailed)	Mean D/ce
TFLS	Equal variances assumed	42.70	.000	2.77	409	.006	.174
	Equal variances are not assumed.			2.10	80.02	.039	.175
TALS	Equal variances assumed	.97	.326	4.56	409	.000	.313
	Equal variances are not assumed.			4.45	95.29	.000	.313
LFLS	Equal variances assumed	12.86	.000	.35	409	.726	.032
	Equal variances are not assumed.			.31	88.02	.757	.032
ALLS	Equal variances assumed	.65	.421	3.97	409	.000	.174
	Equal variances are not assumed.			3.70	91.46	.000	.174

Regarding the TFLS, Levene's test of significance, two-tailed, $p < 0.05$, considered unequal variances assumed version. Hence, the t-value of 2.10 at a significance level of $p < 0.05$ indicates a statistically significant disparity in average scores between academic leaders and staff members. As a result, there were perception differences between academic staff and leaders regarding TFLS at PTC. When Levene's test in the TALS yields a sig-two-tailed value greater than 0.05, we consider equal variances. The t-value is 4.56, with a significance level of $p < 0.05$, which indicates a statistically significant difference in mean scores between academic leaders and staff, with a 95% confidence interval. Thus, there were perception differences between academic staff and leaders concerning TALS. Levene's test for LFLS shows a significant result ($p < 0.05$). When taking into account unequal variances, the t-value is 0.31, and the p-consequence is greater than 0.05, indicating there is no statistically significant difference in the perception of academic staff and leaders regarding LFLS.

If the total leadership style has a p-value greater than 0.05, we consider the assumed equal variance version. Hence, the t-value is 3.97 at the significance level of $p < 0.05$. This indicates a statistically significant disparity in average scores and perceptions between academic leaders and staff regarding PTCs on overall leadership style or academic leaders leadership style (ALLS). In general, the findings indicated that there are variations in the way academic leaders and academic staff view TFLS, TALS, and overall leadership styles. However, their perceptions of LFLS do not reveal any significant differences between academic staff and PTC leaders.

4.5 The extent of Job Satisfaction as Perceived by Academic Staff

To assess and interpret the data provided in Table 5, which pertains to the opinions of academic staff regarding academic staff job satisfaction (ASJS), evaluating the average and standard deviation values for each facet. Mean Score Interpretation of 6 Points Likert scale job satisfaction survey with mean score 5.1 - 6.0: highly satisfied, 4.1 - 5.0: satisfied, 3.1 - 4.0: neutral, 2.1 - 3.0: unsatisfied, and 1.0 - 2.0: highly unsatisfied (Spector, 1985). The mean score and standard deviation for Operating Procedure (OP), one of the aspects of academic staff job satisfaction, were 2.55 and 0.83, respectively. This shows that staff had different opinions, showing the highest levels of ASJS. The mean score for fragile benefits (FB) is 2.53, and the standard deviation of 0.82 indicates that there was some variation in perceptions, with the second highest levels coming from the facets of ASJS. The mean score and standard deviation for contingent reward (CRJ) are 2.50 and 0.83, respectively, suggesting that the ASJS with contingent reward (such as recognition or incentives based on performance) was the third highest.

Table 5 Descriptive statistics of academic staff job satisfaction

Descriptive Statistics			
Facets of job satisfaction	N	Mean	Std. Deviation
Pay (PA)	342	2.48	0.84
Promotion (PR)	342	2.40	0.80
Supervision (SU)	342	2.46	0.81
Fragile benefit (FB)	342	2.53	0.82
Contingent reward CRJ	342	2.50	0.83
Operating procedure OP	342	2.55	0.83
Coworkers CW	342	2.39	0.82
Nature of work NW	342	2.43	0.79
Communication (CM)	342	2.38	0.79
Academic staff job satisfaction (ASJS)	342	2.46	0.51

The other ASJS facets and dimensions had a mean score of 2.38–2.48, which was relatively low compared to the above three dimensions. Concerning the overall ASJS, it is relatively low (mean score 2.46 and standard deviation 0.51) from the average value. This suggested that there was a low level of academic job satisfaction in PTCs.

4.6 The Extent of Organizational Commitment as Perceived by Academic Staff

The mean and standard deviation values for each dimension in Table 6 showed that the extent of academic staff organizational commitment. This data shows how academic staffs perception about three aspects of academic staff organizational commitment (ASOC). Mean Score Interpretation of 5 point Likert scale ranging 0-4 organizational commitment questionnaires (OCQ) in mean score 3.1 - 4.0: high commitment, 2.1 - 3.0: moderate commitment, 1.1 - 2.0: low commitment 0.0 - 1.0: very low commitment. The three dimensions of ASOC, concerning the mean score and SD for AC were 2.12 and 0.73, indicating that the academic staff generally believes their AC to the PTC to be slightly higher than the average. AC refers to an individual's emotional connection and sense of belonging to the PTC. Academic staff have some degrees of affective commitment compared to others. The mean score and standard deviation

indicated for the academic staff's NC were 2.22 and 0.69, respectively, shows that academic staff generally believe their NC to be slightly higher than the average. Thus, the academic staff have moderate level of commitment in polytechnic colleges.

Table 6 Descriptive statistics of academic staff organizational commitment

Descriptive Statistics			
Dimensions of ASOC	N	Mean	Std. Deviation
Affective commitment (AC)	342	2.12	0.73
Normative commitment(NC)	342	2.22	0.69
Continuance commitment (CC)	342	2.19	0.72
ASOC	342	2.18	0.48

From the three dimensions of ASOC, NC shows relative highest mean scores than others. NC is characterized by a sense of duty or ethical obligation to the organization. Regarding the mean score and SD of CC were 2.19 and 0.72, respectively. CC refers to the expenses or sacrifices involved in resigning from the PTC. Academic staff members may experience perceived costs or sacrifices while leaving the organization, such as a loss of benefits or seniority. The mean score and SD of ASOC were 2.18 and 0.48, respectively, suggesting that the ASOC to the PTC is slightly higher than the average. ASOC is a combination of affective, normative, and continuance commitment. However, this shows that there were low levels of ASOC in PTCs.

4.7 The Link between Leadership Styles and Academic Staff Job Satisfaction

The link between Transformational leadership styles and academic staff job satisfaction

Transformational leadership styles (TFLS) is one of the leadership style from full range of leadership model. The correlation Table 7 illustrates the association between the three leadership styles of academic leaders (transformational, transactional, and laissez-faire) and the job satisfaction of academic staff (ASJS). Pearson correlation coefficients

quantify the degree of correlation between educational leaders' and staff's job satisfaction. According to the data provided in the table 7, $p < 0.05$ and $r = .397$, the null hypothesis (H0): There is no statistically significant relationship between transformational leadership styles and academic staff's job satisfaction. Since the p-value is less than 0.05, we reject the null hypothesis (H0). This suggests that there is a statistically significant relationship between TFLS and academic staff's job satisfaction.

Table 7 the link between leadership styles and academic staff job satisfaction

Correlations					
Variables		TFLS	TALS	LFLS	ALLS
Academic staff job satisfaction (ASJS)	Pearson Correlation	.397**	.441**	-.220**	.260**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	342	342	342	342
** Correlation is significant at the 0.01 level (2-tailed). * Correlation is significant at the 0.05 level (2-tailed). TFLS=Transformational; TALS= transactional , LFLS= Laissez-faire leadership style					

Transformational leadership style has a positive, moderate, and significant link with academic staff job satisfaction. This implies that academic staff uses a transformational leadership style to enhance their job satisfaction. Thus, using this type of leadership style could help the staff to motivate and create a good academic environment.

Link between Transactional Leadership Style and Academic Staff Job Satisfaction

As table 7, the link between TALS and ASJS is moderate, positive, and statistically significant. Given that the correlation coefficient is $r = 0.441$ and the p-value < 0.05 . The null hypothesis (H0): There is no statistically significant relationship between transactional leadership styles and academic staff's job satisfaction. Since the p-value is less than 0.05, we reject the null hypothesis (H0). This suggests that there is a statistically

significant relationship between transactional leadership styles and academic staff's job satisfaction. Therefore, it can be inferred that TALS has a positive impact on the ASJS. The positive correlation suggests that TALS is effective in fostering ASJS. This leadership style is well-suited for the academic context due to its alignment with explicit objectives; rewards based on performance, and structured work conditions. These factors can greatly enhance the satisfaction of academic staff in polytechnic colleges.

The link between laissez-faire leadership style and academic staff job satisfaction

As Table 7, the relationship between LFLS and ASJS is negative, but it is not statistically significant ($r = -.220$, $p > 0.05$). The null hypothesis (H_0): There is no statistically significant relationship between laissez-faire leadership styles and academic staff's job satisfaction. Since the p-value is greater than 0.05, we fail to reject the null hypothesis (H_0). This suggests that there is not enough evidence to support a statistically significant relationship between laissez-faire leadership styles and academic staff's job satisfaction.

This indicates that there is no substantial link between the two variables. The lack of a significant association indicated that there is no discernible, statistically significant link between the extent of LFLS demonstrated by academic leaders and the levels of ASJS. While TFLS and TALS show positive and significant associations with ASJS, the LFLS does not seem to strongly and consistently influence ASJS.

The link between academic leaders' leadership styles and staff job satisfaction

Table 7 also shows the link between academic leaders' leadership style (ALLS) and ASJS. The correlation coefficient and significant 2-tailed values are $r = 0.26$ and $p < 0.05$, respectively, indicating a positive and weak association between these two variables. This indicates weak correlations between academic leadership and academic job satisfaction, which may mean other factors contribute more to job satisfaction.

4.8 The Link between Academic Staff Job Satisfaction and Organizational Commitment

Table 8 shows the link between ASJS and the three dimensions of ASOC. The correlation coefficient between ASJS and AC is 0.26, indicating a statistically weak, significant positive link with a $p < 0.05$. The null hypothesis (H_0) There is no statistically significant relationship between academic staff job satisfaction and affective commitment. Because the significance p value is less than 0.05, the null hypothesis (H_0) rejected. This indicated that there is statistically significant link between ASJS and AC. This suggests that there is a link between the ASJS and their AC. Increased ASJS is positively associated with AC. Academic staff who are content are more likely to feel a sense of identification, loyalty, and emotional attachment to the PTC.

Table 8 the link between academic staff job satisfaction and organizational commitment

Correlations					
Variables		AC	NC	CC	ASOC
1. Academic staff job satisfaction (ASJS)	Pearson Correlation	0.26**	0.336**	0.32**	.457**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	342	342	342	342
** Correlation is significant at the 0.01 level (2-tailed) * Correlation is significant at the 0.05 level (2-tailed)					

The correlation coefficient of the link between ASJS and NC is 0.336, with $p < 0.05$, the null hypothesis (H_0): There is no statistically significant relationship between academic staff job satisfaction and normative commitment. Because the significance p value is less than 0.05, the null hypothesis (H_0) rejected. This suggests a positive and moderate association between the two variables. NC to the organization is linked to levels of ASJS. It implies that as ASJS grows, their desire to remain or NC of academic staff with the PTC also tends to increase. This shows that academic staff may experience a medium-level NC.

Besides, the correlation coefficient of the relationship between ASJS and CC is 0.320, with $p < 0.05$ suggesting a positive and weak association. The null hypothesis (H_0): There is no statistically significant relationship between academic staff job satisfaction and continuance commitment. Because the significance p value is less than 0.05, the null hypothesis (H_0) rejected. This indicated that there is statistically significant link between ASJS and CC. This indicates that as ASJS rises, their assessment of the expenses associated with leaving the PTC also tends to rise.

The above results indicate a direct link between the ASJS and all three aspects of ASOC: AC, CC, and NC. This results revealed that when academic staff members experience some level of job satisfaction, they are more inclined to develop an emotional attachment to the PTC that is called AC, feel a sense of duty to stay with the PTC that is NC, and perceive a significant disadvantage in leaving the PTC that is called CC. The findings underscore the importance of ASJS in promoting ASOC.

The link between academic staff job satisfaction and organizational commitment

Table 8 displays the correlation between ASJS and ASOC. The correlation coefficient and significance 2-tailed values are 0.457 with $p < 0.05$, indicating a positive, moderate and statistically significant relationship between ASJS and ASOC. The results have important implications for PTCs which implies academic staff who are satisfied with their jobs and dedicated to the PTC are more likely to be actively involved in achieving their goals and objectives.

4.9 The Link between Leadership Styles and Organizational Commitment

Academic leaders employ three distinct leadership styles: transformational leadership style (TFLS), transactional leadership style (TALS), and laissez-faire leadership style (LFLS).

Table 9 the link between organizational commitment and leadership styles

Correlations					
		TFLS	TALS	LFLS	ALLS
Academic Staff Organizational Commitment	Pearson Correlation	.444**	.437**	-.045	.399**
	Sig. (2-tailed)	.000	.000	.411	.000
	N	342	342	342	342
**. Correlation is significant at the 0.01 level (2-tailed).					

Table 9 illustrates the correlation between ASOC and the three leadership styles found in FRLM. FRLS includes TFLS as one of its leadership styles. The correlation coefficient and sig two-tailed values between TFLS and ASOC are 0.444 and $p < 0.05$, respectively, the null hypothesis (H_0): There is no statistically significant relationship between TFLS and ASOC. Because the significance p value is less than 0.05, the null hypothesis (H_0) rejected. This indicates that there is a statistically significant, positive, and moderate link between variables. Implies if academic leaders exhibit some degree of transformational leadership style, the academic staff were tend to have better levels of

organizational commitment. TFLS are defined by leaders who inspire and encourage their followers, foster intellectual development, offer personalized assistance, and prioritize a shared vision and objective.

The correlation coefficient and sig two-tailed of the link between Transactional Leadership Style (TALS) and ASOC are 0.437, $p < 0.05$. The null hypothesis (H_0): There is no statistically significant relationship between TALS and ASOC. Because the significance p value is less than 0.05, the null hypothesis (H_0) rejected. The study findings indicate a statistically moderate and positive link between variables. The findings indicate that academic leaders who exhibit some levels of TALS are more likely to have academic staff who are highly committed to the PTC. TALS encompasses leaders who establish explicit expectations, offer rewards and acknowledgement for accomplishing objectives, and participate in transactional interactions with their followers. When academic leaders embrace this style, it can foster a strong sense of ASOC, which highly appreciates the incentives and acknowledgment that come with fulfilling expectations and attaining objectives.

Regarding the correlation between LFLS and ASOC, $r = -0.045$ and $p > 0.05$, the null hypothesis (H_0); there is no statistically significant relationship between laissez-faire leadership styles and ASOC. Since the p -value is greater than 0.05, we fail to reject the null hypothesis (H_0). This suggests that there is not enough evidence to support a statistically significant relationship between laissez-faire leadership styles and ASOC. The LFLS is characterized by academic leaders who adopt a passive approach and refrain from making decisions, which does not have a significant influence on the ASOC in PTCs. In general, both TALS and TFLS exhibited by academic leaders have a positive

and strong influence on the ASOC. Hence, PTCs should promote the advancement of TFLS and TALS to increase ASOC.

The link between leadership style and academic staff organizational commitment

Table 9 also presents the correlation analysis examining the relationship between academic staff organizational commitment (ASOC) and academic leaders' leadership style (ALLS). The correlation coefficient (r) between the ASOC and ALLS is 0.399, indicating a moderate and positive association. The statistical significance of this correlation is confirmed by a p -value of less than 0.05. This suggests that academic leaders demonstrate these leadership styles, which generally have a favorable impact on the ASOC's attitude toward the PTC academic staff. Hence, the findings indicate that academic leaders have a pivotal influence on determining the extent of Academic Staff Organizational Commitment (ASOC) and the loyalty of academic staff towards the Polytechnic colleges (PTC).

4.10 The Effect of Leadership Styles on Academic Staff Job Satisfaction

The influence of Transactional leadership style on academic staff Job Satisfaction

Table 10 depicts the influence of TALS on ASJS. In terms of model fit, the linear regression model has some explanatory power ($R^2 = 0.194$) and is statistically significant (F -statistic and p -value). TALS seems to be a substantial predictor of job satisfaction. The tolerance value and the VIF (variance inflation factor) are both 1.0; the model exhibits no multicollinearity issues with TALS in it. The R^2 is 0.194, indicating that the model accounts for 19.4% of the variation in ASJS. TALS significantly influences ASJS, albeit with limited variability.

The regression model, by inserting the coefficients into the equation $Y = \beta_0 + \beta_1 X$, yields:

$$ASJS = 1.457 + 0.437 \times TALS.$$

The intercept (1.457) signifies the anticipated level of academic staff job satisfaction when the transactional leadership style is zero. $ASJS = 1.457 + 0.437 \times TALS$, The coefficient (0.437) indicates that for every one-unit increase in transactional leadership style, the job satisfaction of academic staff is anticipated to rise by around 0.437 units. This model illustrates a substantial favorable impact of the transactional leadership style on job satisfaction among academic staff.

Table: 10 The effect of transactional leadership style on job satisfaction

ANOVA ^a								
Model		Sum of Squares	df	Mean Square	F	Sig.		
1	Regression	17.488	1	17.488	81.96	.000 ^b		
	Residual	72.548	340	.213				
	Total	90.037	341					
Coefficients ^a								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	1.457	.113		12.85	.00		
	TALS	.437	.048	.441	9.053	.00	1.00	1.00
a. Dependent Variable: Academic staff job satisfaction (ASJS)								
b. Predictors: (Constant), Predictors: (Constant), Transactional leadership style (TALS)								

There were greater amount of unexplained variable in the model. The F-statistic of 81.96, with a $p < 0.05$, implies that the model is statistically significant and the link between TALS and ASJS is not likely due to random chance. Thus, TALS is a reliable predictor of ASJS. When comparing the predictors, TALS in the model explains a significantly greater amount of the variance in ASJS than LFLS.

When all other variables remain constant, the coefficient standardized beta 0.441 indicates a strong relationship between the two variables, with a one-standard-deviation increase in TALS and a parallel increase in ASJS. The t-statistic for TALS is 9.053, and the $p < 0.05$ demonstrates a statistically significant link between the two variables. In general, as the level of TALS increases, so does the level of ASJS in PTC.

The influence of transformational leadership style on job satisfaction

Table 11 shows the influence of TFLS and ASJS. The model fit measure indicates that TFLS is an effective predictor of ASJS, as evidenced by the F-statistic and p-value. The R^2 value demonstrates that although the model accounts for some variance in job satisfaction. In addition, the tolerance and VIF values are both 1.0, showing the absence of any collinearity problem.

The regression model, by inserting the coefficients into the standard equation of a simple linear regression, $Y = \beta_0 + \beta_1 X$, results in:

$$ASJS = 1.431 + 0.472 \times TFLS.$$

The intercept (1.431) signifies the anticipated level of academic staff job satisfaction when the transformational leadership style is zero. The coefficient (0.472) indicates that for each one-unit improvement in transformational leadership style, job satisfaction of academic staff is anticipated to rise by around 0.472 units. This model illustrates a substantial positive influence of transformational leadership on job satisfaction among academic staff.

The R² value is 0.158, depicts that the TFLS accounts for 15.8% of academic staff job satisfaction variation. The F-statistic for TFLS is 63.792, and the t-value is 7.99, with a $p < 0.05$, reveals that TFLS has a statistically significant and favorable influence on ASJS. The standardized beta coefficient for TFLS stands at 0.397, indicates a one-standard-deviation increase in TFLS and parallel increase in ASJS. Thus, transformational leadership style predicts ASJS in polytechnic colleges; however, the extent of the unexplained variable is high.

Table 11. The influence of transformational leadership style on job satisfaction

ANOVA ^a								
Model		Sum of Squares		df	Mean Square	F	Sig.	
1	Regression	14.224		1	14.224	63.792	.000 ^b	
	Residual	75.812		340	.223			
	Total	90.037		341				
Coefficients ^a								
		Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	1.431	.131		10.90	.000		
	TFLS	.472	.059	.397	7.987	.000	1.0	1.0
a. Dependent Variable: Academic staff job satisfaction (ASJS)								
b. Predictors: (Constant), Transformational Leadership Style (TFLS)								

The influence of Laissez-faire leadership style on academic staff job satisfaction

Table 12 shows the influence of LFLS and academic ASJS. The model demonstrates a good fit, evidenced by the statistically significant F-statistic and p-value; nevertheless, the exceedingly low R² value indicates that LFLS accounts for just a minor portion of the variance in job satisfaction. Aside from that, there is no multicollinearity problem in the model. This indicates that although LFLS is important, it may not serve as a robust predictor of academic staff job satisfaction. The negative coefficient suggests

that laissez-faire leadership may adversely affect job satisfaction, necessitating additional examination of its consequences. The coefficient of determination (R^2) is 0.048, suggesting that it accounts for just 4.8% of the variability in ASJS, implying that LFLS is not a robust predictor of ASJS. The Regression Model: By substituting the coefficients into the standard form of a simple linear regression equation, $Y=0+1X$, we derive the subsequent equation:

$$ASJS=2.635-0.168 \times LFLS.$$

The intercept (2.635) signifies the anticipated level of academic staff job satisfaction when the laissez-faire leadership style is zero. The coefficient (-0.168) indicates that for every one-unit rise in laissez-faire leadership style, job satisfaction of academic staff is anticipated to decline by around 0.168 units. This model illustrates a substantial adverse effect of the laissez-faire leadership style on the job satisfaction of academic staff.

Table 12. The effect of laissez-faire leadership style on job satisfaction

ANOVA ^a								
Model		Sum of Squares	df	Mean Square	F	Sig.		
1	Regression	4.340	1	4.340	17.22	.000 ^b		
	Residual	85.696	340	.252				
	Total	90.037	341					
Coefficients ^a								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	2.635	.050		52.32	.000		
	Laissez faire - leadership (LFLS)	-.168	.040	-.220	-4.15	.000	1.0	1.0
a. Dependent Variable: academic staff job satisfaction (ASJS)								
b. Predictors: (Constant), Laissez Faire leadership style (LFLS)								

The F-statistic is 17.22, with a $p < 0.05$, indicating that the model is statistically significant at a 95% confidence level. The LFLS has a standardized coefficient of -0.22. The t-statistic for LFLS is -4.15 and $p < 0.05$, which suggests that the link between LFLS and ASJS is statistically significant at a 95% confidence level. This implies that the observed link between the two variables is unlikely to have arisen randomly. Thus, there is a negative and statistically significant correlation between LFLS and ASJS.

The influence of three leadership styles on academic staff job satisfaction

Table 13 shows the influence of three leadership styles (transformational, Transactional, and laissez-faire) and academic staff job satisfaction. The model has a satisfactory fit and possesses a reasonable degree of explanatory power ($R^2 = 0.299$). It is statistically significant, as indicated by the F-statistic and p-value. The three leadership styles jointly elucidate job satisfaction. Laissez-faire leadership adversely impacts job satisfaction, but both transactional and transformational leadership styles yield beneficial results. The R-squared (R^2) value is 0.299. This indicates that the three leadership styles can account for 29.9% of the variability observed in ASJS.

Regarding the regression model, by inserting the coefficients into the standard form of a multiple regression equation yields $Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3$.

$$ASJS = 1.098 - 0.132 \times LF + 0.334 \times TL + 0.337 \times TF,$$

The intercept (1.098) signifies the anticipated level of ASJS when all leadership styles are zero. The coefficient for LFLS (-0.132) indicates that a one-unit rise in the LFLS is anticipated to result in a drop of about 0.132 units in the ASJS. The coefficient for TALS (0.334) indicates that for every one-unit increase in the TALS, the ASJS is

anticipated to rise by around 0.334 units. The coefficient for TFLS (0.337) indicates that for every one-unit improvement in TFLS, the ASJS is anticipated to rise by around 0.337 units. This model illustrates that both TALS & TFLS significantly enhance academic staff job satisfaction, whereas LFLS adversely affects it.

The F-statistic is 48.10, and the $p < 0.05$, indicates that the regression model has achieved statistical significance. The standardized coefficient of TALS is 0.337, which means that for every one-unit increase in TALS, there is a corresponding increase of 0.337 standard deviations in ASJS. The standardized beta value of TFLS of 0.28 indicates that for every one-unit improvement in TFLS, there is a corresponding increase in standard deviations in ASJS. The beta of LFLS is -0.17, which means that for every one-unit rise in laissez-faire leadership, there is a corresponding fall of 0.173 standard deviations in academic staff job satisfaction.

Table 13: The influence of leadership styles on academic staff job satisfaction

ANOVA ^a								
Model		Sum of Squares		df	Mean Square	F	Sig.	
1	Regression	26.939		3	8.980	48.101	.000 ^b	
	Residual	63.098		338	.187			
	Total	90.037		341				
Coefficients ^a								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	1.098	.148		7.443	.000		
	Laissez faire	-.132	.035	-.173	-3.777	.000	.991	1.01.
	Transactional	.334	.048	.337	7.016	.000	.899	1.11
	Transformational	.337	.057	.284	5.920	.000	.903	1.11
a. Dependent Variable: Academic Staff job satisfaction (ASJS) b. Predictors: (Constant), Transformational leadership, Laissez-faire leadership, Transactional leadership								

In addition, there is no issue with multicollinearity in the model. In general, the finding of the study depicts that the regression coefficient table indicates that both TALS and TFLS have a positive and statistically significant influence on ASJS. Conversely, the LFLS has a negative and statistically significant influence on ASJS. The standardized beta value indicates that transactional leadership style has the greatest impact on academic staff job satisfaction, followed by transformational and laissez-faire leadership in polytechnic colleges.

4.11 The Influence of Leadership Styles on Organizational Commitment

Table 14 displays the influence of ASOC and the three leadership styles (TFLS, TALS, and LFLS). The model fits well and possesses a reasonable degree of explanatory power ($R^2 = 0.297$). It is statistically significant, as indicated by the F-statistic and p-value. The three leadership styles jointly elucidate ASOC. Besides, there is no issue of multi-collinearity in the model. The R^2 is 0.297, indicating that the independent variables in the model account for 29.7% of the variability in ASOC. The regression model is represented by the equation: $Y = \beta_0 + \beta_1 \cdot X_1 + \beta_2 \cdot X_2 + \beta_3 \cdot X_3$. Replacing the coefficients with the given data: The regression equation is expressed as:

$$Y = 0.65 + 0.003 \cdot LFLS + 0.31 \cdot TALS + 0.38 \cdot TFLS.$$

The constant word (0.65) signifies the anticipated level of ASOC when all leadership styles are zero. The coefficients for TALS (0.31) and TFLS (0.38) indicate that an increase of one unit in the scores for three LS corresponds to a proportional increase in ASOC. The coefficient for LFLS (0.003) indicates that it exerts minimal to negligible impact on ASOC.

The F-statistic of 47.57 and a $p < 0.05$, depicts that the regression model as a whole is statistically significant. As shown on the regression coefficient table, the unstandardized beta value for each leadership style, LFLS is 0.003, for TALS it is 0.305, and for TFLS it is 0.377, which means that for every one-unit increase in each leadership style, there is a corresponding rise in ASJS. The standardized coefficient (Beta) for Laissez-faire leadership (LFLS) is 0.005. This means that a one-unit rise in LFLS, it is associated with a 0.005 standard deviation increase in ASOC. The TALS coefficient is 0.33, which means that for every one-unit increase in transactional leadership, there is a corresponding increase of 0.33 standard deviations in ASOC. The coefficient of TFLS is 0.342, which means that for every one-unit increase in transformational leadership, there is a corresponding increase of 0.34 standard deviations in ASOC.

Table 14 The influence of three leadership styles on organizational commitment

ANOVA ^a								
Model		Sum of Squares		df	Mean Square	F	Sig.	
1	Regression	22.995		3	7.665	47.57	.000 ^b	
	Residual	54.459		338	.161			
	Total	77.454		341				
Coefficients ^a								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	.65	.137		4.754	.000		
	LFLS	.003	.033	.01	.107	.915	.99	1.01
	TALS	.31	.044	.33	6.896	.000	.899	1.11
	TFLS	.38	.053	.34	7.128	.000	.90	1.11
a. Dependent Variable: academic staff organizational commitment.								
b. Predictors: Transformational, Laissez-faire, Transactional leadership								

Transactional leadership style (TALS) has a t-value of 6.89 with $p < 0.05$. There is a statistically significant link between TALS and the ASOC. The t-value for TFLS is 7.13, and the $p < 0.05$ indicates a statistically significant link between TFLS and ASOC.

LFLS has a t-value of 0.11 and a p-value of 0.92, but there is no statistically significant relationship between LFLS and ASOC. In general, there are predictive effects of TALS and TFLS on academic staff organizational commitment. However, LFLS has no significant effect on ASOC in PTC.

4.12 The Influence of Job Satisfaction on Organizational Commitment

Table 15 shows the influence of Facets job satisfaction on academic staff organizational commitment (ASOC). The model adequately fits the data, accounting for a substantial portion of the variation in ASOC ($R^2 = 0.249$) and demonstrating statistical significance (F-statistic and p-value). Besides, the tolerance values range from 0.586 to 0.765, all of which exceed 0.1. The Variance Inflation Factor (VIF) values range from 1.306 to 1.705, all of which are below 10. Furthermore, this suggests that there is no significant problem of multicollinearity among the independent variables in the regression model. The R^2 value is 0.249, indicating that the independent factors of job satisfaction in the model account for 24.9% of the variability in ASOC. The regression model may be articulated by incorporating the coefficients derived from the supplied data:

$$Y = \beta_0 + \beta_1 \cdot X_1 + \beta_2 \cdot X_2 + \beta_3 \cdot X_3 + \beta_4 \cdot X_4 + \beta_5 \cdot X_5 + \beta_6 \cdot X_6 + \beta_7 \cdot X_7 + \beta_8 \cdot X_8 + \beta_9 \cdot X_9.$$

The regression equation is expressed as

$$Y = 1.09 + 0.12 \cdot PA - 0.034 \cdot PR - 0.04 \cdot SU + 0.086 \cdot FB + 0.01 \cdot CRJ + 0.07 \cdot OP + 0.06 \cdot CW + 0.09 \cdot NW + 0.08 \cdot CM$$

A rise in income (0.12), precarious benefits (0.09), operational procedures (0.07), colleagues (0.06), nature of work (0.09), and communication (0.08) correlates with an

enhancement in organizational commitment. Promotion (-0.03) and Supervision (-0.036) exhibit negative correlations with organizational commitment, suggesting that elevated scores in these domains may not enhance commitment levels.

The ANOVA table 15 indicates, an F-statistic of 12.20 and a $p < 0.05$. The independent variables, including communication, nature of work, coworkers, promotion, pay, operating procedure, contingent reward, and fragile benefit, and supervision, account for 24.9% of the variability observed in the organizational commitment of academic staff. Using the t-statistic and significance (Sig.), payment (PA): t-value = 3.55, $p < 0.05$, the fragile benefit (FB) had a t-value of 2.50 and a $p < 0.05$.

Table 15: The effect of job satisfaction on organizational commitment

ANOVA ^a								
Model		Sum of Squares		df	Mean Square	F	Sig.	
1	Regression	19.25		9	2.14	12.20	.000 ^b	
	Residual	58.20		332	.175			
	Total	77.45		341				
Coefficients ^a								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	1.091	.112		9.74	.000		
	PA	.12	.032	.20	3.55	.000	.70	1.42
	PR	-.03	.034	-.06	-1.02	.310	.70	1.43
	SU	-.04	.037	-.06	-.98	.329	.59	1.71
	FB	.09	.035	.15	2.50	.013	.64	1.56
	CRJ	.01	.034	.01	.236	.814	.66	1.52
	OP	.07	.033	.13	2.20	.028	.67	1.49
	CW	.06	.033	.10	1.83	.068	.71	1.41
	NW	.09	.033	.15	2.61	.009	.73	1.37
	CM	.08	.033	.13	2.40	.017	.77	1.31
a. Dependent Variable: Academic staff organizational commitment (ASOC)								
b. Predictors: (Constant) Communication, Nature of Work, Coworkers, Promotion, Pay, Operating procedure, Contingent reward, Fragile benefit, Supervision								

The operational procedure (OP) had a t-value of 2.20 and a p-value of 0.05. The nature of work (NW) had a t-value of 2.61 and a $p < 0.05$. The communication (CM) had a

t-value of 2.40 and a $p < 0.05$. This indicates a significant statistical association between job satisfaction and organizational commitment among academic staff. Nevertheless, the promotion (PR) results show a t-value of -1.016 and a $p > 0.05$. Similarly, the analysis of supervision (SU) yielded a t-value of -0.98 and a $p > 0.05$. The data from the coworkers (CW) with a t-value of 1.833 and a $p > 0.05$. Finally, the contingent reward (CRJ) has a t-value of 0.24 and a $p > 0.05$. This indicates that there is no statistically significant correlation between these factors of job satisfaction and the level of commitment that academic staff have towards the colleges.

The regression coefficient table indicates that pay, fragile benefits, operating procedure, nature of work, and communication are statistically significant predictors of academic staff organizational commitment, showing positive relationships. However, promotion, supervision, and contingent reward do not show statistically significant relationships with organizational commitment. A coworker has a slightly meaningful positive correlation.

The Influence of job satisfaction on affective organizational commitment

Table 16 depicts the influence of the facet of ASJS on affective commitment (AC). The model accounts for a minimal portion of the variance in affective organizational commitment ($R^2 = 0.111$) and is statistically significant (F-statistic and p-value). The dimensions of job satisfaction jointly elucidate AC. The R^2 is 0.11, indicating that the model accounts for 11.1% of the variability in the affective commitment, but it is small. The regression model can be expressed by substituting the coefficients from the provided data:

$$Y = \beta_0 + \beta_1 \cdot X_1 + \beta_2 \cdot X_2 + \beta_3 \cdot X_3 + \beta_4 \cdot X_4 + \beta_5 \cdot X_5 + \beta_6 \cdot X_6 + \beta_7 \cdot X_7 + \beta_8 \cdot X_8 + \beta_9 \cdot X_9$$

Regression Model is expressed with equation:

$$Y = 1.14 + 0.14 \cdot PA + 0.03 \cdot PR - 0.15 \cdot SU + 0.08 \cdot FB - 0.001 \cdot CRJ + 0.09 \cdot OP + 0.08 \cdot CW + 0.11 \cdot NW + 0.02 \cdot CM$$

Increases in Pay (0.14), Fragile Benefits (0.08), Operating Procedures (0.09), Coworkers (0.08), Nature of Work (0.11), and Communication (0.02) are associated with increases in affective commitment. Supervision (-0.15) indicates that higher scores in supervision may negatively impact affective commitment. Promotion (0.03), Contingent Rewards (-0.001), and Coworkers (0.08) have less impact on affective commitment based on their significance levels.

Table 16: The influence of job satisfaction on affective commitment

ANOVA ^a							
Model	Sum of Squares	df	Mean Square	F	Sig.		
Regression	19.895	9	2.211	4.60	.000 ^b		
Residual	159.687	332	.481				
Total	179.582	341					
Coefficients ^a							
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	1.141	.186		6.15	.000		
PA	.14	.054	.159	2.58	.010	.70	1.42
PR	.03	.056	.028	.459	.647	.70	1.43
SU	-.15	.061	-.162	-2.40	.017	.59	1.71
FB	.08	.057	.092	1.43	.154	.64	1.56
CRJ	-.001	.056	-.001	-.02	.985	.66	1.52
OP	.09	.055	.105	1.67	.096	.67	1.49
CW	.08	.055	.088	1.43	.153	.71	1.41
NW	.11	.055	.120	1.98	.048	.73	1.37
CM	.02	.054	.018	.31	.760	.77	1.31
a. Dependent Variable: Affective commitment (AC)							
b. Predictors Communication, Nature of Work, Coworkers, Promotion, Pay, Operating procedure, Contingent reward, Fragile benefit, Supervision							

The F-statistic is 4.60, with a $p < 0.05$, indicating that the model is statistically significant. Thus, the dimensions of ASJS influence AC. The highest standardized

coefficient (-0.16) indicates that supervision (SU) has the greatest independent influence on the AC, but it also has an inverse effect. It indicates that as the SU increases, the AC decreases. The nature of work (NW) has a beta value of 0.12, while the value of pay (PA) is 0.16, which indicates that PA has the biggest independent effect on AC and that the link is positive. The most influential factors in explaining the variability in affective commitment are, in order of significance: supervision, pay, and nature of work. The remaining variables provide minor, yet potentially significant, contributions. Moreover, there is not a significant multi-collinearity issue.

The Influence of job satisfaction facets on normative commitment

Table 27 shows the influence of ASJS facets on NC. The model adequately fits the data, accounting for a moderate proportion of the variance in normative commitment ($R^2 = 0.186$), and is statistically significant (F-statistic and p-value). The elements of ASJS jointly elucidate normative commitment. Besides, it indicates that there is no significant issue with multicollinearity. The R^2 is 0.186, indicating that the model accounts for 18.6% of the variability in the NC. The following equation expresses the regression model:

$$Y = \beta_0 + \beta_1 \cdot X_1 + \beta_2 \cdot X_2 + \beta_3 \cdot X_3 + \beta_4 \cdot X_4 + \beta_5 \cdot X_5 + \beta_6 \cdot X_6 + \beta_7 \cdot X_7 + \beta_8 \cdot X_8$$
Equation of the regression by substituting the coefficients, the regression equation becomes:

$$Y = 1.08 + 0.14 \cdot PA - 0.099 \cdot PR - 0.05 \cdot SU + 0.21 \cdot FB - 0.02 \cdot CRJ + 0.16 \cdot OP + 0.06 \cdot CW - 0.01 \cdot NW + 0.07 \cdot CM$$

Increases in Pay (0.14), Fragile Benefits (0.21), Operating Procedures (0.16), Coworkers (0.06), and Communication (0.07) are associated with increases in normative

commitment. Promotion (-0.099), Supervision (-0.05), and Contingent Rewards (-0.02) suggest these factors may negatively impact normative commitment. Promotion ($p = .05$) is on the threshold of significance, while Supervision, Contingent Rewards, Nature of Work, and Coworkers have p-values indicating they are not statistically significant.

Table 17: The influence of job satisfaction on normative commitment

ANOVA ^a								
Model		Sum of Squares		df	Mean Square	F	Sig.	
1	Regression	30.66		9	3.41	8.42	.000 ^b	
	Residual	134.33		332	.405			
	Total	164.99		341				
Coefficients ^a								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	1.08	.170		6.33	.000		
	PA	.14	.049	.167	2.83	.005	.704	1.42
	PR	-.099	.051	-.115	-1.94	.053	.700	1.43
	SU	-.05	.056	-.055	-.85	.398	.586	1.71
	FB	.21	.052	.243	3.94	.000	.641	1.56
	CRJ	-.02	.051	-.028	-.47	.642	.658	1.52
	OP	.16	.051	.187	3.10	.002	.673	1.49
	CW	.06	.050	.072	1.23	.220	.711	1.41
	NW	-.01	.051	-.016	-.28	.777	.730	1.37
	CM	.07	.050	.081	1.43	.152	.765	1.31
a. Dependent Variable: Normative commitment (NC)								
b. Predictors: (Constant), Predictors Communication, Nature of Work, Coworkers, Promotion, Pay, Operating procedure, Contingent reward, Fragile benefit, Supervision								

The F-statistic is 8.42, with a $p < 0.05$, showing that it is statistically significant.

The beta value shows that the variable with the highest beta is Fragile Benefit (FB), with a value of 0.243, indicating that it has the most significant influence on NC. The subsequent highest beta values are observed for Operating Procedure (OP) at 0.187 and Pay (PA) at 0.167, indicating that they also exert significant influences on NC. However,

the beta value of promotion (PR) is -0.12, indicating that it has an inverse influence on NC.

The influence of job satisfaction on continuance organizational commitment

Table 18 shows the influence facets of ASJS on continuance commitment (CC). The model fits well and has statistical significance (F-statistic and p-value) but accounts for only 0.141 of the variance in continuous commitment. The elements of job satisfaction jointly elucidate CC. Furthermore, there is no significant issue with multicollinearity. The R^2 is 0.14, indicating that the model accounts for 14.1% of the variation in the CC, although it is small. The following equation expresses the regression model:

$$Y = \beta_0 + \beta_1 \cdot X_1 + \beta_2 \cdot X_2 + \beta_3 \cdot X_3 + \beta_4 \cdot X_4 + \beta_5 \cdot X_5 + \beta_6 \cdot X_6 + \beta_7 \cdot X_7 + \beta_8 \cdot X_8 + \beta_9 \cdot X_9$$

Substituting the coefficients, the regression equation becomes:

$$Y = 1.05 + 0.07 \cdot PA - 0.03 \cdot PR + 0.09 \cdot SU - 0.03 \cdot FB + 0.05 \cdot CRJ - 0.03 \cdot OP + 0.04 \cdot CW + 0.17 \cdot NW + 0.15 \cdot CM$$

Increases in supervision (0.09), contingent rewards (0.049), nature of work (0.17), and communication (0.15) are associated with increases in continuance commitment. Promotion (-0.03) and Fragile Benefits (-0.03) suggest these factors may negatively impact continuance commitment. Pay (0.07), Promotion (-0.03), Fragile Benefits (-0.03), and Operating Procedures (-0.03) have p-values indicating they are not statistically significant in influencing continuance commitment.

The F-statistic is 6.07, with a $p < 0.05$ showing that there is a statistically significant link between the variables. The variable Nature of Work (NW) exhibits the

highest beta value. This shows that a one-standard-deviation increase in NW and CM equals an increase in CC. The only facets of job satisfaction with $p < 0.05$ are nature of work (NW) and communication (CM), which means they are better predictors of CC than other facets of academic staff job satisfaction. The variables PA, PR, SU, FB, CRJ, OP, and CW do not appear to be significant predictors of CC.

Table 18: The influence of job satisfaction on continuance commitment

ANOVA ^a								
Model		Sum of Squares		df	Mean Square	F	Sig.	
1	Regression	24.796		9	2.755	6.069	.000 ^b	
	Residual	150.725		332	.454			
	Total	175.521		341				
Coefficients ^a								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	1.054	.180		5.85	.000		
	PA	.07	.052	.08	1.29	.197	.70	1.42
	PR	-.03	.054	-.03	-.53	.594	.70	1.43
	SU	.09	.059	.096	1.45	.147	.59	1.71
	FB	-.03	.056	-.03	-.53	.594	.64	1.56
	CRJ	.05	.054	.06	.898	.370	.66	1.52
	OP	-.03	.054	-.03	-.54	.590	.67	1.49
	CW	.04	.053	.05	.78	.436	.71	1.41
	NW	.17	.054	.19	3.10	.002	.73	1.37
	CM	.15	.053	.16	2.81	.005	.77	1.31
a. Dependent Variable: Continuance commitment (CC)								
b. Predictors: (Constant), Predictors: (Constant), Predictors Communication, Nature of Work, Coworkers, Promotion, Pay, Operating procedure, Contingent reward, Fragile benefit, Supervision								

4.13 The Measurement Model of Structural Equation Modeling

Convergent and discriminate validity of variables

Average variance extracted (AVE) and maximum shared variance (MSV) are used to look at and understand the discriminant and convergent validity of these variables. Convergent validity-is degree to which two measure of construct theoretically

should be relate, link between measures of the same construct. Average variance extracted (AVE) the items of variables are above 0.5, (AVE>0.5) indicating that there is reasonable convergent validity. Discriminate validity, the degree to which a construct clearly distinct from other construct. Average variance extracted (AVE) was greater than the maximum shared variance (MSV), (AVE >MSV), so, good discriminate validity.

Convergent and discriminate validity of transactional and laissez faire leadership style

Table 19 shows the validity and reliability of factors of transactional & laissez faire leadership styles. Convergent validity measures how well the created items function within the same underlying theory. In general, the following indicators mark the most basic areas of convergent validity. The Average Variance Extracted (AVE) must be greater than 0.5. It can be observed from the data average variance extracted (AVE) for transactional and laissez-faire leadership, contingent reward (CR), management by exception active (MEA), and management by exception passive (MEP) were all satisfactory. All construction units meet the threshold standards for the presence of convergent validity, hence, the items in each construction unit are highly related and measure the same underlying factor with precision.

Table 19 Validity and reliability of factors of transactional & laissez faire leadership

	CR	AVE	MSV	MaxR(H)	CR	LF	MEA	MEP
CR	0.947	0.817	0.185	0.951	0.904			
LFLS	0.947	0.817	0.042	0.957				
MEA	0.933	0.778	0.185	0.934		-0.11	-0.11	0.2
MEP	0.907	0.710	0.040	0.911		0.025	0.2	0.2

CR =composite reliability, AVE=Average variance extracted, MSV=Maximum shared variance (MSV) Gaskin & Lim, (2016)

Regarding discriminant validity of transactional leadership (TALS) and LFLS, the average variance extracted (AVE) cannot be lower than the maximum shared variance (MSV) of the other constructs. To eliminate any errors, the square root of the average variance extracted (AVE) for each construct should exceed the other construct correlations. The average variance extracted (AVE) for each construct of TALS and LFLS is greater than the MSV, indicating good discriminant validity. Thus, as the data indicates, a strong discriminating validity of transactional and laissez-faire leadership style factors.

Convergent and discriminant validity transformational leadership style (TFLS)

The factors of TFLS, such as idealized influence attributed (IIA), intellectual stimulation (IS), and idealized influence behavior (IIB), inspirational motivation (IM), individualized consideration (IC). The convergent validity of the transformational leadership dimensions can be analyzed and interpreted as follows: The AVE (average variance extracted) value, surpasses the recommended threshold of 0.50. These findings indicate that the items assessing the dimensions of TFLS possess a strong level of convergent validity since they are capable of accounting for a significant portion of the variability in the underlying construct. The AVE (Average Variance Extracted) score for Idealized Influence Behavior (IIB) is 0.73, for intellectual stimulation (IM) is 0.76, for inspired motivation (IS) is 0.709, for the idealized influence attribute (IIA) is 0.74, for Individualized Consideration (IC) is 0.74. These findings indicate that the items used to assess the whole dimension demonstrate a strong level of convergent validity. The AVE (Average Variance Extracted) value, which is above the acceptable threshold of 0.50.

Table 20 Validity and reliability of factors of transformational leadership style

	CR	AVE	MSV	MaxR(H)	IIA	IS	IIB	IM	IC
IIA	0.919	0.739	0.123	0.920	0.860				
IS	0.907	0.709	0.113	0.907	0.123	0.842			
IIB	0.916	0.732	0.120	0.916	0.118	0.267	0.855		
IM	0.928	0.763	0.123	0.929	0.350	0.167	0.141	0.874	
IC	0.919	0.739	0.120	0.920	0.083	0.336	0.347	0.175	0.860

CR =composite reliability, AVE=average variance extracted, MSV =Maximum shared Variance, Gaskin & Lim, (2016)

Regarding discriminant validity of transformational leadership style (TFLS), the MSV (maximum shared variance) values for all dimensions are lower than the corresponding AVE (average variance extracted) values, suggesting that the dimensions possess sufficient discriminant validity. The square root of the average values (AVE) exceeds the correlations between the dimensions, providing additional evidence for the distinctiveness of the dimensions. The high average variance extracted (AVE) values, low mean square variance (MSV) values, and the association between the square root of the AVE values and the dimensions indicate that the transformational leadership dimensions exhibit good discriminant validity.

Convergent and discriminant validity of organizational commitment dimensions

Table 21 shows the validity and reliability of organizational commitment dimensions.

Table 21 Validity and reliability of organizational commitment dimensions

	CR	AVE	MSV	MaxR(H)	AC	NC	CC
AC	0.899	0.689	0.040	0.904	0.830		
NC	0.903	0.700	0.046	0.909	0.199	0.837	
CC	0.901	0.694	0.046	0.901	0.159	0.214	0.833

CR =Composite reliability, AVE =Average variance extracted MSV=Maximum shared variance, Gaskin & Lim, (2016)

In terms of analysis and interpretation of the convergent validity of the organizational commitment dimensions, it can be observed as follows: The AVE score of

the affective commitment dimension is 0.69 which is more than the accepted level of 0.50. It shows a strong level of convergent validity. The average value (AVE) for normative commitment (NC) is 0.70 which is above the required threshold of 0.50. This means, that the questions seeking to measure this dimension of AC from the assessing perspective are strongly valid in their objective and address the core of AC efficacy. The average score of continuous commitment to CC is 0.69 which is above 0.50. This shows that organizational commitment dimensions have good convergent validity.

Concerning discriminant validity of organizational commitment dimensions, the evaluation of distinguishing between the dimensions yielded satisfactory results. There are no notable differences in the discriminant validity levels of each of the constructs adopted in this study because the differences were rather marginal. All three components of organizational commitment, Affective Commitment, Normative Commitment, and Continuance Commitment, possess good discriminant validity. This can be seen by the high AVE values, the low MSV values. Thus, this indicated that this variable good discriminate validity.

Convergent and discriminant validity of academic staff job satisfaction facets

Table 22 shows validity and reliability of Job satisfaction facets. AVE (average variance extracted) value on promotion (PR) is 0.76 which is higher than the minimum rating of 0.50. This means that the items that were employed in measuring the PR spent demonstrate a high level of convergent validity. The AVE (Average Variance Extracted) of 0.82 is also above the minimum level recommended of 0.50 for Pay (PA). This means that the questions evaluating the PA facet are quite valid. The values of AVE for all other aspects; supervision, fringe benefits, contingent reward, operational procedures,

coworkers, nature of work, and communication are within the interval of 0.68 to 0.84. All these values are greater than the threshold level of 0.50. This means that the items used in measuring job satisfaction aspects have good convergent validity.

With regard to discriminant validity of job satisfaction facets, the MSV (maximum shared variance) values for all the facts are lower than the corresponding AVE values, suggesting that the facets possess sufficient discriminant validity. The square root of the average values (AVE) exceeds the correlations between the facets, providing more evidence for the distinctiveness of the facets.

Table 22: Validity and reliability of Job satisfaction facets

	CR	AVE	MSV	MaxR(H)	PR	PA	SU	FB	CRJ	OP	CW	NW	CM
PR	0.926	0.758	0.229	0.927	0.871								
PA	0.949	0.822	0.214	0.950	0.283	0.907							
SU	0.954	0.837	0.262	0.955	0.366	0.463	0.915						
FB	0.923	0.750	0.240	0.925	0.479	0.274	0.344	0.866					
CRJ	0.928	0.764	0.262	0.929	0.235	0.443	0.512	0.238	0.874				
OP	0.932	0.773	0.240	0.933	0.443	0.271	0.322	0.490	0.331	0.879			
CW	0.929	0.767	0.224	0.937	0.270	0.408	0.473	0.284	0.449	0.305	0.876		
NW	0.930	0.769	0.214	0.931	0.380	0.179	0.375	0.463	0.288	0.347	0.232	0.877	
CM	0.894	0.678	0.171	0.900	0.268	0.357	0.413	0.249	0.385	0.347	0.326	0.172	0.823

CR =composite reliability, AVE=Average variance extracted, MSV= Maximum shared variance, Gaskin & Lim, (2016)

The facets of job satisfaction, such as promotion, pay, supervision, fringe benefits, contingent reward, operating procedures, coworkers, nature of work, and communication, demonstrate good discriminant validity. Since, the presence of high AVE values, low MSV values, i.e. $AVE > MSV$. This indicates that job satisfaction facets have a good discriminant validity.

Composite Reliability (CR) of variables

Composite reliability (CR) is beneficial in studies for measuring the reliability of a latent component. It evaluates the extent to which the items that measure each construct are measuring the same basic concept. The CR is used to evaluate the reliability of each dimension's measures in the transactional leadership, transformational, academic staff organizational commitment and job satisfaction. It should be noted however that CR values usually can be accepted beyond 0.7 with exceeding 0.8 considered good. In this case, all measurements are above the threshold, which is a positive indicator of internal consistency as well.

Based on the data provided table 19-22, note the following for the Parameters (factors) of the variables under investigation: The transactional leadership style (TALS) rest between 0.91 and 0.95 and so does laissez-faire leadership style (LFLS) with a composite reliability (CR) of 0.95. Transformational leadership style (TFLS) has a composite reliability (CR) between 0.91 and 0.93. The dimensions of academic staff organizational commitment (ASOC) have CR values of 0.89 and 0.90. The composite reliability (CR) of the facets of academic staff job satisfaction (ASJS) have values between 0.89 and 0.95, and all of them are above 0.7. From the explanation above, it can be conclude that the above mentioned variables and its factors are highly reliable.

Confirmatory Factor Analysis (CFI)

Confirmatory factor analysis (CFA) evaluates a proposed theoretical measurement model by assessing if the hypothesized model produces a variance-covariance matrix that resembles the sample variance-covariance matrix (Schumacker & Lomax (2016).

Confirmatory Factor Analysis involves evaluating factor loadings (with a typical

threshold of 0.7 or greater for sufficient loadings) and fit indices, including Chi-square, Root Mean Square Error of Approximation (RMSEA), Goodness of Fit Index (GFI), and Comparative Fit Index (CFI) (Hair et al., 2014).

Model fit measures of transactional and laissez-faire leadership style factors

The TALS and LFLS have a Chi-Square (CMIN) value of 216.507. The degrees of freedom (DF) are 98, and the CMIN/DF ratio is 2.21. The Chi-Square test evaluates the difference between the observed and expected covariance matrices. Here, a CMIN/DF ratio (sometimes referred to as the normed chi-square) of 2.21 is within the acceptable range. Generally, we consider values between 1 and 3 to be satisfactory. This implies that the model gave a satisfactory level of accuracy within the expected range.

Table 23 Model fit measure of all variables

Measure	Estimate				Threshold	Interpretation
	TALS & LFLS	TFLS	ASOC	ASJS		
CMIN	216.51	258.96	124.72	1440.45	-	Acceptable
DF	98	160	51	558	-	
CMIN/DF	2.21	1.79	2.45	2.58	b/n1&3	
CFI	0.98	0.97	0.97	0.92	>0.95	
SRMR	0.04	0.03	0.04	0.03	<0.08	
RMSEA	0.05	0.05	0.07	0.07	<0.06	
PClose	0.07	0.63	0.04	0.05	>0.05	

Gaskin & Lim (2016)

CMIN= Chi-square, DF= degrees of freedom CMIN/DF= ratio of Chi-square to DF, CFI=Comparative fit index, SRMR= Standardized Root Mean Square Residual, RMSEA= Root Mean Square Error of Approximation, PClose=p value for close fit

The Comparative Fit Index (CFI) is valued equal to 0.98. The CFI aims to test how well the sample model constrains the relationships between the variables as compared with a model that adopts a completely null model by assuming no relationships between the variables. According to the CFI scores reported above, a score of 0.98

suggests a good fit in the model because it is greater than 0.95. It is known that the SRMR value in this strength of the model should not be higher than 0.04. The SRMR is a measure that determines the reasonableness of many constraints using a limited number of approaches. The SRMR score of 0.04 falls significantly below the cutoff point of 0.08, indicating an excellent range. The root mean square error of the approximation was 0.06, whereas the PClose was 0.07, which depicts a satisfactory fit. Numbers less than 0.08 mean that the model fits well. This provides even more support for the model fit.

From these fit indices patterns, the TALS and LFLS models also do not show any significant deviations from the observed data. The result shows that the model explains the structure of the relationship of the data set for TALS. The said path diagram shows the constructs with their respective factor loadings and the interrelationships amongst them. All the items have factor loading higher than 0.7, showing high convergent validity. The reliability and validity of TALS were also tested in terms of structural validity as sub-dimensions do not show highly close relations with moderate correlation (ranging from -0.20 to 0.43). This means the dimensions of TALS in the most recently tested model have effective convergent and discriminant validity (Gaskin & Lim, 2016).

Model Fit Measures Transformational leadership (TFLS) factors

The TFLS model contains 45 variables out of which 20 are variables observed and 25 are variables unobserved. This goes to show quite an elaborate model that seeks to capture different elements and their integrations. The model includes 25 variables that do not depend on the variables endogenous in the structural model and 20 dependent variables therein.

The fit of Transformational leadership Model Measures. CMIN stands for Chi-Square and the figure for transformational leadership is 285.826. The degree of freedom DF refers to the value which in this case is 160. The produced normed chi-square value CMIN/DF is 1.786 which is acceptable. Normally, such values are only expected for values between 1 and 3 times. This indicates that the model fit for further analysis. An SRMR of 0.028 value is said to be a very good fit hence the results from the analysis, generally figures falling less than 0.08 are considered good.

The RMSEA value is 0.048 suggests an excellent match (with values less than 0.05 regarded as outstanding). The PClose value of 0.63 suggests that it is not possible to reject the null hypothesis which states that RMSEA is less than, equal to, or greater than 0.05 at level 0.05. It provides further support for the belief that the model satisfies the goodness of fit. The TFLS model fit indices point towards a significant relationship with the data. The CMIN/DF ratio is 1.79 which endorses excellent model fit. A CFI value of 0.975 suggests a high fitting of the model which shows that the tested model was effective in representing the data better than the independent model. The SRMR value which is marginally very low of about 0.03 implies that the correlations between the observed and modeled values deviate very little. The Modal RMSEA of 0.05 and the PClose value of 0.63 augments more evidence that the model conforms to the data. All in all the TFLS model measures are acceptable compared to the data. This means the TFLS model is ready for the next stage of analysis (Gaskin & Lim, 2016).

Model Fit Measures of Academic staff Organizational Commitment (ASOC)

Dimensions

Table 36 shows that the model fit measure of organizational commitment dimensions. The Chi-square ratio (CMIN/DF) is found at 2.45, which is considered to be within the permissible limits. The CFI measures how the proposed model is fitted concerning the data obtained and how it relates to a baseline model that does not assume any relationships among the constructs of the study. A result of 0.97 suggests that just like a clinical trial or a survey this ideal model would respond to the acceptance criteria considering that fits are generally regarded at cut dummy values of > 0.95 .

SRMR is the measure of the standardized expected and observed correlation differences. SRMR value of 0.04 is well within the strict tolerance limit of 0.08 suggesting a very good fit instead. RMSEA measures the degree of fit related to the model where the population covariance matrix is correct but appropriate estimates of those parameters cannot be obtained with certainty. There is a strong positive association, but the result values are lower than the acceptable cut of 0.08. Nonetheless, the PClose value of 0.04 which is towards pre - set limit of 0.05 marginally fail to reject the null hypothesis that RMSEA is below or equals to zero. Thus, the overall fit indices indicate that the model is a reasonable depiction of the relationships in the data for organizational commitment (Gaskin & Lim, 2016).

The model fit measure of academic staff job satisfaction (ASJS) facets

The display which shows the proportion of CMIN to CMIN/DF ratio shows that the chi square value which is CMIN/DF falls within the norms. Ordinarily, values

ranging from 1 to 3 are preferred. This says that the model does not argue with unreasonable evidence. The results provide evidence that the model explaining the determination of job satisfaction is consistent with a few complications. Notably, a CMIN/DF of 2.581 is within the accepted average degrees of fit.

Despite the CFI value of 0.92 being within the accepted value, further improvements in the fit of the model can be made. The SRMR simply compares the observed correlations and predicted correlations; therefore, furthermore the score of 0.03 shows insignificance as far as model fit is concerned. Respective scores mostly do not exceed the acceptable precedents and precedents point to quilt scores. All in all the job satisfaction model fits a moderate set of data that was collected. The respective tests are CMIN/DF; SRMR & RMSEA also show how the model can be ‘normalized’.

Measurement model Transactional and laissez-faire leadership style

As illustrated figure 2 the standardized factor loadings of the transactional as well as the laissez-faire leadership styles. The estimates are the standardized factor loadings of the observed indicators (the items) of each of the corresponding latent factors (the transactional and laissez faire leadership dimensions). The regression weight of contingent reward (CR) 0.88-0.94, management by exception active (MEA) 0.87-0.89 management by exception passive (MEP) 0.81-0.89, laissez faire leadership (LFLS) 0.85-0.95. In factor analysis, the more the factor loading, the more the correlation between the observable entity and the hidden concept. Consequently, it can be noted that according to the result, all factor loadings are greater than 0.7, this means that there was a good

relationship between the items and the specified leadership styles factors (See appendix IX) standardized factor loadings of the factors of TALS and LFLS.

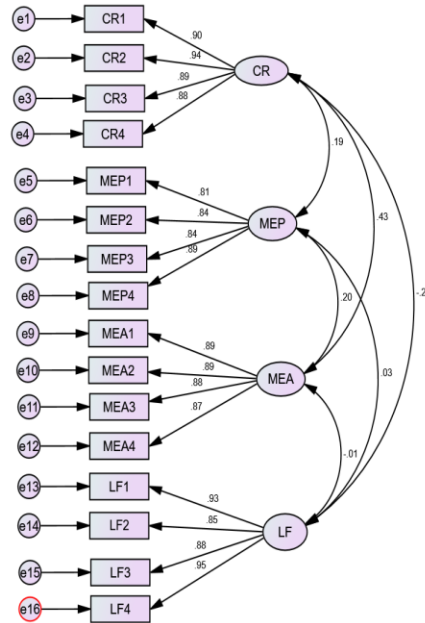


Figure 2 the measurement model of transactional and laissez-faire leadership style

Measurement model of transformational leadership style (TFLS)

As indicated figure 3 indicates the standardized regression weights for the factors of transformational leadership. IS1 to IS4 index the Inspirational Motivation IS factor with enough factor loadings pertaining from 0.83 to 0.85. The factors IIA1 to IIA4 also index the Idealized Influence Attributed IIA factor with enough factor loading ranging from 0.84 to 0.88. The factors IIB1 to IIB4 also index the Idealized Influence Behavior IIB factor and their respective factor loading values ranged from 0.841 to 0.87.

The factors IM1 to IM4 index the Intellectual Stimulation IM factor with enough low factor loading of 0.84 to up to 0.89. The factors IC 1 to IC4 index the Individualized Consideration IC factors within the loadings of 0.83 and 0.88. Generally, the standardized regression weights provide further evidence on how closely the items correlate to the components of transformational leadership with the measured variables indicating the probable constructs very well (See appendix IX) factor loadings of TFLS factors.

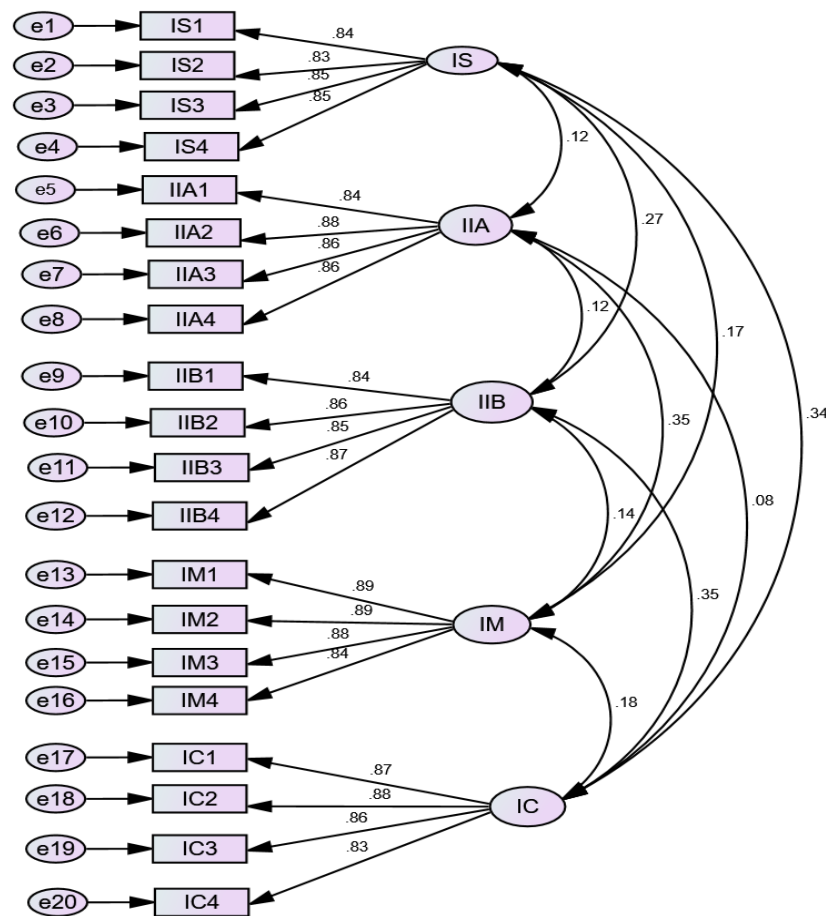


Figure 3 The measurement model of the transformational leadership style

Measurement model of academic staff organizational commitment (ASOC)

As indicated figure 4, concerning the provided standardized regression weights for the factors measuring organizational commitment which are the items AC1-AC4, the findings suggest that the item scale measurements of the Affective Commitment (AC) factor are between 0.76 and 0.87. There is thus a link between these elements to the Affective Commitment construct. Concerning their NC1 – NC4 items also they are pertinent to the normative commitment (NC) factor with indicator reliability of 0.79-0.89. This implies that there is a strong relationship between these items and the normative commitment and their features. Items CC1 to CC4 are also valid for measuring the Continuance Commitment (CC) factor for their indicator estimates ranged from .82 to .84. There is also a strong and direct relationship between these items and their corresponding Continuance Commitment construct. Overall, the factor loadings suggest that the factor regression coefficients of both the items and the appropriate organizational commitment components are good with all loading factors being over 0.70. This finding provides evidence of the convergent validity of the measuring model since the items function as expected and correlate well with their respective hidden constructs (see appendix IX) factor loadings of ASOC dimensions.

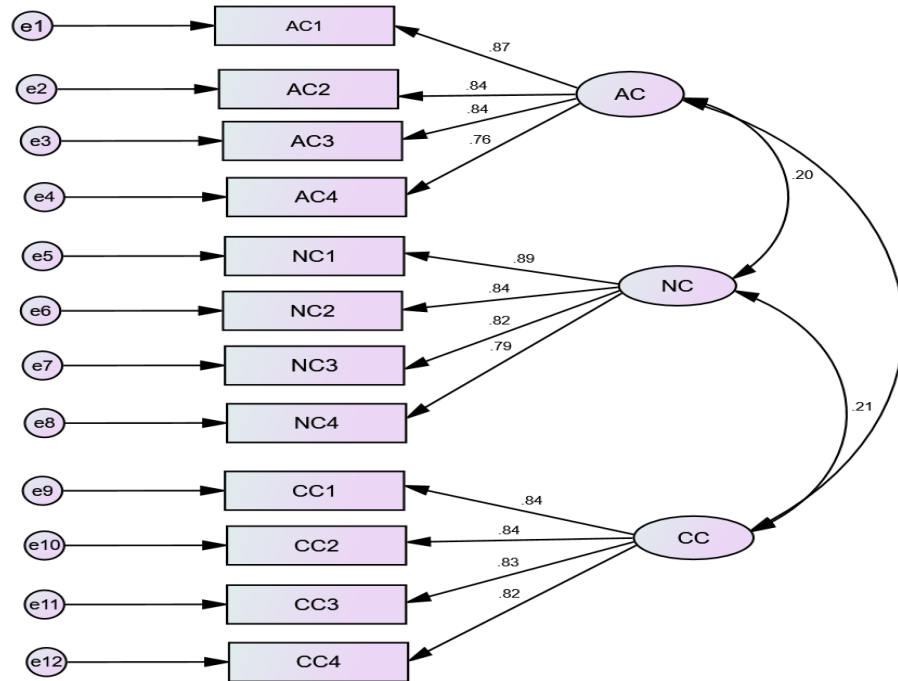


Figure 4 The Measurement model of academic staff organizational commitment

Standardized Regression Weights (factor loadings) job satisfaction facets

As indicated figure 5, the academic staff job satisfaction standardized regression weights, the indicators PA1 to PA4 have higher factor loadings of between 0.88 and 0.92 and this suggests that these components have a high correlation and therefore the Pay aspect is very much noticeable in these components. The indicators PR1 to PR4 also have a good value of factor loadings varying between 0.85 and 0.89 this implies that these products are closely related to and even in their usage depict well the promotion aspects.

As indicates figure 5, Items SU1 to SU4 exhibit high factor loadings, ranging from 0.891 to 0.936, a strong correlation. The components FB1 to FB4 have high factor

loadings ranging from 0.841 to 0.894 implying that these things are closely related to and even in their applicable use these things are relevant to the fringe benefits. The above results in the standardized regression weights on the other hand suggest a further strength of relation between items and their particular work satisfaction features which is depicted by every factor loading being above 0.74. The items indeed relate to those concepts they are meant to assess, thus, the respondents' assessments were assertive of the convergent validity (see appendix IX) regression weights of ASJS.

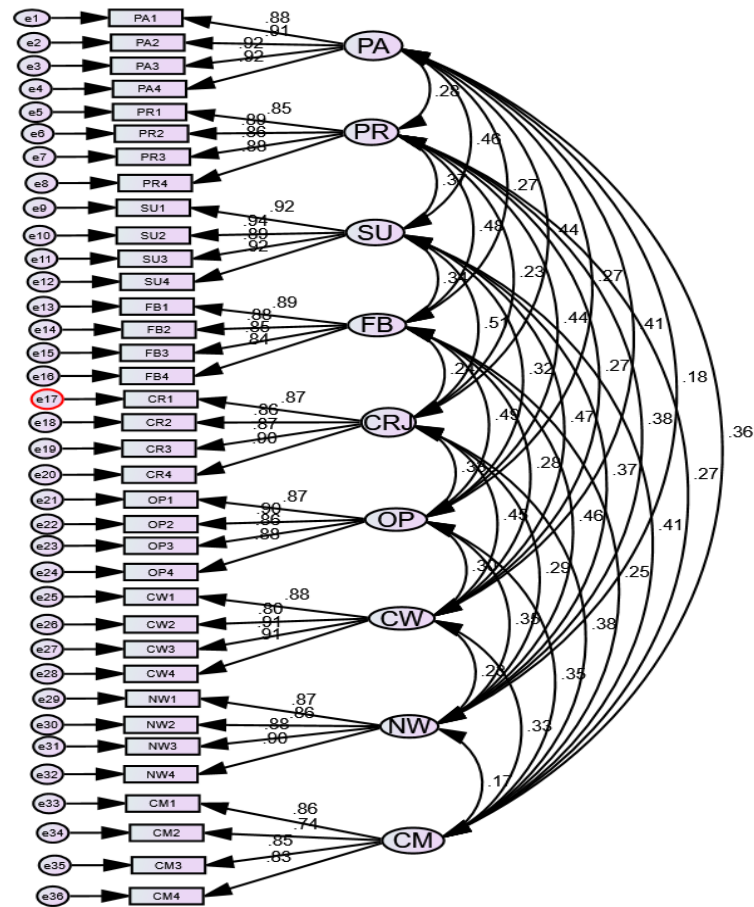


Figure 5. The measurement model of Academic staff job satisfaction facets

2.14 The Mediating Effect of Job Satisfaction on the Link between Leadership Styles and Organizational Commitment

Model fit measures of the mediating effect ASJS on link between TFLS and ASOC

As Table 24 shows the model fit measures of the mediating effect ASJS on link between TFLS and ASOC. Accordingly, the CMIN/DF value of 1.81 also lies within the acceptable level which is again less than three. CFI (Comparative Fit Index) = .91 scores

are on the acceptable range. SRMR (Standardized Root Mean Square Residual) is 0.07, which is also within the range of advocating that the model fits well. RMSEA of less than 0.06 gives an acceptable value of $0.05 < 0.06$ bearing in mind the adequacy of the model. The PClose value of this test was 0.83, which is acceptable because it is above the cut-off of value 0.05, this indicates that there is no statistically significant difference in the RMSEA.

Table 24 Model fit measure of variables in SEM

Measure	Estimate			Threshold	Interpretation
	TFLS	TALS	ALLS		
CMIN	3953.83	3358.43	5901.49	-	Acceptable
DF	2190	1692	3379	-	
Probability level	.000	.000	.000	-	
CMIN/DF	1.81	1.99	1.75	b/n1&3	
CFI	0.91	0.91	0.90	>0.95	
SRMR	0.07	0.07	0.08	<0.08	
RMSEA	0.05	0.05	0.05	<0.06	
PClose	0.83	0.01	0.99	>0.05	

Gaskin & Lim (2016) TALS=Transactional leadership, TFLS=Transformational leadership. ALLS=Academic leaders leadership style, CMIN= Chi-square, DF= degrees of freedom CMIN/DF= ratio of Chi-square to DF, CFI=Comparative fit index, SRMR= Standardized Root Mean Square Residual, RMSEA= Root Mean Square Error of Approximation, PClose=p value for close fit

Also, there is generally a good fit in the model as most of the fit indices approximate the required values. This means that though the proposed model is technical as it seeks to motivate greater satisfaction for a transformational leadership style's antecedents to deeper organizational commitment, the data favors this model with support of mediating job satisfaction (Gaskin & Lim, 2016).

Model fit measures of the mediating effect of ASJS on link between TALS and ASOC

Table 24 suggests that Model Fit Indices demonstrate the overall model fit, concerning the mediating role of academic staff satisfaction on TALS and ASOC. The chi-square (CMIN) value is 3358.43 with 1692 degrees of freedom. The CMIN/DF ratio of 1.985 suggests a fair model fit as the general rule is that ratios below 1 or 3 are acceptable. A CFI that is 0.91 is found considerably alright as well, and for CFI of more than 0.90 is acceptable. The standardized root mean square residual (SRMR) of 0.07 and the RMSEA of 0.05 also have the characteristic of good model fit as values of these two measurements are expected to be lower than 0.08 and 0.06 respectively. The root mean square error of approximation (RMSEA) is significantly less than 0.06, showing that the model fit is generally good.

Model fit Measures for mediating effect of ASJS on the link between ALLS and ASOC

Model fit measures for a general overview of leadership style, and transactional transformational style are captured in table 24. CMIN/DF measure of 1.75 indicates an acceptable model fit since this is below the upper limit of 3. A CFI value of 0.90 represents a fair fit located away from the acceptable value of close to 1 that one would prefer. The standardized residual root mean square is 0.08 and under the maximum recommended limit of 0.08 which demonstrates that the model fit is acceptable within the recommended range. RMSEA value of 0.05 represents a fair fit and is below the level of the cut-off point which is 0.08. The PClose of 0.99 indicates that there is a good model fit with the data that has been obtained above.

The Mediating Effect of Academic Staff Job Satisfaction on the Link between Transformational Leadership Style and Organizational Commitment

The Standardized regression weight in the SEM model for TFLS, from TFLS to ASJS the estimate is 0.59; from ASJS to ASOC the estimate (regression weights is 0.33 and the direct effect from TFLS to ASOC is 0.79. Base on this data indicated on figure 6 by using Baron and Kenny's approach to mediation analysis, the following steps should be treated as indicated the standardized regression weight (factor loadings) in figure 6.

Step 1: Examine the correlation that exists between TFLS and ASOC. There is a directly proportional and moderate correlation between as it has a regression weight of 0.79. It has noted a positive correlation between TFLS and ASOC.

Step 2: Examine the correlation that exists between TFLS and ASJS. Here regression weight is 0.59 therefore, there is a positive association between TFLS and ASJS.

Step 3: While controlling for TFLS, determine the relationship between ASJS and ASOC. The positive association was high but low at 0.33, this was the regression weight of ASJS and ASOC with TFLS still in the model. It means that their association is positive since the influence of TFLS is assumed not to be there.

Step 4: Consider how the addition of the mediator ASJS, and its impact on the relationship between TFLS and ASOC, assesses within the given analysis. In step one, the ratio regression weight between TFLS and ASOC was 0.79 while in Step 3 it was 0.33 which of the two showed a decrease in the linear relationship. This decrease suggests that ASJS performs a mediation in the relationship between TFLS and ASOC.

Therefore, ASJS functions as a partial mediator in the relationship of these two factors ASOC and TFLS.

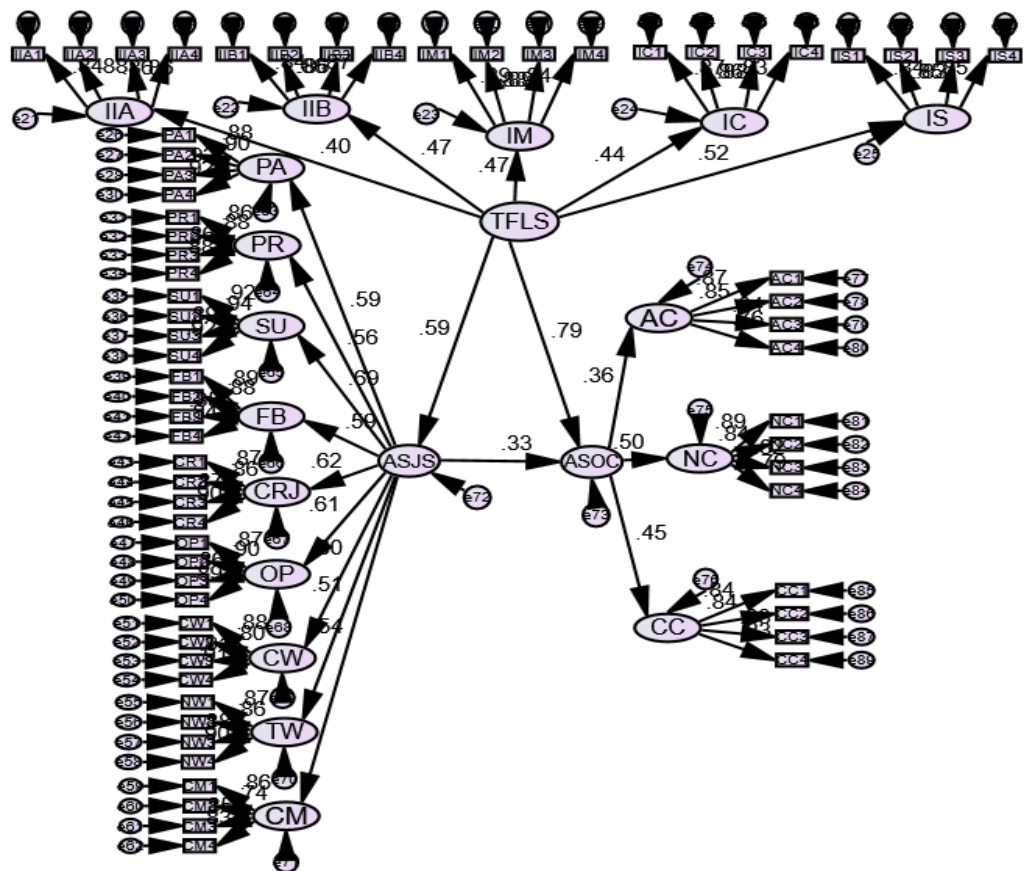


Figure 6 SEM of the mediating effect of ASJS on the link between TFLS and ASOC

The Mediating Effect of Academic Staff Job Satisfaction in the Relationship between Transactional Leadership Style and Academic Staff Organizational Commitment

At Figure 7, the standardized regression weight for TALS is 0.64. The estimate for the link between TALS and ASJS is 0.36, and the direct effect between TALS and ASOC is 0.70. Using the Baron and Kenny (1986) mediation analysis method, to analyze how ASJS affects the relationship between transactional leadership style (TALS) and academic staff organizational commitment (ASOC) as follows:

Step 1: Examine the connection between TALS and ASOC. The weight of regression predictive of TALS as well as ASOC is 0.70, suggests a good link between TALS and ASOC.

Step 2: Assess the relationship that exists between the TALS and ASJS. The value of regression weight predicting TALS with ASJS stands at 0.64, which suggests a good link between TALS and ASJS.

Step 3: Examine if there is a relationship between ASJS and ASOC while accounting for the independent variable (TALS). The weight between ASJS and ASOC is 0.36 which means there is a positive correlation between ASJS and ASOC.

Step 4: Conduct a test of the connection between TALS and ASOC with the addition of ASJS. To verify the mediation effect, evaluate the regression weight that connects TALS to ASOC in Step 1 (0.70) against the weight TALS –ASOC in Step 3 (0.36). The connection observed between TALS and ASOC changes from 0.70 (step 1) to 0.36 (step 3) as ASJS is added to the model in order. This reduction implies that ASJS suffices in

effect mediate the link between TALS and ASOC. This means that the link between TALS and ASOC is partially accounted for by academic staff's satisfaction on their job.

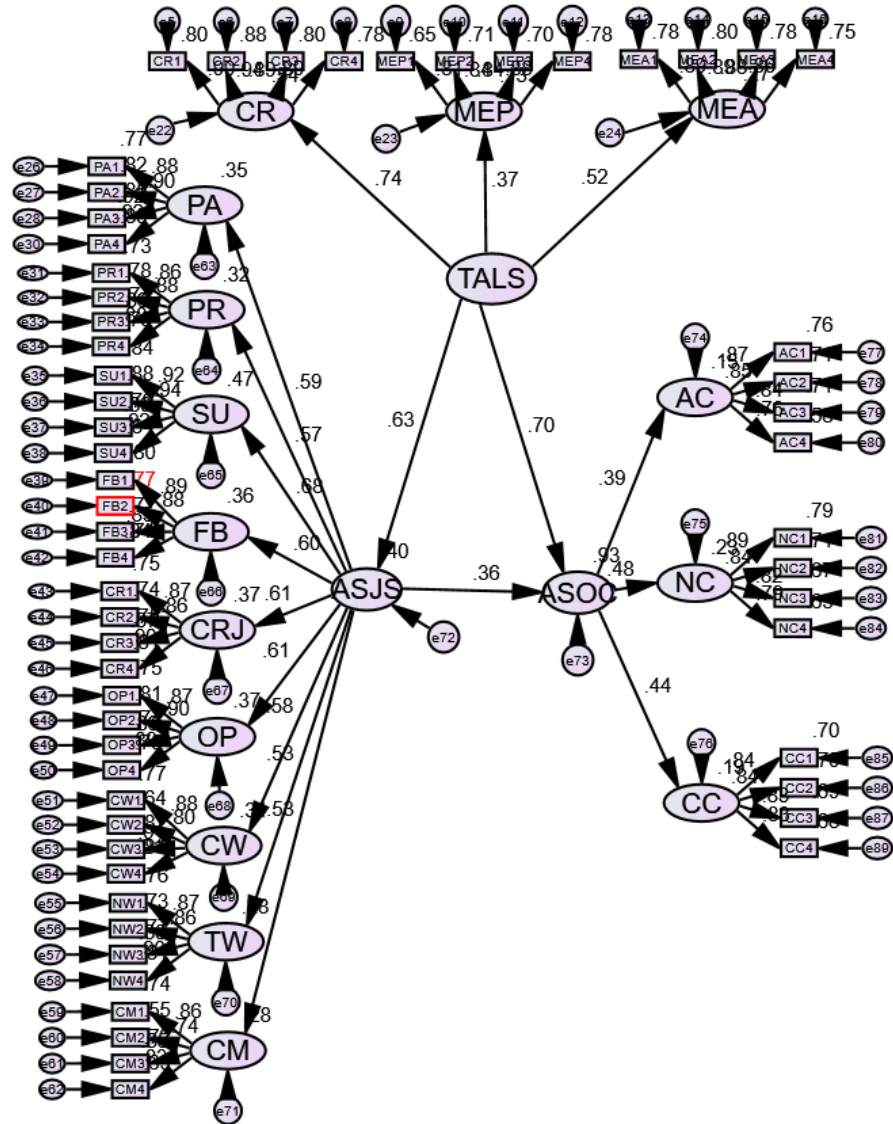


Figure 7 SEM of the mediating effect of ASJS on the link between TALS and ASOC

The Mediating Effect of Academic Staff Job Satisfaction on the Link between Academic Leaders' Leadership Style and Organizational Commitment

To analyze and interpret the mediating effect of academic staff job satisfaction in the relationship between three leadership styles and academic staff organizational commitment. The study or model directly measures or observes the observed variables. Instead of measuring them directly, infer unobserved variables, also known as latent variables or hidden variables, from the observed variables. Exogenous variables, while not influenced by other variables in the model, have the potential to influence endogenous variables. They are typically considered independent variables. Other variables in the model are influencing endogenous variables. They are typically considered dependent variables or outcomes.

To analyze and interpret the mediating effect using Baron and Kenny (1986) mediation analysis approach is utilized to analyze and interpret the mediating effect. As indicated figure 8, the standardized regression weight between the leadership style of academic leaders (ALLS) and ASJS is 0.71. The standardized regression weight between ASJS and ASOC is 0.73. The standardized regression weight between ALLS academic staff organizational commitment (ASOC) is 0.31. The independent variable ALLS should significantly predict the mediator ASJS. The independent variable (ALLS) should significantly predict the dependent variable (ASOC).

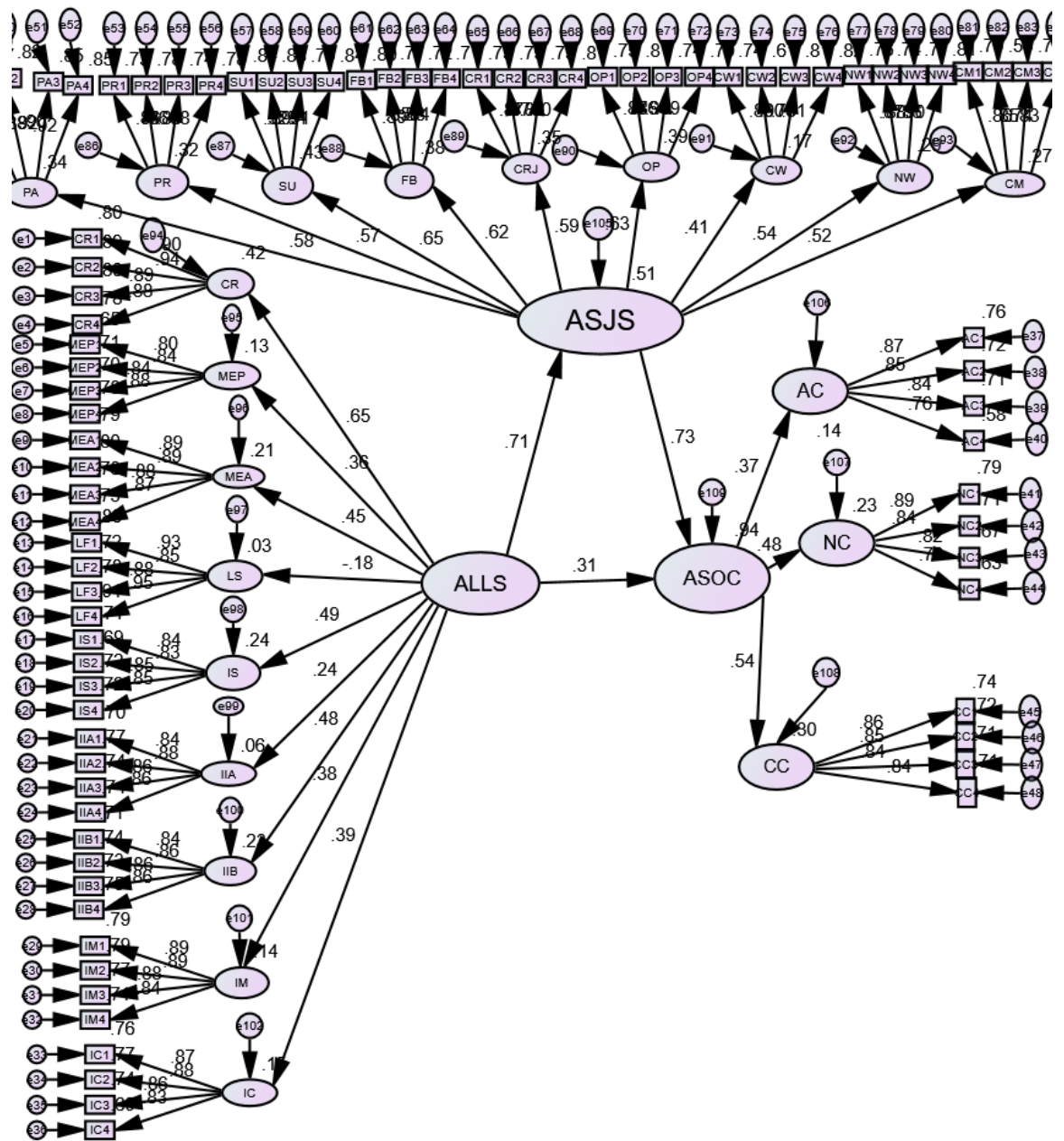


Figure 8 SEM of the mediating effect of ASJS on the link between ALLS and ASOC

The mediator (ASJS) should significantly predict the dependent variable (ASOC) while controlling for the independent variable (ALLS). With a standardized regression

weight of 0.72, ALLS significantly predicts ASJS. This suggests that the first criterion is satisfied. ALLS significantly predicts academic staff organizational commitment (ASOC). It can be concluded that ALLS has an incidence on ASOC directly, but, its effect size on ASOC is lesser than ASJS. With a standardized regression weight of 0.73, ASJS emerges as a statistically significant predictor of ASOC. This implies that ASSJ also influences ASOC independently of ALLS having controlled for its effect. The direct path from academic staff job satisfaction to organizational commitment remain significant (0.31) but its strength is entirely eliminated. Thus, this indicates that ASJS has a partial mediating effect on the influence of ALLS on ASOC. Although ALLS makes a direct contribution to ASOC, it has some indirect effect on ASOC because of its effect on ASJS. Furthermore, the standardized regression weights entail that ASJS exerts a greater direct influence on the academic staff organizational commitment (ASOC) than the influence of academic leader's leadership (ALLS) on the academic staff organizational commitment.

CHAPTER FIVE

5. Major Findings, Conclusions, Recommendations, and Implications of the Study

This chapter includes the major findings of the study, the discussions, the conclusions, the recommendations, and the implications for future research based on the study's basic questions. The study aims to examine the effect of academic leaders' leadership styles on the job satisfaction and organizational commitment of academic staff and the mediation effect of job satisfaction in Polytechnic Colleges of Amhara region, Ethiopia.

5.1 The Major Finding of the Study

The analysis and interpretation of the data in the study yield the following principal findings about the fundamental problems posed in earlier chapters. The findings delineated key aspects: the perceptions of academic personnel concerning three leadership styles, the disparity in perceptions between academic leaders and academic staff regarding these styles, the status of academic staff's job satisfaction and organizational commitment, and the correlation between academic leaders' leadership styles and academic staff job satisfaction; between academic staff job satisfaction and organizational commitment; and between staff job satisfaction and normative commitment. Job satisfaction among academic staff and their continuance commitment, the correlation between academic leaders' leadership styles and the organizational commitment of academic staff, and the mediating role of job satisfaction in the relationship with leadership styles and organizational commitment.

5.1.1 The extent of leadership style as perceived by academic staff

The study found that transactional leadership styles (TALS), including contingent reward (CR), management by exception passive (MBEP), management by exception active (MBEA), and the overall TALS exercised in polytechnic colleges (PTCs). The contingent reward factor of the transactional leadership style is the most prominent compared to other TALS's factors. Academic staff perceives all the factors of the transformational leadership style (TFLS), such as intellectual stimulation (IS), idealized influence attribute (IIA), idealized influence behavior (IIB), inspirational motivation (IM), individual consideration (IC), and the overall TFLS also practiced in PTCs in average level. The academic staff demonstrates a greater prevalence of IM and IS, as evidenced by their highest mean scores from TFLS.

Besides, academic staff consider the laissez-faire leadership style (LFLS) to be far below the middle of the average. This suggests that the LFLS is seen as a considerably small mean score, indicating that it is less favored among the academic staff. In general, both the TALS and TFLS are present to some degree; however, the TALS has a somewhat higher mean score than the TFLS. The leadership style of the academic leader, which includes elements of all three forms, has an average score that falls between the TFLS and TALS but is closer to the transformational style. This indicates that those leadership styles indicated above are exercised to a lesser extent in polytechnic colleges.

5.1.2 The Perceptions difference between academic leaders and staff on leadership styles

The study revealed that leaders' and academic staff's perspectives of each of the two styles of leadership styles (transformational and transactional) and overall leadership varied. The independent sample t-test result indicated that academic staff members' and leaders' perspectives on transactional, transformational, and overall leadership styles differed. However, there weren't any noticeable distinctions in how they see laissez-faire leadership style. This indicates that there is no mutual understanding of the leadership style between academic staff and academic leaders that was exercised in polytechnic colleges. This may create insufficient communication between leaders and staff may result in misunderstandings over goals and expectations. Academic staff may possess varying expectations concerning leadership approaches, thereby impacting morale and collaboration. This may have some effect on the day-to-day activities of the polytechnic colleges.

5.1.3 The status of academic staff's job satisfaction in polytechnic colleges

The job satisfaction of academic staff in polytechnic colleges was quite low. Given that the average score for Academic Staff Job Satisfaction (ASJS) was 2.46, which is below the average. In general, the descriptive statistics indicate that academic staff members' views on different aspects of job satisfaction, such as pay, promotion, supervision, fragile benefits, contingent rewards, operating procedures, coworkers, nature of work, and communication, fall below the midpoint on the Likert scale. However, the academic staff's satisfaction facets, those having a greater mean score, such as operational

procedures, fragile benefits, and compensation, contribute more to the overall job satisfaction of academic staff compared to other components.

5.1.4 Perception of academic staff on their organizational commitment

The average score for academic staff organizational commitment (ASOC) was 2.18, suggesting that the academic staff's overall commitment to the organization is slightly higher than the middle point on the Likert scale. Academic staff organizational commitment is the amalgamation of affective, normative, and continuance commitment. The study found that the three dimensions of ASOC are affective commitment (AC) with a mean score of 2.12, normative commitment (NC) with a mean score of 2.22, and continuance (CC) with a mean score of 2.19. When comparing the mean values, it is evident that normative commitment (NC) has a higher mean score than emotional and continuance commitment. Therefore, it may be inferred that the normative commitment dimension of organizational commitment is the most widespread among the academic staff in this particular sample.

5.1.5 The Link between leadership style and academic staff job satisfaction

The study found that there was a moderate, positive, and statistically significant relationship ($r = .397$, $p < .05$) between the transformational leadership style (TFLS) and job satisfaction among academic staff (ASJS). It indicates that academic leaders who demonstrate transformational leadership are linked to job satisfaction among academic staff members. The standardized beta value of 0.397 indicates a moderately positive link between the TFLS and the ASJS. The regression analysis confirmed that TFLS is a significant predictor of the ASJS. However, the R-squared result suggests a small value

that 15.0% of the variability in the ASJS can be accounted for by the TFLS. Thus, TFLS has an important role to play in influencing the job satisfaction of academic staff.

Based on the correlation coefficient of 0.441, there is a significant, moderate, and positive relationship between transactional leadership style (TALS) and academic staff job satisfaction (ASJS). The regression analysis further indicated that the standardized coefficient beta of 0.441 indicates that TALS predicts ASJS. However, the R-squared value signifies a small value, which was 19.4% of the variability in the ASJS and can be accounted for by the TALS. Thus, findings suggest that the TALS had a link and made an influence on ASJS in polytechnic colleges.

The study revealed that there was no substantial correlation between laissez-faire leadership style (LFLS) and the level of job satisfaction among academic personnel. The regression analysis also revealed that the LFLS exerts a somewhat negative effect on job satisfaction. The standardized beta coefficient of -0.220 indicates a weak negative influence of LFLS and ASJS. The R-squared value of 0.048% also suggests that the LFLS can only account for 4.8% of the variation in job satisfaction. This showed that there were high unexplained variables in the model.

Regarding the link between overall academic leaders' leadership styles and academic staff job satisfaction (ASJS), there were statistically positive and weak to moderate. The regression analysis also confirmed that it examined the effect of TALS, TFLS, and LFLS on ASJS. The standardized coefficient beta is 0.337, which suggests there was an influence of TALS on ASJS. As TALS increases, there is a corresponding increase in ASJS. Besides, the standardized coefficient beta is 0.284, which suggests that

transformational leadership (TFLS) influenced ASJS. As the level of TFLS rises, there is a corresponding increase in the ASJS. There was a negative link between laissez-faire leadership (LFLS) and ASJS since the standardized coefficient beta is -0.173. This implies that as the level of LFLS rises, there is a corresponding fall in ASJS. In general, the 29.9% independent variables (TALS, TFLS, and LFLS) collectively had variability in ASJS. Thus, three leadership styles collectively predicted ASJS; however, the level of prediction was relatively small.

5.1.6 The Link between Academic Staff Job Satisfaction and affective Commitment

There was a statistically significant, weak to moderate, and positive link observed between academic staff job satisfaction (ASJS) and affective commitment (AC). The coefficient correlation and significance between academic staff job satisfaction (ASJS) and affective commitment (AC) is ($r = 0.26$, $p < 0.05$), which indicates a positive link. Concerning their influence of job satisfaction among academic staff on affective commitment, the regression analysis reveals that the R-squared value (R^2) is 0.111, suggesting that the model accounts for 11.1% of the affective commitment (AC) variability. According to the model, pay, supervision, and nature of work are significant predictors of the dependent variable AC, even when accounting for the other variables in the model. The standardized coefficients indicate that supervision has the most significant independent impact on AC.

5.1.7 The link between staff job satisfaction and normative commitment

There was a correlation between the job satisfaction of academic staff and their normative commitment, which is fairly positive. The correlation coefficient and significance between job satisfaction of academic staff (ASJS) and normative commitment (NC) is ($r = 0.336$, $p < 0.05$), showing a positive association. The regression analysis revealed that academic staff job satisfaction accounted for 18.6% of the variance in the dependent variable (NC). Based on the standardized regression coefficients and statistical significance, the results indicate that Fragile Benefit, Operating Procedure, and Pay are the primary predictors of the dependent variable NC.

5.1.8 The link between staff job satisfaction and continuance commitment

There was a moderately positive correlation between the job satisfaction of academic personnel and their continuance commitment. The correlation coefficient ($r = 0.320$) and significance ($p < 0.05$) between academic staff job satisfaction (ASJS) and continuity commitment (CC) indicate a positive link. The model demonstrates that academic staff job satisfaction (ASJS) has a significant influence on continuity commitment (CC), accounting for 14.1% of the variance in the dependent variable. The variables that have the most impact on understanding the variability in CC are, in order of significance, the nature of work, communication, and supervision. The remaining variables provide minor, yet possibly significant, contributions to the model.

Regarding the connection between the overall job satisfaction of academic staff and their organizational commitment, there was a reasonably moderate positive relationship observed between the two factors. The correlation coefficient between the

two variables is 0.457, with a significance level of $p < 0.05$, showing a positive correlation. In addition, the regression analysis revealed that different factors related to job satisfaction among academic staff have a statistically significant positive impact on their organizational commitment. These factors include pay, fragile benefits, operating procedures, nature of work, and communication. However, the factors of promotion, supervision, and contingent reward were found to have no statistically significant relationship with academic staff organizational commitment. The coworker shows a slightly meaningful positive correlation. The standardized coefficients indicate that pay has the most pronounced positive correlation with the dependent variable, followed by nature of work and fragmented benefit. The model demonstrates that 24.9% of the variance in academic staff organizational commitment (ASOC) can be accounted for or predicted by the different facets of job satisfaction.

5.1.9 The link between leadership style and staff organizational commitment

The study found a statistically significant, somewhat moderate, and favorable association between the transactional leadership style and the organizational commitment of academic staff. The correlation coefficient between transactional leadership style (TALS) and academic staff organizational commitment (ASOC) is $r = 0.437$, with a p -value of less than 0.05, indicating a statistically significant link. There was a statistically significant, relatively moderate, and favorable association between the TFLS and ASOC ($p < 0.05$, $r = 0.444$). However, there was a slight negative and not statistically significant link observed between the LFLS and the ASOC. The correlation coefficient, denoted as $r = -0.045$, has a p -value greater than 0.05.

Besides, a moderately positive correlation exists between the academic leaders' leadership style and the ASOC ($r = 0.399$, $p < 0.05$). The collective influence of TFLS, TALS, and LFLS on ASOC accounted for 29.7% of the variation. The beta value for TALS was 0.332, TFLS was 0.342, and LFLS was 0.005. This implies that TFLS is the most influential factor, followed by TALS. However, the LFLS has a very low beta coefficient, indicating that it is a less effective predictor than the other TFLS and TALS.

5.1.10. The mediating effect of academic staff job satisfaction on the relationship between leadership styles and academic staff commitment

The results of the mediation study indicate that there is a partial mediation effect or indirect influence of ASJS on the link between leadership style (LS) and ASOC. Overall leadership style has a direct influence on the level of ASOC. The research study also revealed that the link between TFLS and ASOC is partially mediated by ASJS. Increased levels of TFLS are positively correlated with increased levels of ASJS, which subsequently contribute to increased levels of ASOC. Besides, ASJS plays a partially mediating role in the relationship between TALS and ASOC in Amhara Region Polytechnic colleges (PTCs). This implies that job satisfaction was an important factor in increasing the level of commitment directly and indirectly when combined with academic leaders' transformational and transactional leadership style in PTCs.

5.2 Discussions of Results

The study found that polytechnic colleges' academic staff perceived the presence of TFLS and TALS to a certain degree. This finding also indicated that the TALS is the most frequently employed compared to other styles in PTCs. Leaders in this manner

generally direct their followers through social interactions and transactions (Cherry, 2012). The findings in the Ethiopian setting align with the local study by Zeleke and Obang (2021), which identified TALS as the predominant form of leadership. Defense universities commonly practice TALS and LFLS, according to Befekadu & Feleke's (2015) study. Mesfin & Van Niekerk (2019) also found that TVET colleges in Ethiopia employ both TFLS and TALS. As a result, these studies were partially consistent with the research findings. The study's conclusions countered the findings of Bodla & Nawaz (2010), who identified TFLS and passive avoidance leadership styles as the most dominant LS. Passakonjaras and Hartijasti (2020) found that Indonesian leaders are more inclined to employ the TFLS than leaders from other countries. Zeleke and Bekele's (2020) study revealed that PTC predominantly implemented TFLS. However, Metaferia et al.'s (2023) study showed that secondary schools in Addis Ababa was not widely implement TFLS.

Concerning the academic staff job satisfaction (ASJS) in polytechnic colleges, the research study revealed that there was a low degree of job satisfaction. In an Ethiopian context, the study's findings were consistent with the result of Yohannes and Wasonga's (2021) investigation, which indicated a significant but low level of job satisfaction (JS) among secondary school teachers. Nevertheless, the findings of this study were not consistent with a local study of Mulugeta (2010) at Addis Ababa University, which depicted that the participants' total staff satisfaction exceeded the average level. Rimal's (2021) and Bin Reduans' (2023) studies also revealed that at TVET, there were moderate levels of workers' job satisfaction. According to Tesfaw (2014), teachers had a relatively low to moderate level of JS in local contexts.

The findings of this study show that the ASOC is above the mid-point for the greater parts of the academic staff's commitment. From the perspectives of members of the organization's commitment as provided by the current study, the findings are in line with the researched done previously within the local scope such as Befekadu and Feleke (2015) study which suggest moderate acceptance of ASOC. In level comparison of the mean values, the mean score of normative commitment (NC) can be stated as the highest compared with AC and CC. Hence, this implies that in relation to AC, academic staff in this instance has a high rate of NC. This is in contrast with the findings in Befekadu and Feleke (2015) who found that CC levels in the employees' organizations were more than levels of AC and NC. It is suggested that employees have cognitive perspectives great due to costs and other conditions they may encounter when they leave the organization. In this case, while AC was higher than the two other dimensions, this study does not support these conclusions on the other two dimensions.

The research uncovered weak relationship between the leadership styles applied by academic leaders and the extent of job satisfaction among academic staff (ASJS). The transformational leadership style (TFLS), however, was also found to have a moderate positive correlation with the job satisfaction of academic staff. A favorable and moderate correlation was nonetheless discovered between transactional leadership style (TALS) and job satisfaction. The transactional leadership, which is based on establishing relations with others on the mutual and explicit terms of meeting pre-determined goals, seems to exert a positive effect on the job satisfaction of academic staff. The choice made by academic leaders when choosing the leadership style can play a significant role in

determining the attitudes and views of the staff. Leadership significantly influences job satisfaction.

Cahyono et al. (2020) provide evidence that elements of transformational leadership, including idealized influence, individualized consideration, and intellectual stimulation, significantly enhance job satisfaction. Babalola's (2016) study demonstrated that job satisfaction, the nature of supervisor-employee relationships, and the laissez-faire leadership approach significantly influenced organizational commitment. The research conducted by Metaferia et al. (2023) empirically demonstrates that enhancing the implementation of transformational leadership can strengthen instructors' commitment to the institution, leading to improved academic performance in Ethiopian context.

The LFLS and ASJS had a negative relationship; however, this correlation is not statistically significant. The results of regression analysis depicted that transformational, laissez-faire, and transactional leadership, account for 29.9% of the variance ASJS.

Cansoy (2019) found a substantial and favorable link between transformational leadership and teachers' job satisfaction. Elmazi's (2018) findings are consistent with research on high school teachers in Albania and Kosovo. Furthermore, this research study coincides with the studies conducted by Kebede and Demeke (2017) in Ethiopian public institutions and Mgaiwa (2023) in Tanzanian universities. The correlation analysis also depicted that a low link between TFLS and ASJS. This implies that utilizing TFLS by the academic leaders at Polytechnic College enhances the ASJS. A qualitative study by Metaferia et al. (2023) depicted that the significance of enhancing TFLS to improve teachers' job satisfaction. A higher education institution study by Mefi and Asoba (2021)

was not consistent to the result since there was a non-linear relationship between leadership styles and employee job satisfaction.

The relationship between the ASJS and both transformational and transactional leadership styles is positive. This means that the academic leaders who possess the above-described leadership traits of motivating/rewarding (transformational) or quantifying all works and setting expectations (transactional) are likely to increase ASJS. It is worth stressing that correlation does not establish a cause-and-effect relationship. The findings are observations of relationships between certain leadership styles and perceived job satisfaction, although it must be acknowledged that other causes may bear on job satisfaction in academic staff. Respondents allowed for the adoption of both transformational and transactional leadership strategies in the enhancement of job satisfaction amongst the academic staff. It would be prudent for academic leaders to embrace the middle-of-the-road styles that encompass both leadership approaches to meet the diverse needs of their workforce. Zacharo, Koutsoukos, and Panta (2018) study showed that transformational leadership affected secondary school teachers' commitment. Afzal (2019) study also exhibited that TFLS had a direct effect on organizational commitment (OC).

The relationship of the academic staff job satisfaction scale (ASJS) with components of organizational commitment such as affective, normative and continuous commitment (CC) is established in this correlational study. This study found a positive and consistent relationship of the organizational commitment of academic staff (ASOC) and their level of job satisfaction (ASJS). Studies conducted by scholars Yunarti et al. (2020) in Merauke, Indonesia, and Nguyen et al. (2021) in Vietnam produced findings

where job satisfaction and organizational commitment were found to be positively correlated with each other. The regression analysis explains that there are some characteristics of job satisfaction of the academic staff with salary, beliefs, the process of work, the nature of the job, and even communication which was from the regression indicate the level of influence on their organizational commitment. The extent of the account of satisfaction of the teachers and the respective components indicates that the salary of the teachers gives the most weight to the dependent variable. Approximately 24.9 percent of the variation in organizational commitment of academic staff can be anticipated by the level of job satisfaction amongst academic staff according to the institution. This result agrees with some studies for example Getahun et al. (2016) which revealed that job satisfaction of teachers is one of the determining factors for their organizational commitment.

Enhancing organizational commitment, particularly regarding normative, continuity, and affective dimensions, is essential for improving job satisfaction among polytechnic personnel (Omar, Salleh, et al., 2020). Omar, Rafie, et al. (2020) highlighted the importance of enhancing the performance of polytechnic personnel through the elevation of their job satisfaction. Various factors influence job satisfaction and organizational commitment. Abebe and Markos (2016) in Ethiopian context which is consistent result with this study. However, the relationship between the variables concerns is only moderate. To perform this efficiently, one of the studies by Yunarti et al. (2020) Note that so as to avoid poor education systems in schools, academic leaders should focus on enhancing teachers' job satisfaction in order to build their organizational commitment. Therefore, it appears reasonable to contend that the work satisfaction of

academic staff of polytechnic colleges is related to some aspects of organizational commitment in the institutions, which in turn suggests that there are favorable conditions in the workplaces that correspond with the culture and climate of the institutions. In South Africa, Donald et al. (2016) revealed that other variables such as the affective and continuous dimension of commitment had a positive impact on job satisfaction as well as satisfaction on varying dimensions. In a study, Allida (2021) found that there is a positive relationship between normative commitment and job satisfaction, at a moderate level, and Job satisfaction, on the other hand, affective commitment showed strong positive relationships. Allida emphasized that in order to increase job satisfaction within educational institutions, it is necessary to supply employees with both motivating and hygiene factors.

Mahmood Aziz et al.'s (2021) study also revealed a direct relationship between job satisfaction and organizational commitment in private institutions. The Nguyen et al. (2021) study also demonstrates a favorable correlation between job satisfaction and organizational commitment. Cahyono et al.'s (2020) study also found that job satisfaction significantly and favorably influences lecturers' organizational commitment in a private higher education institution. Sari and Seniati (2020) identified a notable and positive association between the job satisfaction of academics and their organizational commitment. Bashir and Gani (2020) have also found that job satisfaction significantly affects the organizational commitment of university professors in India. In contrast, Romi et al. (2020) found that job satisfaction does not have a statistically significant impact on organizational commitment in higher education lecturers in Indonesia. This implies that

there were inconsistencies in the results regarding two variables. However, most of the studies conducted out of Ethiopian context which have different culture and context.

It is also noted that there was a statistically significant and moderately positive correlation between the leadership style of academic leaders (ALLS) and the organizational commitments of academic staff (ASOC). These findings indicate a direct correlation between the organizational commitment of academic personnel and the leadership style of academic leaders. Befekadu and Feleke (2015) conducted a study in the national context and found that both transformational and transactional leadership styles were associated with organizational commitment. However, there was no significant correlation between the laissez-faire leadership style and organizational commitment. In a study conducted by Zeleke and Bekele (2020), it was shown that the three leadership styles were strongly and positively associated with many dimensions of organizational commitment, except for affective commitment, which demonstrated a weak and negative correlation with the laissez-faire leadership style. The regression analysis provides additional insight into the impact of leadership style on academic personnel.

Transformational, laissez-faire and transactional leadership types working together explain 29.7% of the variance in the commitment level of academic staff to the organization. Aghashahi et al. (2013) also identified a clear and positive relationship between transformational leadership styles and their affective and normative commitment components. This means that envisioning the transformational leadership style might also be able to predict more of the emotional and normative commitments. In the same vein, Afzal (2019) study showed evidence of a strong and direct relationship between

transformational leadership and organizational commitment. Similarly in Alzubi (2018) research, it is hypothesized that the components of transformational and transactional leadership are related to the organizational commitment in three constructs: affective, continuation, and normative. Transformational leadership was found to significantly affect the commitment of secondary school teachers in the study conducted by Smith, Johnson, and Panta (2018).

Within the scope of this study, the results indicate that academic staff job satisfaction (ASJS) is considered to be a partial mediator in the relationship between transformational and transactional leadership, overall leadership and organizational commitment of the academic staff. It has also been established that academic leaders' leadership style influences organizational commitment. It also does so indirectly, through the level of satisfaction of the academic staff of Amhara Region polytechnic colleges. Utami and Aima (2021) demonstrated that the relationship between transformational leadership and organizational commitment was fully mediated by work satisfaction.

Likewise, in the study of Mohamad (2012), work satisfaction moderated the relationship between transformational leadership and organizational commitment among private higher educational institutions in Egypt. In this sense, study data found a positive relationship between transformational leadership and job satisfaction as well as organizational commitment. Cahyono et al. (2020) suggest there is also evidence which supports the mediation of organizational commitment aspects by job satisfaction in the relationships of transformative leadership. Job satisfaction was able to moderate the relationships of the various dimensions of transformational leadership and the commitment of employees toward the organization.

Ishak and Romle (2015) worked out a model that helps to define the role of job satisfaction in relation to the relationship between FRLM and commitment in the non-education sector. Retnanto et al. (2020) discovered that there was no evidence that of work satisfaction acting as the mediating tool in TFL and OC relationship on primary school teachers which was a hypothesis built in the research. Cahyono et al. (2020) suggested that work satisfaction is helpful in turning the complex structure of the relationship between leadership and organizational commitment to the private sector so that the level of commitment of employees is increased. Consequently, it implies that potential improvement in satisfaction of the academic staff could be realized employing the proper leadership style. As such, it is important that within the academic staff study area, the use of a holistic leadership approach is essential for the provision of job satisfaction and organizational commitment.

Thus, the issue of whether job satisfaction acts as a mediator in the relationship between FRLM and organizational commitment is contentious. On the one hand, it should be reminded that the research of Ishak and Romle (2015) prepared and developed a model that attachment of job satisfaction intervening variable between the FRML and OC in the non-education sector. Besides, Cahyono et al. (2020) again formulated a model according to which JS mediates the relationship between one of the components of the model FRLM i.e. transformational leadership, except for integration of perceived inspirational motivation and organizational commitment. On the contrary, Retnanto et al. (2020) carried out a structural modeling study that opposed the mediation of JS on the relationship between TFLS and OC in Pati, Central Java, which involved primary school teachers from the education sector.

5.3 Conclusions

The study indicates that the academic staff in polytechnic colleges perceives that there were practices of both transactional and transformational leadership styles in some extent. However, transactional leadership seems to be more frequently exercised. The findings could have consequences for the overall leadership culture of the colleges. The study also found that academic staff were less satisfied or had a small degree of job satisfaction. This could potentially affect the overall motivation, productivity, and overall job performance in the college.

According to the study, normative commitment is the most prominent of the three dimensions of organizational commitment, and academic staff members at polytechnic colleges show a moderate level of this devotion. This suggests that academic staff members feel obligated and responsible to the organization. It's possible that the polytechnic colleges do not place enough focus on fostering affective and ongoing engagement among their faculty members in order to improve organizational commitment overall. This might have a detrimental impact on the commitment of academic staff to achieving the institutions' objectives.

The findings show a somewhat positive relationship between academic staff members' work satisfaction in polytechnic colleges and their use of transformational and transactional leadership styles. Academic staff members are likely to be happier in their jobs when they follow these leadership styles. The mediocre relationship shown between the leadership styles of academic leaders and job happiness suggests that factors other than leadership styles are probably also at work when it comes to academic staff job

satisfaction. Additionally, the regression analysis shows that academic staff job satisfaction is positively impacted by both transformational and transactional leadership styles, but laissez-faire leadership has a negative influence. Roughly thirty percent of the variation in job satisfaction among academic personnel can be attributed to leadership styles. This highlights how important it is to consider additional factors that may have an impact on the level of job satisfaction among academic personnel in polytechnic colleges.

The findings indicated that there was a moderate, positive, and statistically significant link between facets of job satisfaction and academic staff organizational commitment in including three dimensions (affective, normative, and continuance). Besides, most job satisfaction facets predict academic staff organizational commitment. However, only 25% of job satisfaction facets determine organizational commitment. The more unexplained variables implies that other variables can predict academic staff organizational commitment other than job satisfaction facets in the polytechnic colleges.

There was a moderate, positive, and statistically significant relationship between academic leaders' leadership style and academic staff organizational commitment in polytechnic colleges. However, transactional and transformational leadership styles had more influence on level of job satisfaction than laissez-faire leadership styles. The regression analysis also confirmed that nearly 30% of leadership styles determine academic staff organizational commitment. This shows that leaders' leadership styles can influence and enhance academic staff's organizational commitment. However, the extent of prediction has more unexplained variables. Thus, there would be other variables other than leadership style that determine the level of commitment in the polytechnic colleges.

The study revealed that ASJS acts as a partial mediator in the link between academic leaders' leadership and academic staff organizational commitment. This implies that TFLS and TALS have not only a direct influence but also an indirect effect on ASOC through influencing ASJS. Hence, ASJS serves as a partial mediator between these two variables: leadership style and ASOC. Consequently, ASJS plays a role in the relationship between leadership styles (overall leadership, TFLS, TALS) and ASOC. Thus, academic leaders' leadership style is important for enhancing both ASJS and ASOC, which in turn would affect achieving the goals and objectives of Polytechnic College effectively and efficiently. As the motivated and committed academic staff could perform better for the effectiveness of the goals of the polytechnic colleges.

5.4 Recommendations

In polytechnic colleges (PTCs), leadership development programs should prioritize improving both TFLS and TALS among academic staff members. Implementing these leadership styles can help to create a more equitable leadership culture and improve academic staff motivation, job satisfaction, and commitment, as well as performance within PTCs. In addition, PTCS need to examine and overcome any challenges that may hinder the implementation of both TFLS and TALS, such as a lack of resources and support in collaboration with the federal regional labor and skill bureau.

Polytechnic colleges should prioritize enhancing ASJS to address the issue of low levels of job satisfaction among academic staff. This implies that enacting policies and procedures that encourage a balance between academic staff jobs and their personal lives, offering avenues for professional development, and preparing a conducive work

environment. Furthermore, PCTs, zonal departments, and regional bureaus of labor and skill should conduct regular surveys. Collecting feedback from academic staff members can help identify challenges that need improvement and provide valuable insights for targeted interventions regarding academic staff job satisfaction.

Polytechnic colleges ought to provide due emphasis development of a full range of leadership styles. Since the result indicated there were average mean score regarding leadership style. This may provide training and assistance to leaders to improve their leadership skills. Besides they should conduct frequent evaluations and actively resolve possible challenges to implement these leadership styles that might improve a leader's proficiency. The PTCs can carry out various programs, including ongoing professional development, specialized capacity-building training, and both on- and off-the-job training. These programs can be implemented through partnerships with regional and federal labor and skill bureaus.

In applying the measures mentioned above, PTCS should consider and put in place, mechanisms to initiate and maintain high organizational commitment in its employees. Additionally, increasing the level of a positive and supportive organizational culture impacts the level of organizational commitment and job satisfaction of employees. It is also important to regularly monitor and manage the ASOC to assess and address issues that may put academic staff attitudinal movement in a positive direction. Concentrate on leadership development such as offering education and development courses to develop the leadership training of Amhara Region Polytechnic colleges' administration, department heads, and other essential persons.

It is a matter of initiating the feedback process to investigate these aspects because resolving these important job satisfaction issues is bound to strengthen the ASOC since academic staff job satisfaction mediates the relationship between leadership style and ASOC. This means that fair and attractive packages must be developed, such as a good salary, a large benefit system, better operating rules, interesting relevant work, and good internal communication. Regularly assessing and addressing these issues could help improve ASJS and ASOC in the college. Another strategy is to set up and develop productive TFLS, and TALS. This might require providing training and support to the heads to develop skills in these areas coupled with instilling and encouraging the organizational culture that such of leadership is necessary and valued. In addition, evaluating how often these additional leadership styles are used and taking steps to remove any barriers to their use may make these leadership styles more effective.

Due to the high unexplained variance in predicting the three types of organizational commitment and the overall organizational commitment based on the predictor (academic staff job satisfaction and leadership styles), considering more variables is crucial, especially the mediating and moderating variables, and more advanced statistical analysis is needed. Furthermore, qualitative research is needed in this scenario to ascertain the underlying causes of the high unexplained variance and acquire a more profound comprehension of the prevailing dynamics for future research.

5.5 Implication for Practice, Policy, and Educational Planners

The findings of the study would have implications for educational planners, policymakers, and practitioners. An additional factor that adds value relates to

stakeholders to making policies and putting them into practice. The management courses offered in polytechnic colleges should give special promotion to leadership skills that aid in improving satisfaction and loyalty of the academic staff to the firms. This includes teaching effective communication, team development, and good organizational culture. These programs should highlight how academic staff job satisfaction is vital to the enhancement of total commitment toward the institution. Since these issues are self-imposed, leadership development programs increase the level of performance and efficiency of polytechnic colleges.

The findings can help to develop the full range of leadership programs for administrators and supervisors. College academic leaders can improve academic staff morale and job satisfaction by investing in leadership training. Besides, improved job satisfaction can boost staff retention and reduce turnover. Academic leaders can use the findings to establish succession planning techniques to identify and prepare for different leadership styles to lead academic staff.

Moreover, the National TVET Strategy MOE (2008) aims to create a skilled, flexible, and imaginative workforce through demand-responsive, top-tier technical and vocational education programs to advance socioeconomic growth. The study implies a full range of leadership, especially (TFLS and TALS) to boost academic staff job satisfaction and organizational commitment in polytechnic colleges. Thus, using these leadership styles, particularly transformational leadership, and adapting to changing settings is essential to improving academic staff job satisfaction and, as a result, achieving the goal effectively and efficiently.

Besides, job satisfaction and organizational commitment are essential for educational organizations since they enhance job performance and help the academic staff stay motivated in their jobs. However, a tenuous correlation between academic staff job satisfaction and commitment suggests that academic staff perceive a less connection to the College & objectives and vision.

The findings would have a practical implication for the college to prioritize the improvement of academic staff engagement by actively involving staff members in decision-making processes, promoting transparent communication, and creating avenues for them to share their ideas and knowledge. This participation can foster a feeling of ownership and dedication among the academic staff.

Besides, the weak to moderate correlation influences the college's capacity to attract and retain high-caliber personnel. Potential applicants may be disinclined to join an organization if current employees exhibit a lesser degree of dedication. Hence, the study helps polytechnic colleges tackle these concerns to cultivate a favorable reputation and establish themselves as an appealing workplace for prospective hires.

In general, educational planners and responsible bodies, such as college administrators and zonal and regional skill and training bureaus, could use the findings of this study to consider extra aspects and ways to boost organizational commitment levels. To improve the overall training process, they might prioritize retention tactics, academic staff engagement, training, and professional development, cultivating a positive corporate culture, and conducting regular assessments in polytechnic colleges to improve the overall training process. Thus, the research study will contribute valuable insights to the

field of educational leadership and organizational behavior. In terms of policy development, results may guide institutional initiatives to enhance leadership practices and job satisfaction, potentially resulting in greater commitment and retention of academic personnel.

5.6 Limitations of the Research Method and Design

The research method and design had some restrictions concerning the analysis of the link between leadership style, job satisfaction of academic staff, and commitment to the organization. While the quantitative approach is crucial for understanding and identifying trends, relying solely on numbers can restrict the depth and the participants' ability to express their views during data collection for this dissertation. Thus, future research can focus on integrating both quantitative and qualitative approaches, which can provide a more in-depth understanding of and causes of the problem in the study.

Quantitative techniques or research designs like correlational and descriptive survey research designs have benefits as far as analyzing the issues in this study, but they too have shortcomings. A limitation of this descriptive survey study approach is its absence of causality. Descriptive surveys can identify connections and trends but cannot establish causality. They only provide data without elucidating the rationale behind the observed trends. It is also affected by self-report biases. Due to social desirability, problems of recall or distortion relating to comprehension of the questions, respondents are likely to provide information that contains errors and bias, thus affecting the reliability of the data. Quantitative data is the main data type collected in surveys, leaving out some important aspects and the richness of the respondents' experience and opinions. This may cause a partial view of the issue. So, it limited depth. In correlational research

designs, for example, the descriptive survey referred to earlier on, correlation does not equate to causation. Where there is a correlation between two variables, it is not implied that there is causation. Therefore, future research necessitates the use of mixed methods to conduct in-depth analyses and identify causal relationships.

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Appendices

Appendix I. Questionnaire to be filled by Academic Staff (Trainers)

Addis Ababa University
College of Education and Behavioral Studies
Department of Educational Planning and Management
Educational Leadership and Policy in PhD Program

Questionnaire to be filled by Academic Staff (Trainers)

Dear! Respondent!

The purpose of the study is to examine mediating effect of academic staff job satisfaction on the nexus between deans' of leadership style and academic staff commitment in Poly-technique colleges of Amhara region for partial fulfillment for PhD in educational leadership and policy. The standard questionnaires (multifactor leadership questionnaire, job satisfaction survey and organizational commitment questionnaire) are designed to collect data from academic staff (trainer) in poly-technique colleges for the study. So, you are kindly requested to give genuine and appropriate response. Whatever information you give me is strictly confidential and could be used for academic purpose only.

Thank you in advance!

PART ONE

1. General Background Information:

The following questions concern about your personal information. Put × sign in the box provided.

1) Sex – Male ☐ Female ☐

2) Years of Service poly-technique: 1-5 years ☐ 6-10 Years ☐

11-15 Years ☐ 16-20 Years ☐ 21 years and above ☐

3) Age group

18-25 years ☐ 26 – 30 Years ☐ Above 41 years ☐

31 -35 Years ☐ 36 -40 Years ☐

4) Level of Education

C-level ☐ B-level ☐ A-level ☐

Others, please specify.....

Multifactor Leadership Questionnaire (MLQ) measures leadership styles of leaders to academic staff in the poly-technique colleges.

Instruction: Please indicate the extent of your leaders' leadership style in poly-technique college, for each statement by putting "X" or sign as space provided.

Key for Scales: - Not at all =0; Once in a while=1,
Sometimes=2; Fairly often=3 Frequently, if not always=4

S.N	Descriptive Statement about poly-technique leaders' leadership style, My leader:	Scales				
		0	1	2	3	4
1	Provides me with assistance in exchange for my efforts					
2	Re-examines critical assumptions to question whether they are appropriate					
3	Fails to interfere until problems become serious					
4	Focuses attention on irregularities, mistakes, exceptions, and deviations from standards					
5	Avoids getting involved when important issues arise					
6	Talks about their most important values and beliefs					
7	Is absent when needed					
8	Seeks differing perspectives when solving problems					
9	Talks optimistically about the future					
10	Instills pride in me for being associated with him/her					
11	Discusses in specific terms who is responsible for achieving performance targets					
12	Waits for things to go wrong before taking action					
13	Talks enthusiastically about what needs to be accomplished					
14	Specifies the importance of having a strong sense of purpose					
15	Spends time teaching and coaching					
16	Makes clear what one can expect to receive when performance goals are achieved					
17	Shows that he/she is a firm believer in "If it ain't broke, don't fix it."					
18	Goes beyond self-interest for the good of the group					
19	Treats me as an individual rather than just as a member of a group					
20	Demonstrates that problems must become chronic before taking action					
21	Acts in ways that builds my respect					
22	Concentrates his/her full attention on dealing with mistakes, complaints, and failures 4					
23	Considers the moral and ethical consequences of decisions					
24	Keeps track of all mistakes					
25	Displays a sense of power and confidence					
26	Articulates a compelling vision of the future					
27	Directs my attention toward failures to meet standards					
28	Avoids making decisions					
29	Considers me as having different needs, abilities, and aspirations from others					
30	Gets me to look at problems from many different angles					
31	Helps me to develop my strengths					
32	Suggests new ways of looking at how to complete assignments					
33	Delays responding to urgent questions					
34	Emphasizes the importance of having a collective sense of mission					
35	Expresses satisfaction when I meet expectations					

S.N	Descriptive Statement about poly-technique leaders' leadership style, My leader:	Scales				
		0	1	2	3	4
36	Expresses confidence that goals will be achieved					

Job Satisfaction Survey: the scale measures the job satisfaction of academic staff in the poly-technique Colleges.

Instruction: Dear respondent! Please circle the one number for each question that comes closest to reflecting your opinion about it. **1= Disagree very much 2=Disagree moderately =**

3 = Disagree slightly 4= Agree slightly 5= Agree moderately 6=Agree very much

No.	Opinion about job satisfaction in your organization	1	2	3	4	5	6
1	I feel I am being paid a fair amount for the work I do.	1	2	3	4	5	6
2	There is really too little chance for promotion on my job.	1	2	3	4	5	6
3	My supervisor is quite competent in doing his/her job.	1	2	3	4	5	6
4	I am not satisfied with the benefits I receive.	1	2	3	4	5	6
5	When I do a good job, I receive the recognition for it that I should receive.	1	2	3	4	5	6
6	Many of our rules and procedures make doing a good job difficult.	1	2	3	4	5	6
7	I like the people I work with.	1	2	3	4	5	6
8	I sometimes feel my job is meaningless.	1	2	3	4	5	6
9	Communications seem good within this organization.	1	2	3	4	5	6
10	Raises are too few and far between.	1	2	3	4	5	6
11	Those who do well on the job stand a fair chance of being promoted.	1	2	3	4	5	6
12	My supervisor is unfair to me.	1	2	3	4	5	6
13	The benefits we receive are as good as most other organizations offer.	1	2	3	4	5	6
14	I do not feel that the work I do is appreciated.	1	2	3	4	5	6
15	My efforts to do a good job are seldom blocked by red tape.	1	2	3	4	5	6
16	I find I have to work harder at my job because of the incompetence of people I work with.	1	2	3	4	5	6
17	I like doing the things I do at work.	1	2	3	4	5	6
18	The goals of this organization are not clear to me.	1	2	3	4	5	6
19	I feel unappreciated by the organization when I think about what they pay me.	1	2	3	4	5	6
20	People get ahead as fast here as they do in other places.	1	2	3	4	5	6
21	My supervisor shows too little interest in the feelings of subordinates.	1	2	3	4	5	6
22	The benefit package we have is equitable.	1	2	3	4	5	6
23	There are few rewards for those who work here.	1	2	3	4	5	6
24	I have too much to do at work.	1	2	3	4	5	6
25	I enjoy my coworkers.	1	2	3	4	5	6
26	I often feel that I do not know what is going on with the organization.	1	2	3	4	5	6
27	I feel a sense of pride in doing my job.	1	2	3	4	5	6
28	I feel satisfied with my chances for salary increases.	1	2	3	4	5	6

29	There are benefits we do not have which we should have.	1	2	3	4	5	6
30	I like my supervisor.	1	2	3	4	5	6
31	I have too much paperwork.	1	2	3	4	5	6
32	I don't feel my efforts are rewarded the way they should be.	1	2	3	4	5	6
33	I am satisfied with my chances for promotion.	1	2	3	4	5	6
34	There is too much bickering and fighting at work.	1	2	3	4	5	6
35	My job is enjoyable.	1	2	3	4	5	6
36	Work assignments are not fully explained.	1	2	3	4	5	6

Organizational Commitment Questionnaire (OCQ)

- The scale measures organizational commitment of the academic staff (trainers) in the organization.

Instruction: Please indicate the extent of your agreement or disagreement with each statement as your commitment to the organization objectively as you can by putting “X” or sign as space provided.

Key for Scales: - Strongly Disagree=0; Disagree=1;
Neutral=2; Agree=3; Strongly Agree=4

S.N	Question/Descriptive Statement	Scales				
		0	1	2	3	4
1	I feel like part of the family at this organization.					
2	Too much of my life would be disrupted if I decided that I wanted to leave this organization now.					
3	I would not leave this organization right now because of what I would stand to lose.					
4	This organization has a great deal of personal meaning for me.					
5	It would be very costly for me to leave this organization right now.					
6	For me personally, the cost of leaving this organization would be far greater than the benefit.					
7	Even if it were to my advantage, I do not feel it would be right to leave my organization now.					
8	I would violate a trust if I quit my job with this organization now.					
9	I feel a strong sense of belonging to this organization.					
10	I feel emotionally attached to this organization.					
11	I would feel guilty if I left my organization now.					
12	I would not leave this organization right now because I have a sense of obligation to the people in it.					

Thank you for your cooperation!

Appendix II- Questionnaire to be filled by academic Leaders

Addis Ababa University
College of Education and Behavioral Studies
Department of Educational Planning and Management
Educational Leadership and Policy in PhD Program

Questionnaire to be filled by academic Leaders
/Deans, V-deans & Department Heads /

Dear! Respondent!

The purpose of the study is to examine mediating effect of academic staff job satisfaction on the nexus between deans' of leadership style and academic staff commitment in Poly-technique colleges of Amhara region for partial fulfillment for PhD in educational leadership and policy. The multifactor leadership questionnaire is designed to collect data from deans, V-deans & department heads in poly-technique colleges for the study. So, you are kindly requested to give a genuine and appropriate response. Whatever information you give me is strictly confidential and could be used for academic purposes only.

Thank you in advance!

PART ONE

2. General Background Information:

The following questions concern about your personal information. Put × sign in the box provided.

- 1) Sex – Male ☐ Female ☐
- 2) Current Job Title: Dean ☐ Vice-dean ☐ Department head ☐
- 3) Years of Service poly-technique: 1-5 years ☐ 6-10 Years ☐
11-15 Years ☐ 16-20 Years ☐ 21 years and above ☐
- 4). Age group
18-25 years ☐ 26 – 30 Years ☐ Above 41 years ☐
31 -35 Years ☐ 36 -40 Years ☐
- 5) Level of Education
Diploma ☐ Degree ☐ Masters ☐ PhD ☐

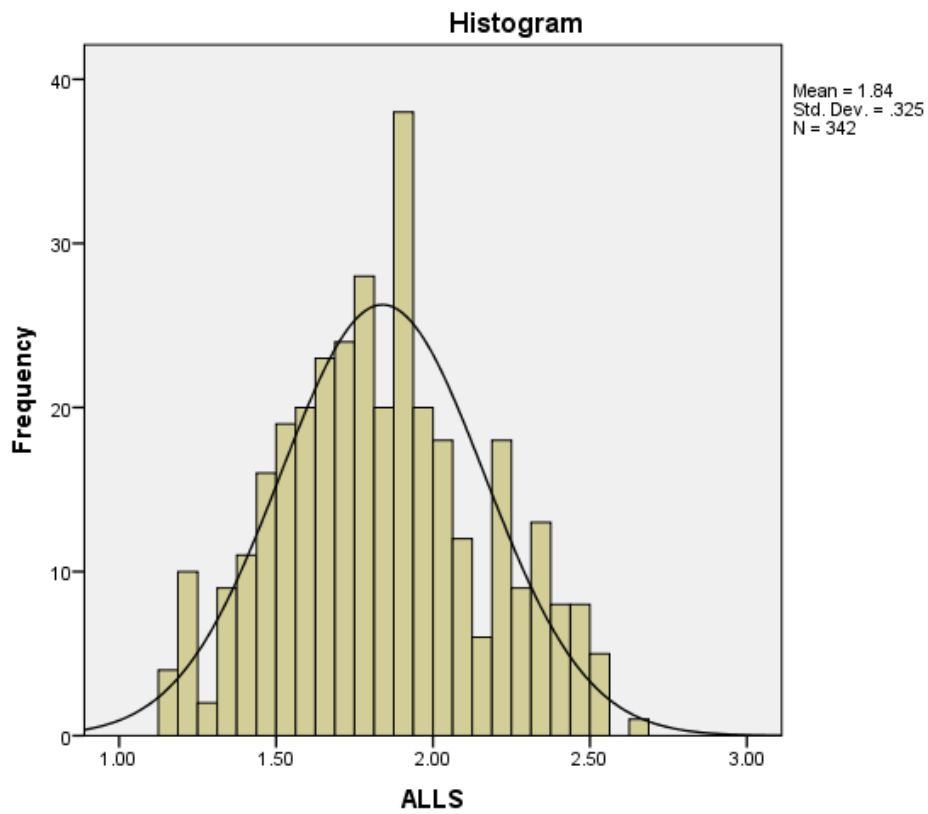
Others, please specify.....

Multifactor Leadership Questionnaire (MLQ) measures leadership styles of leaders in organization.

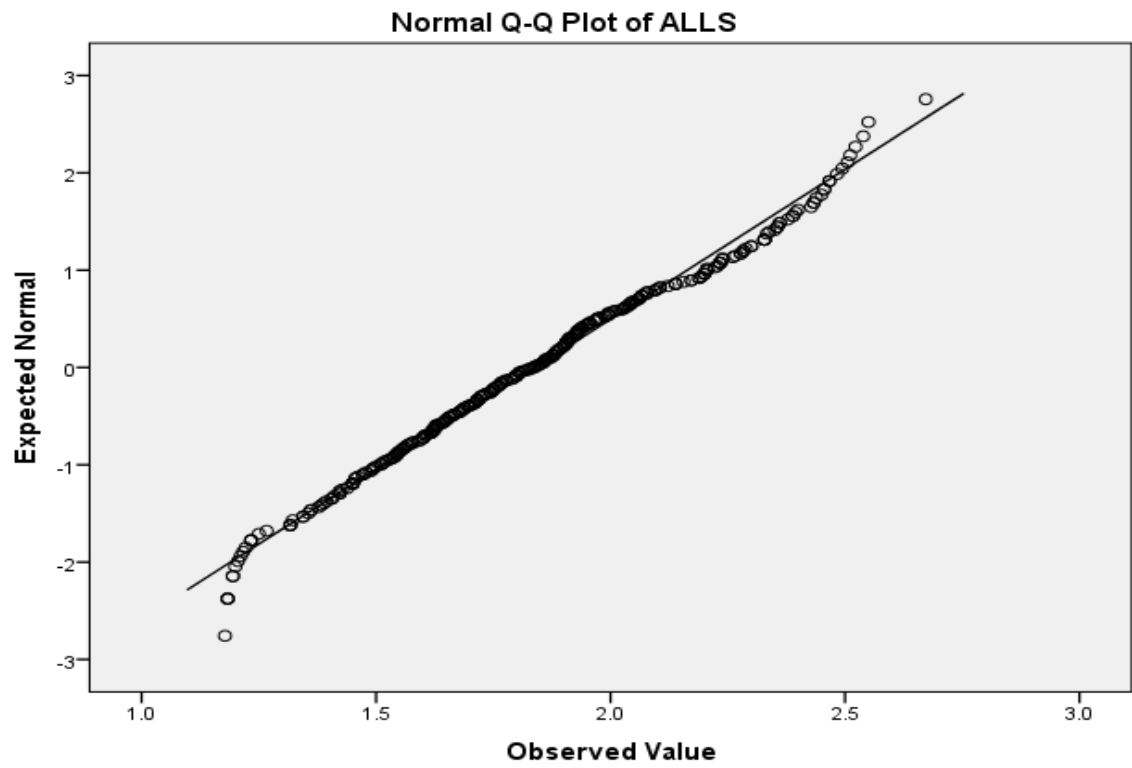
Instruction: Please indicate the extent of your frequency each statement as your leadership style in the organization by putting “X” or sign as space provided. **Key for Scales:** - Not at all =0; Once in a while=1, Sometimes=2 Fairly often=3 Frequently, if not always=4

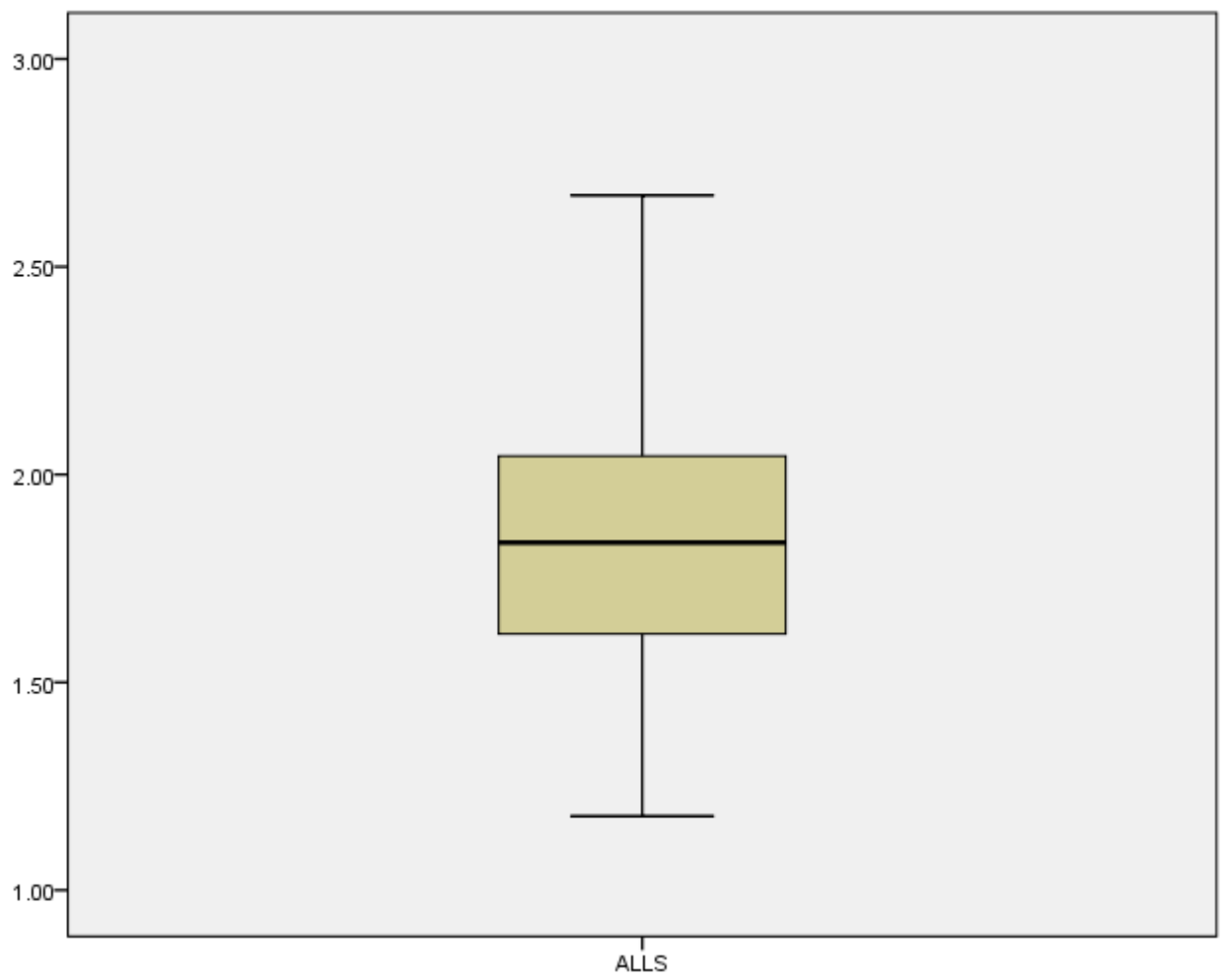
S.N	Descriptive Statement about leadership style	Scales				
		0	1	2	3	4
1	I provide others with assistance in exchange for their efforts.					
2	I re-examine critical assumptions to question whether they are appropriate.					
3	I fail to interfere until problems become serious.					
4	I focus attention on irregularities, mistakes, exceptions, and deviations from standards					
5	I avoid getting involved when important issues arise.					
6	I talk about my most important values and beliefs.					
7	I am absent when needed					
8	I seek differing perspectives when solving problems.					
9	I talk optimistically about the future					
10	I instill pride in others for being associated with me.					
11	I discuss in specific terms who is responsible for achieving performance targets					
12	I wait for things to go wrong before taking action.					
13	I talk enthusiastically about what needs to be accomplished.					
14	I specify the importance of having a strong sense of purpose.					
15	I spend time teaching and coaching.					
16	I make clear what one can expect to receive when performance goals are achieved					
17	I show that I am a firm believer in “If it isn’t broke, don’t fix it.”					
18	I go beyond self-interest for the good of the group.					
19	I treat others as individuals rather than just as a member of a group.					
20	I demonstrate that problems must become chronic before I take action.					
21	I act in ways that build others’ respect for me					
22	I concentrate my full attention on dealing with mistakes, complaints, and failures					
23	I consider the moral and ethical consequences of decisions.					
24	I keep track of all mistakes.					
25	I display a sense of power and confidence.					
26	I articulate a compelling vision of the future.					
27	I direct my attention toward failures to meet standards.					
28	I avoid making decisions.					
29	I consider an individual as having different needs, abilities, and aspirations from others.					
30	I get others to look at problems from many different angles.					
31	I help others to develop their strengths.					
32	I suggest new ways of looking at how to complete assignments.					
33	I delay responding to urgent questions.					
34	I emphasize the importance of having a collective sense of mission.					
35	I express satisfaction when others meet expectations.					
36	I express confidence that goals will be achieved.					

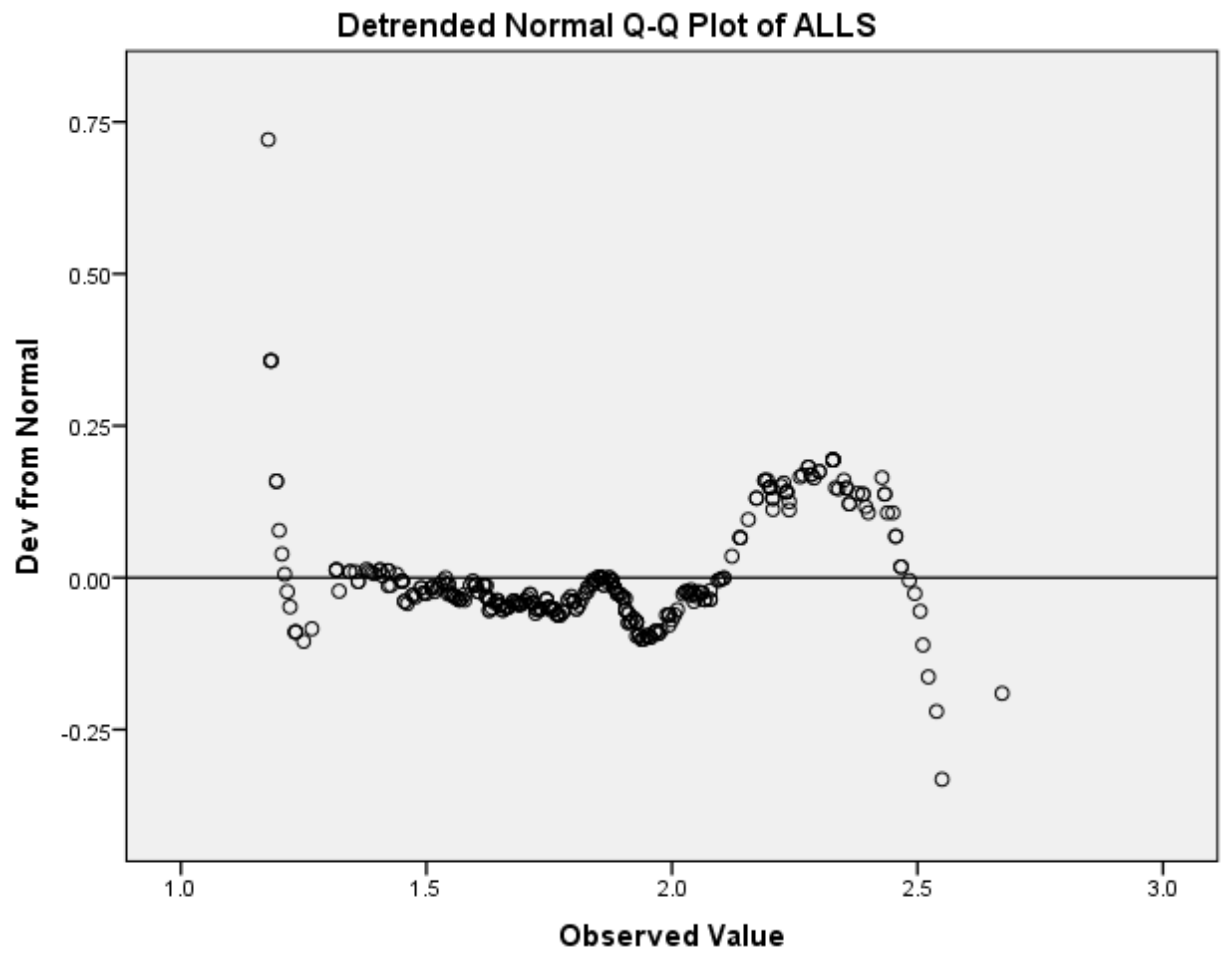
Appendix III- Normality of academic leaders' Leadership style



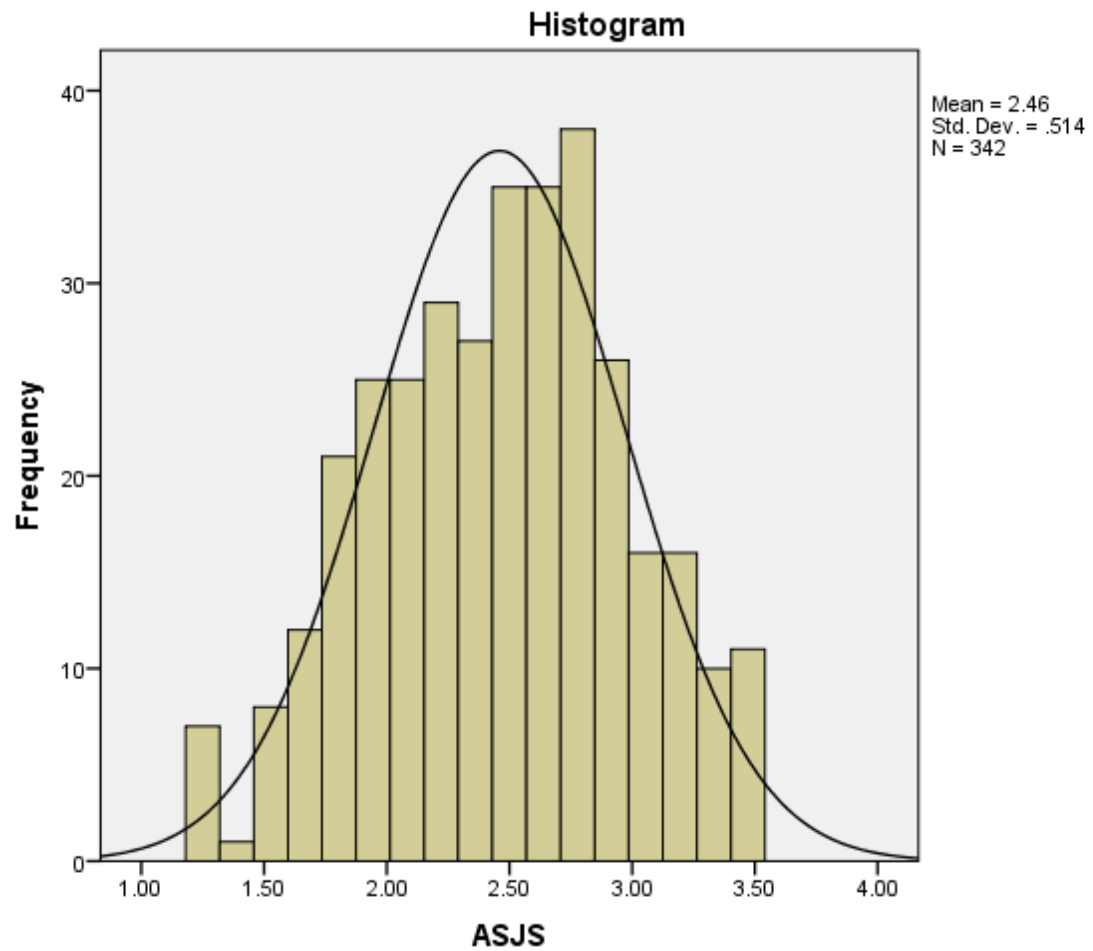
NB. The data of Academic leaders leadership style (ALLS) normally distributed



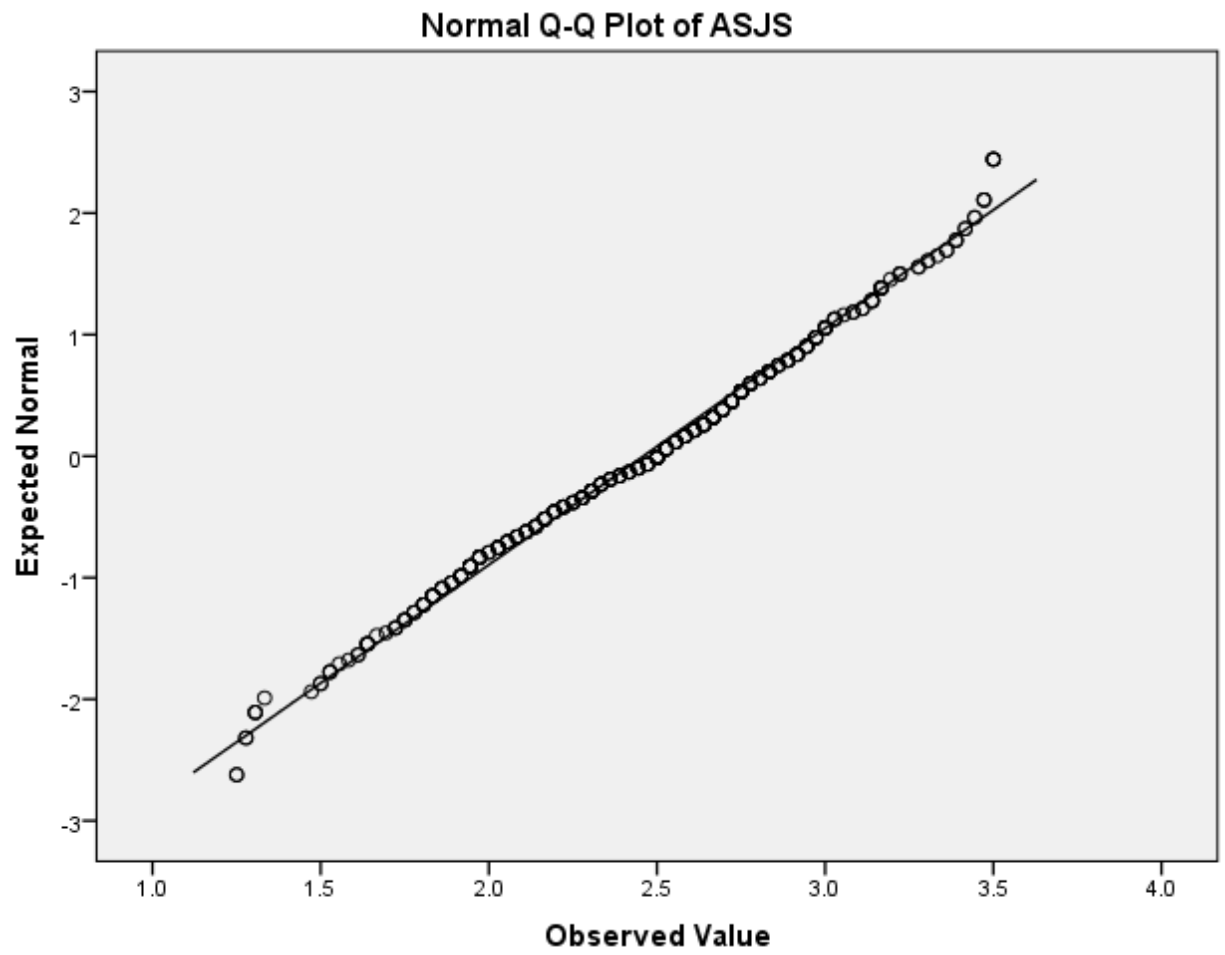


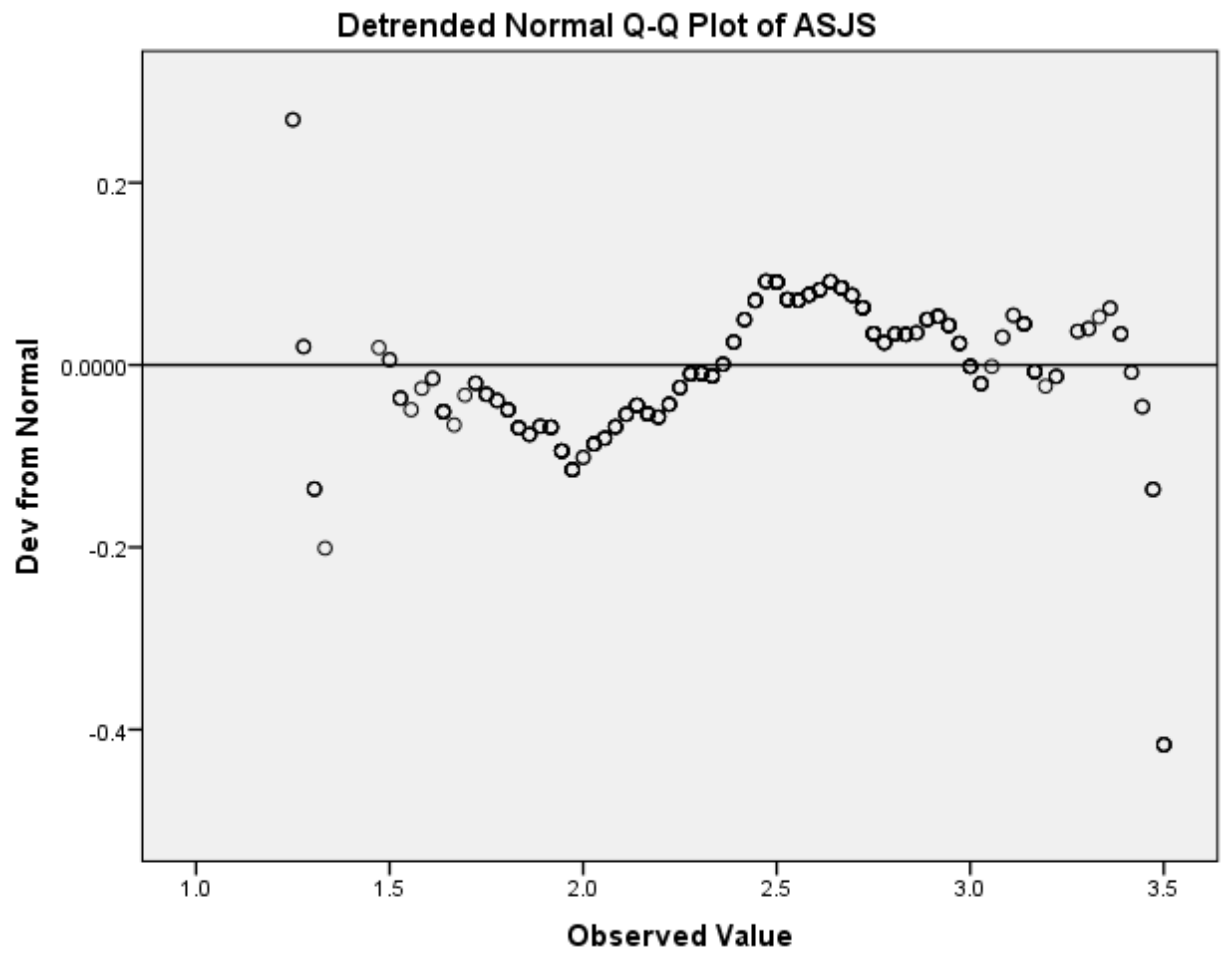


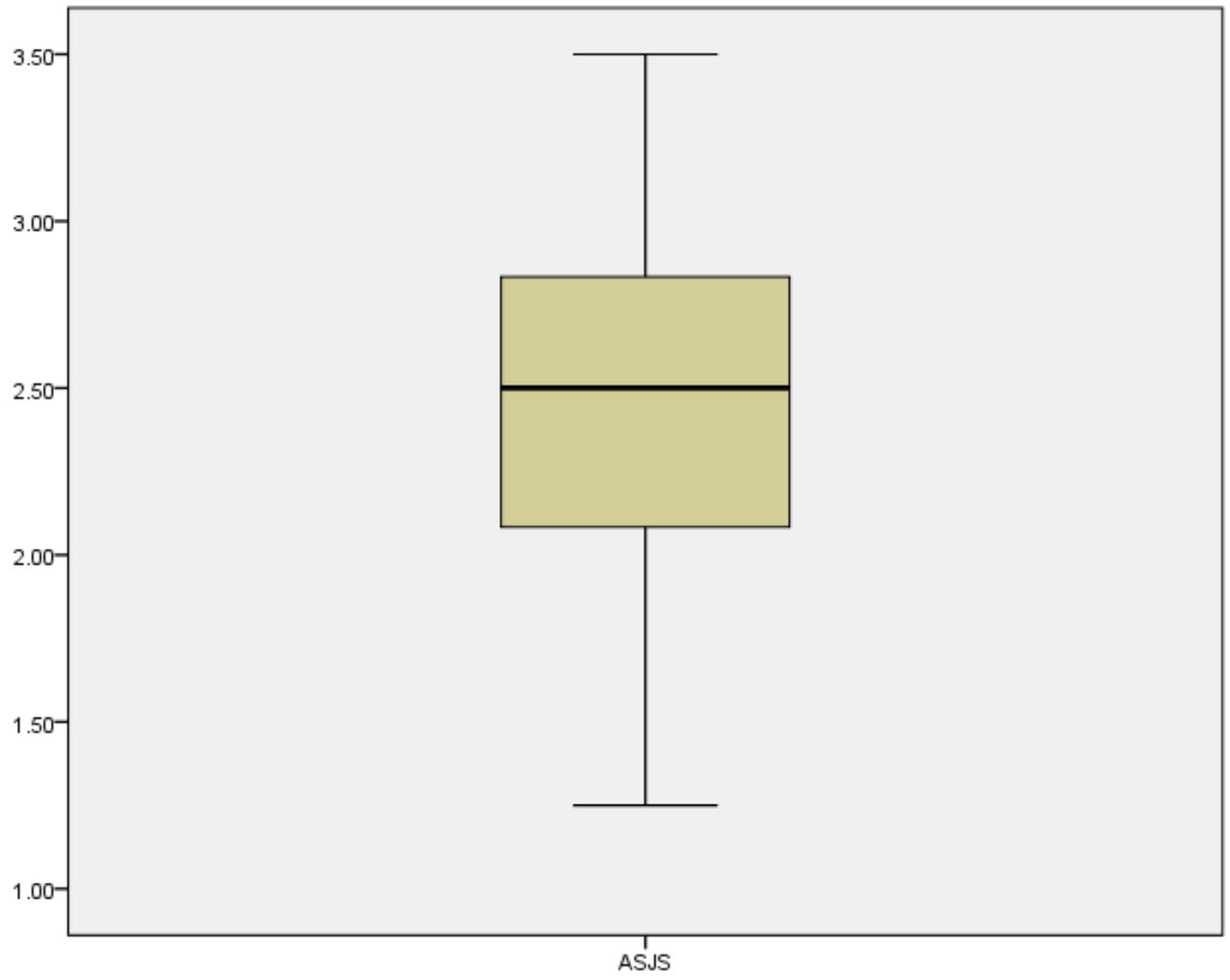
Appendix IV- Normality graph of academic staff Job satisfaction (ASJS)



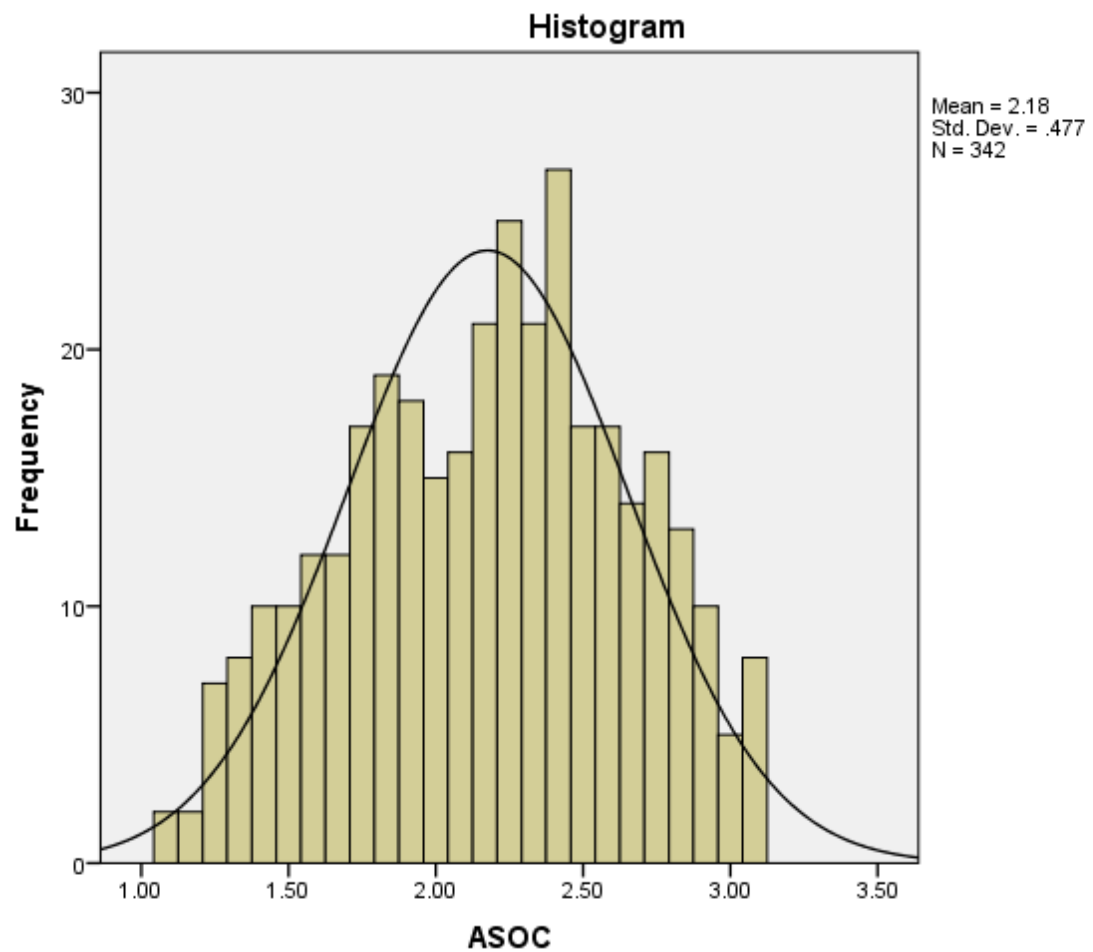
NB. The data on academic staff job satisfaction (ASJS) is normally attributed



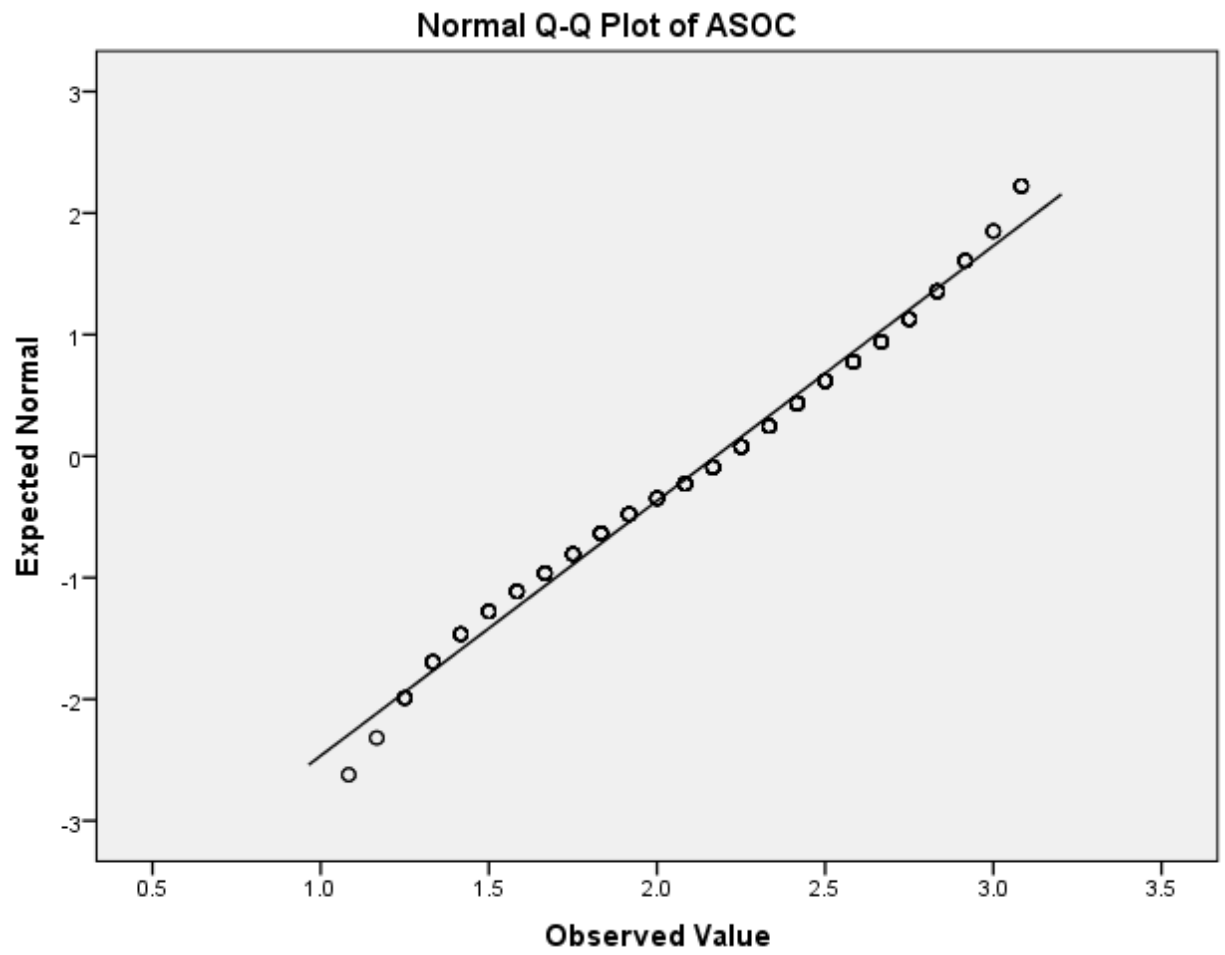


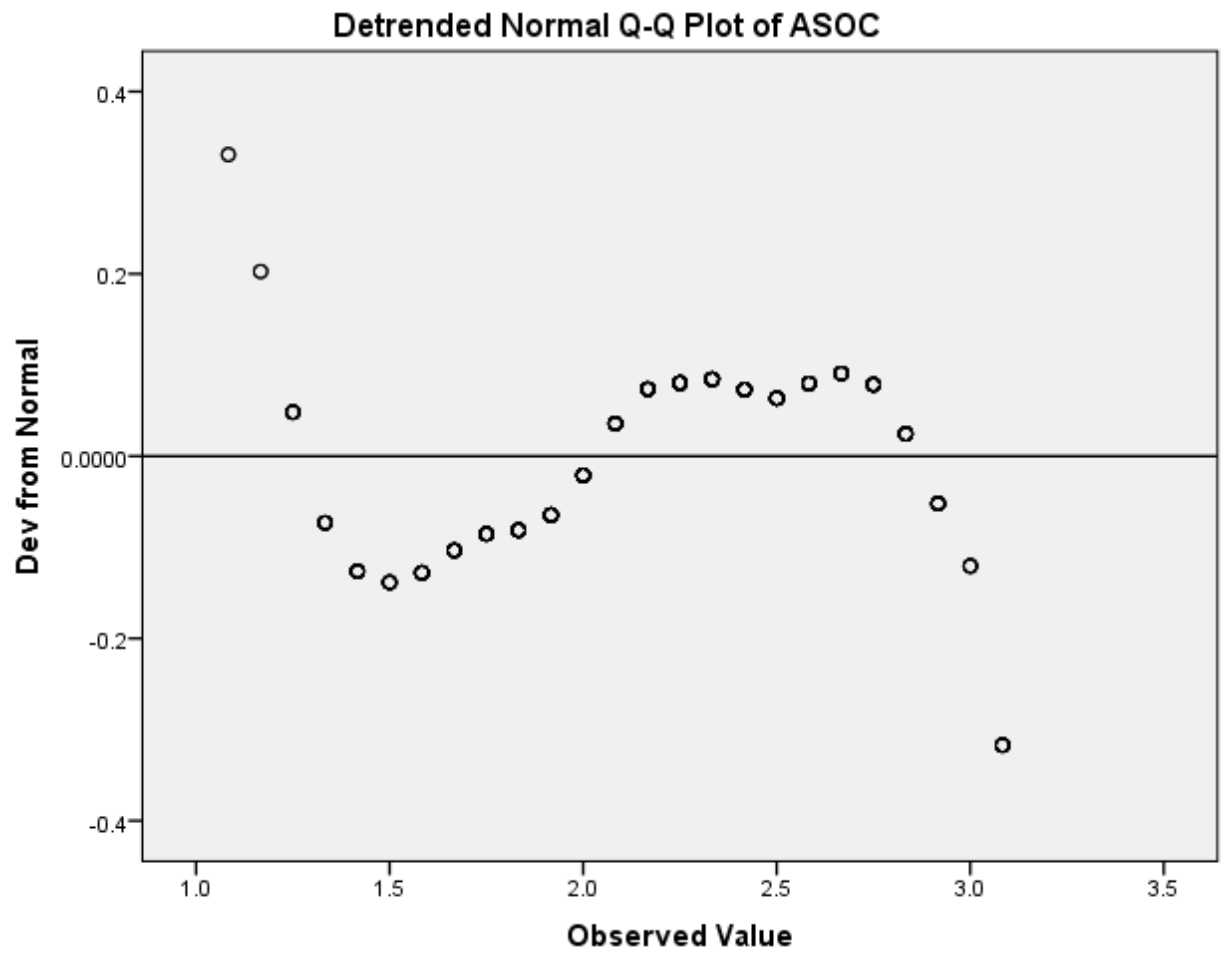


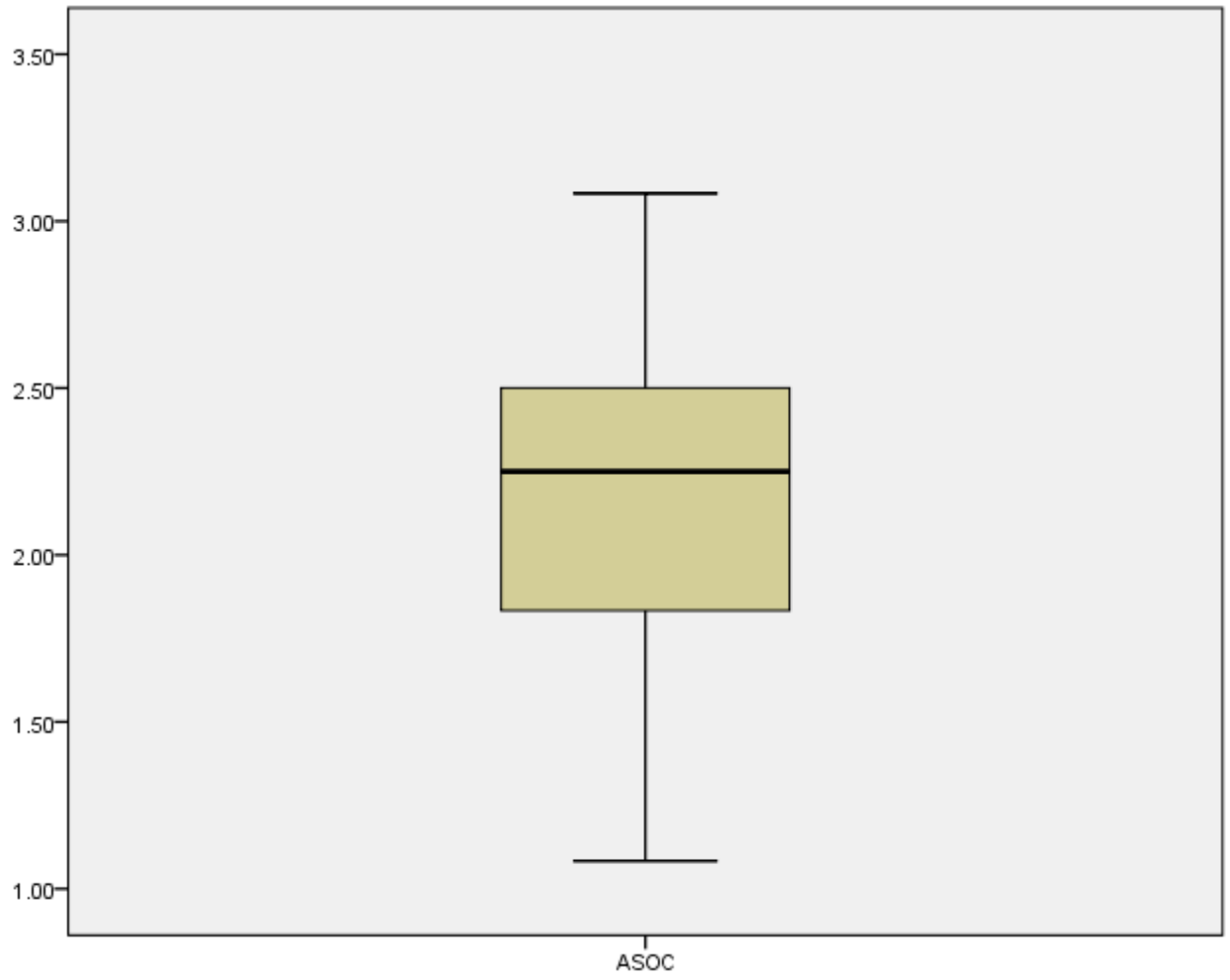
Appendix V- Normality graph of Academic staff organizational commitment (ASOC)



NB. The data on academic staff organizational commitment (ASOC) is normally distributed.







Appendix VI -Letter from Ministry and Labor and Skill

 የሥራና ክህሎት ሚኒስቴር
Ministry of Labor and Skills

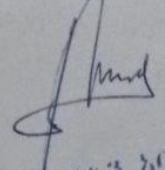
ቁጥር: 26/6612/169/2016
Ref. No:
ቀን: 11.3.2016
Date:

በአማራ ብሔራዊ ክልላዊ መንግስት
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ባህር ዳር፤

ጉዳዩ፡- ትብብር እንዲደረግ ስለመጠየቅ፤

አቶ ሚሊዮን በቀለ ደገፍ የተባሉ የአዲስ አበባ ዩኒቨርሲቲ የ3ኛ ዲግሪ (PHD) ተማሪ በ2016 ዓ.ም በክልላችሁ በሚገኙ ፖሊ ቴክኒክ ኮሌጆች ላይ "The Link among Academic Leaders' Leadership Styles, Academic Staff Job Satisfaction, and Commitment in the Polytechnic Colleges of Amhara Region" በሚል ርዕስ ላይ የጥናትና ምርምር ሥራዎችን ስለሚያከናውኑ ይኸው ታውቆ በእናንተ በኩል አስፈላጊውን ትብብር ሁሉ እንዲደረግላቸው እንጠይቃለን።



ከሠላምታ ጋር

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የሥልጠናና የተቋማት አቅም ግንባታ
መሪ ሥራ አስፈጻሚ

ግልባጭ

- ለሚንስትር ጽ/ቤት
- ለስልጠናና ተቋማት አቅም ግንባታ መሪ ስራ አስፈጻሚ
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ባሉበት

Appendix VII- Letter from Amhara Region Labor and Training Bureau

በአማራ ብሔራዊ ክልላዊ መንግሥት የሥራና ስልጠና ቢሮ
ባሕር ዳር
Amhara National Regional State
Labour and Training Bureau

ቁጥር/ስ/ትም/04/ 788/ነ/12
ቀን 14/05/2016 ዓ.ም

ለ23ቱ ፖሊ ቱክኒክ ኮሌጆች
ባለቤት፡

ጉዳዩ፡- ትብብር እንዲደረግ ስለመጠየቅ፡

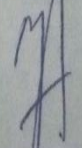
የሥራና ክህሎት ሚኒስቴር በቁጥር16/6612/169/2016 በቀን 11/3/2016 ዓ.ም በጻፈው ደብዳቤ አቶ ሚኒስቴርን በቀለ ደገፍ የ3ኛ ዲግሪ ትምህርታቸውን በፖሊቱክኒክ ኮሌጆች ላይ አድርገው የምርምር ስራቸውን እየሰሩ በመሆኑ ትብብር እንዲደረግላቸው ጠይቆናል፡፡

በመሆኑም በሥራ ስልጠና ቢሮ ስር የምትገኙ 23ቱም ፖሊ ቱክኒክ ኮሌጆች ከላይ በስም የተጠቀሱት አቶ ሚኒስቴርን በቀለ ደገፍ ለሚያቀርቧቸው የጥናትና ምርምር ስራዎች አስፈላጊው ትብብር እንዲደረግላቸው እንጠይቃለን፡፡

ግልባጭ፡

- ለአቶ ሚኒስቴርን በቀለ ደገፍ

ባለቤት፡

ከሰላምታ ጋር

ሚኒስቴር ታቦፎ በሪ
የትምህርትና ስልጠና
ዳይሬክቶሬት ዳይሬክተር

Appendix VIII- Letter from Addis Ababa University

አዲስ አበባ ዩኒቨርሲቲ
የትምህርትና የባህርይ ጥናት ኮሌጅ
አዲስ አበባ፣ ኢትዮጵያ



ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND
BEHAVIORAL STUDIES
Addis Ababa, Ethiopia

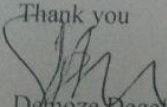
Date: 03/04/2015 E.C

TO: ANRS Labour and training bureau
Bahir Dar

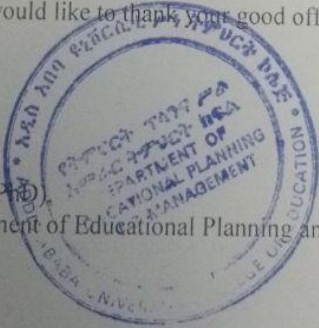
Milion Bekele Degef is a PhD student in Department of Educational Planning and Management. He/she is currently writing on the title:
The nexus between College dean's Leadership style
academic staff job satisfaction & Organizational
Commitment in TVET colleges of Amhara region.

This is therefore, to kindly request your good office to offer him/in with the requested information.
The department would like to thank your good office in advance for your cooperation. Providing.

Thank you



Demoze Degefa (PhD)
Chairman, Department of Educational Planning and Management



Appendix IX-Table Standardized regression weight of the factors of variables

TALS &LFLS		TFLS		ASOC		ASJS	
	estimate		estimate		estimate		estimate
CR1---CR	.89	IS1--IS	.84	AC1--AC	.87	PA1--PA	.88
CR2---CR	.94	IS2--IS	.83	AC2--AC	.84	PA2--PA	.91
CR3---CR	.89	IS3--IS	.85	AC3--AC	.84	PA3--PA	.92
CR4---CR	.88	IS4--IS	.85	AC4--AC	.76	PA4--PA	.91
MEP1--MEP	.81	IIA1--IIA	.84	NC1--NC	.89	PR1--PR	.85
MEP2--MEP	.84	IIA2--IIA	.88	NC2--NC	.84	PR2--PR	.88
MEP3--MEP	.84	IIA3--IIA	.86	NC3--NC	.82	PR3--PR	.86
MEP4--MEP	.89	IIA4--IIA	.86	NC4--NC	.79	PR4--PR	.88
MEA1--MEA	.89	IIB1--IIB	.84	CC1--CC	.84	SU1--SU	.92
MEA2--MEA	.89	IIB2--IIB	.86	CC2--CC	.84	SU2--SU	.94
MEA3--MEA	.89	IIB3--IIB	.86	CC3--CC	.83	SU3--SU	.89
MEA4--MEA	.87	IIB4--IIB	.87	CC4--CC	.82	SU4--SU	.92
LF1--LF	.93	IM1--IM	.89			FB1--FB	.89
LF2--LF	.85	IM2--IM	.89			FB2--FB	.88
LF3--LF	.88	IM3--IM	.88			FB3--FB	.85
LF4--LF	.95	IM4--IM	.84			FB4--FB	.84
		IC1--IC	.87			CRJ1--CRJ	.87
		IC2--IC	.88			CRJ2--CRJ	.86
		IC3--IC	.86			CRJ3--CRJ	.87
		IC3--IC	.83			CRJ4--CRJ	.90
						OP1--OP	.87
						OP2--OP	.90
						OP3--OP	.86
						OP4--OP	.89
						CW1--CW	.88
						CW2--CW	.80
						CW3--CW	.91
						CW4--CW	.91
						NW1--NW	.87
						NW2--NW	.86
						NW3--NW	.88
						NW4--NW	.90
						CM1--CM	.86
						CM2--CM	.74
						CM3--CM	.85
						CM4--CM	.83

N.B TALS=Transactional leadership style, TFLS=Transformational leadership style
LFLS=Laissez faire leadership style, ASOC=Academic staff organizational commitment, ASJS=
Academic staff job satisfaction

Appendix X: Table Characteristics of respondents

Gender of Academic leaders and staff					
Academic leaders	N	%	Academic staff	N	%
Male	65	94.2	Male	266	77.8
Female	4	5.8	Female	76	22.2
Total	69	100.0	Total	342	100.0
Service of academic leaders and staff					
Academic leaders	N	%	Academic staff	N	%
2-5 years	4	5.8	2-5 years	31	9.1
6-10	20	29.0	6-10	160	46.8
11-15 years	28	40.6	11-15 years	107	31.3
16-20 years	10	14.5	16-20 years	30	8.8
21 years and above	7	10.1	21 years and above	14	4.1
Total	69	100.0	Total	342	100.0
Age group of Academic leaders and staff					
The age group of Academic leader	N	Percent	The age group of Academic leader	N	%
18-25 years	0	-	18-25 years	10	2.9
26-30 years	8	11.6	26-30 years	114	33.3
31-35 years	32	46.4	31-35 years	146	42.7
36-40	17	24.6	36-40	61	17.8
41 and above	12	17.4	41 and above	11	3.2
Total	69	100.0	Total	342	100.0
Educational level of Academic leaders and staff					
Academic Leaders' Educational level	N	%	Academic Staff educ. level	N	%
Diploma	1	1.4	C-level	25	7.3
BA/BSC Degree	25	36.2	B-level	225	65.8
MA/MSC Degree	43	62.3	A-Level	92	26.9
Total	69	100.0	Total	342	100.0

Appendix XI- Acceptance letter of Article 1



To: MILION BEKELE DEGEF

From: Tak C. Chan 
Editor-in-Chief
Educational Planning Journal

C.C.: BEFEKADU ZELEKE KIDANE

RE: Acceptance of article for publication

Date: May 17, 2024

This is to confirm that the article:

THE LINK BETWEEN ACADEMIC LEADERS' TRANSFORMATIONAL LEADERSHIP AND STAFF
JOB SATISFACTION IN POLYTECHNIC COLLEGES OF ETHIOPIA

You and your colleague submitted it to Educational Planning for publication has been fully reviewed and edited. The final version of the article has been accepted for publication in Volume 31, Number 3 Issue of the Journal which will come out in July-August, 2024. Thank you for your contributions to the Journal. Congratulations!

Appendix XII- Acceptance letter of Article 2



To: MILION BEKELE DEGEF

From: Tak C. Chan 
Editor-in-Chief
Educational Planning Journal

C.C.: BEFEKADU ZELEKE KIDANE

RE: Acceptance of article for publication

Date: May 17, 2024

This is to confirm that the article:

THE INFLUENCE OF JOB SATISFACTION ON ORGANIZATIONAL COMMITMENT OF THE
ACADEMIC STAFF IN ETHIOPIAN POLYTECHNIC COLLEGES

You and your colleague submitted it to Educational Planning for publication has been fully reviewed and edited. The final version of the article has been accepted for publication in Volume 31, Number 4 Issue of the Journal which will come out in October-November, 2024. Thank you for your contributions to the Journal. Congratulations!