

**Relationship between Perceived Leadership Styles and  
Organizational Commitment: the Case of the  
African Union Commission Headquarters**

**By**

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**Addis Ababa University  
Addis Ababa, Ethiopia  
June 2016**

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**A Thesis Submitted to the School of Graduate Studies of Addis  
Ababa University College of Education and Behavioral Studies,  
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**A d d i s   A b a b a   U n i v e r s i t y**  
**College of Education and Behavioral Studies**

This is to certify that the thesis prepared by Senait Hailu entitled “*Relationship between Perceived Leadership Styles and Organizational Commitment: The Case of the African Union Commission Headquarters*” and submitted in partial fulfillment of the requirement for the Degree of Masters of Art in Human Resources and Organizational Development in Education complies with the regulations of the University and meets the accepted standards with respect to originality and quality.

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*Chair of Department of Graduate Programme Coordinator*

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## Acronyms and Abbreviations

AF	Affective Commitment
AU	African Union
AUC	African Union Commission
CC	Continuance Commitment
CR	Contingent Reward
FRLT	Full Range Leadership Theory
II-A	Idealized Influence-Attributed
II-B	Idealized Influence-Behavior
IC	Individualized Consideration
IM	Inspirational Motivation
LF	Laissez-faire Leadership
MBE-A	Management-by-Exceptions (Active)
MBE-P	Management-by-Exception (Passive)
MLQ	Multifactor Leadership Questionnaire
NC	Normative Commitment
OCQ	Organizational Commitment Questionnaire
TA	Transactional Leadership
TF	Transformation Leadership

## Abstract

*The purpose of this study was to examine the relationship between leadership styles and employees' organizational commitment at the AUC Headquarters. Thus, attempts were made to provide answers to the following basic questions: (1) What is the dominant leadership style in the AUC Headquarters, from the perception of employees? (2) What is the dominant dimension of organizational commitment prevailing in the AUC Headquarters from the perception of employees? (3) What is the relationship between leadership styles of supervisors and organizational commitment of employees in the AUC Headquarters? The descriptive study was used since the focus of this study is on the current relationship between leadership styles and organizational commitment in the AUC Headquarters. The study made use of both primary and secondary sources. The primary data were collected from staff members at the AUC Headquarters through questionnaires and interviews. Secondary data were obtained from the existing literature in previous research paper findings, journal articles, books, studies, websites as well as data from the AHRM. For the purpose of gathering the quantitative data for this study, the simple random sampling technique was used to select participants for the questionnaire of the study. Out of a population of 1129 staff, a sample of 283 was randomly drawn to achieve a confidence level of 95%. Two separate instruments, namely the Multifactor Leadership Questionnaire (MLQ) and the Organizational Commitment Questionnaire (OCQ), were used to measure supervisors' leadership styles and employees' organizational commitment respectively. In order to collect qualitative data through the interviews, both purposive and availability sampling were employed to select staff in leadership positions, i.e. Directors of Departments/Directorates and Heads of Offices and the interviews were conducted with a total of 5 respondents. Descriptive statistics such as frequency, percentage, mean and standard deviation were used while inferential statistics such as two tailed Pearson correlation were used. The findings revealed that although transformational leadership was the dominant one, it was not practiced effectively at the AUC since leaders were not exhibiting the ideal levels of transformational leadership behaviors. The most dominant dimension of organizational commitment in the AUC was affective commitment. The study also indicated that there is a weak positive relationship between transformational leadership and affective, continuance and normative commitment at the AUC while transactional leadership has a negative and very weak correlation with continuance commitment. Laissez-faire leadership has a positive but relatively weak relationship with affective commitment while it has a negative though very weak relationship with continuance commitment and normative commitment. Hence, the study concluded that transformational and transactional leadership behaviors play a more important role in developing and improving affective, continuance and normative commitment than the laissez-faire leadership style at the AUC. Finally, the study recommended that the AUC engages in different leadership development initiatives so as to enable its leaders reach the ideal levels of transformational leadership behaviors and that the AUC further designs policies which continuously sustain or increase organizational commitment behaviors displayed by the AUC staff as committed employees are key to the achievement of organizational goals.*

**Keywords: Leadership styles, Organizational commitment, AUC**

# **CHAPTER ONE**

## **INTRODUCTION**

This introductory chapter starts with the background of the study where a general preview of the topic is discussed. The key concepts of the study and factors associated with leadership, organizational commitment and their relationship are elaborated. Then, it is followed by the statement of the problem which presents the research problem and research questions, the conceptual framework, the research objectives, the significance of the study, the scope of the study, its limitations and an overview of the methodology. Operational definitions of key terms as well as the organization of the study were also discussed in this chapter.

### **1.1 Background of the Study**

Leadership is an important function of management which helps to maximize efficiency and to achieve organizational goals (Limsila and Ogunlana, 2007). Due to the effects of globalization and the transition from highly intellectual management to highly emotional management, successful leaders must be flexible to adapt to the ever changing workforce (Alston, 2009). Although it is a difficult task to handle people who are physically, psychologically, culturally and ethnically different from each other, management of employees is largely dependent on the quality of leadership organizations have (Albion and Gagliardi, 2007). Leadership is a bond which makes people work together. Organizations at present are more concerned about understanding, development and improvement of their leadership. The effect of leaders' influence on workers' work-related experience cannot be underestimated (Mosadeghrad, 2003). In order to achieve their goals and objectives, it is important for organizations to have well-qualified and capable personnel. In this modern era where the world has become a global village, the success of an organization depends on the hard working, loyal and involved managers and employees.

The word leadership has been described in terms of the position, personality, responsibility, influence process; instrument to achieve a goal, behaviors (Limsila and Ogunlana, 2007). It has been argued that leadership styles are at the heart of the success

of an organization and strongly influence its overall performance (Rowe, et al., 2005). DuBrin (2004) and Robbins (2001) believed that a suitable leadership can motivate organizational members to complete organizational objectives with confidence.

Northouse (2007) defines leadership as a process whereby an individual influences a group of individuals to achieve a common goal. Leadership is about how well leaders manage themselves and others but not all about intellectual ability or technical expertise it (Mitchell, 2013). Leadership is not meant for someone to use the position for self-seeking benefits and to motivate others to achieve one's own self-interests (Maciariello, 2003). The climate of the organization can be traced back to the leader; "the boss creates the conditions that determine the people's ability to work well" (Goleman et al., 2002). Leadership is a relationship between the leader and those who choose to follow.

Leadership is a set of behaviors that supervisors and managers at all levels of seniority and hierarchy, experience and education can learn and apply. The expected outcome for all public, private, or non-profit organizations is the achievement of operational and strategic objectives with more committed employees. Getting extraordinary achievements in organizations through ordinary people remains the objective and the challenge (Kouzes and Posner, 2007 & 2011).

The interest in exploring the nature of leadership and attempting to identify what brings about effective leadership is not new (Nave, 2005). Early leadership studies focused on trait and behavior theories. Trait approach emphasized attributes of leaders such as personality, motives, values and skills. Later, having realized that no trait would guarantee leadership success (Yukl, 2002), researchers turned to study the behavior of the leaders and how this would affect their followers. This then led to the Situational approach by Hersey and Blanchard which hypothesizes the importance of a manager's relationship orientation and task orientation in conjunction with effectiveness. However, not much success was realized in identifying relationships between leadership behavior and group performance (Robbins, 1997).

New models began to materialize, the prominent theories being that of transactional and transformational leadership. Transactional leadership, which is based on exchange, uses reward or punishment as incentives to manipulate followers into performing tasks

(Avolio and Bass, 2002). Transformational leadership refers to effecting change by influencing values, attitudes and behaviors of others (Avolio and Bass, 2002). Transformational leadership theory has undergone several revisions and expansions, where Avolio and Bass developed the Full Range Leadership Theory (FRLT) which is considered as the most recent model of transformational leadership (Antonakis et al, 2003). The FRLT has been deemed more successful in determining effective leadership and includes five sub-scales for transformational, three sub-scales for transactional and one scale for laissez-faire leadership styles.

Leadership is known to be one of the determinants of employee commitment. Employee commitment reflects the quality of the leadership in an organization (Stum, 1999). Employee commitment has long been a topic of interest to organizational researchers. In today's competitive world, organizations face new challenges regarding the development of organizational commitment. Many researchers found that an organization's success is determined, in part, by having a high degree of organizational commitment (Jassawalla & Sashittal, 2003; Brooks, 2002; McElroy, 2001). Schein (2004) also argued that the success of an organization depends on organizational commitment. Hence, it is important to understand the concept of organizational commitment.

Although various definitions have emerged in the literature, the most common approach has defined organizational commitment as "the strength of an individual's identification with and involvement in a particular organization" (Porter, Steers, Mowday and Boulian, 1974). Organizational goals are unattainable without the enduring commitment of members of the organizations. Commitment is a force that binds an individual to a course of action that is of relevance to a particular target (Meyer and Herscovitch, 2001).

Organizational commitment has usually been considered as an individual's attachment with the organization and his or her readiness to utilize energy for organizational wellbeing (Walumbwa et al., 2005). According to Northcraft and Neale (1996), organizational commitment is determined by a number of factors, including personal factors (e.g., age, tenure in the organization, disposition, internal or external control attributions); organizational factors (job design and the leadership style of one's supervisor); non-organizational factors (availability of alternatives).

Meyer and Allen developed a three-component approach to measuring organizational commitment. The three components include affective (desire based), continuance (cost-based), and normative (obligation based) commitment. Employees with a strong affective commitment remain because they want to stay; employees with a strong continuance commitment stay because they feel the need to stay, and employees with a strong normative commitment feel they should stay out of obligation (Allen and Meyer, 1990).

Due to the impact on performance and the success of an organization, leadership styles and organizational commitment received a lot of attention in workplace studies. As a result, previous researches regarding leadership and organizational commitment have been conducted among participants from various cultural backgrounds. In addition, though the literature suggests a relationship between leadership styles and organizational commitment, empirical studies are limited and lack specificity concerning types of leadership styles and organizational commitment (Rai and Sinha, 2000; Yousef, 2000). Different styles of leadership and their impact on employee organizational commitment have not been fully discussed, especially in continental organizations such as the African Union (AU). Therefore, this study seeks to investigate the relationship between leadership styles and employees' organizational commitment at the AU Headquarters.

The advent of the African Union (AU), a successor to the Organization of African Unity (OAU), can be described as an event of great magnitude in the institutional evolution of the continent. The OAU was established in 1963 by agreement of the 32 African states that had achieved independence at that time. A further 21 members joined gradually, reaching a total of 53 (African Union Handbook, 2014).

The OAU's main objectives, as set out in the OAU Charter, were to promote the unity and solidarity of African states; coordinate and intensify their cooperation and efforts to achieve a better life for the peoples of Africa; safeguard the sovereignty and territorial integrity of Member States; rid the continent of colonization and apartheid; promote international cooperation within the United Nations framework; and harmonize members' political, diplomatic, economic, educational, cultural, health, welfare, scientific, technical and defense policies (African Union Handbook, 2014).

Through the 1990s, leaders debated the need to amend the OAU's structures to reflect the challenges of a changing world. On September 9, 1999, the Heads of State and Government of the Organization of African Unity (OAU) issued a Declaration (the Sirte Declaration) calling for the establishment of an African Union, with a view, inter-alia, to accelerating the process of integration in the continent to enable it play its rightful role in the global economy while addressing multifaceted social, economic and political problems.

The AU is a continental organization with 54 Member States including the newest African nation the Republic of South Sudan (Mehari Taddele, 2012) which joined the AU in 2011. The vision of the AU is that of an integrated, prosperous and peaceful Africa, driven by its own citizens and representing a dynamic force in global arena. The mission of the Commission is to become an efficient and value-adding institution driving the African integration and development process in close collaboration with African Union Member States, the Regional Economic Communities and African citizens (AU, n.d). The Commission is committed to the values of respect for diversity and team work; think Africa above all; transparency and accountability; integrity and impartiality; efficiency and professionalism; and information and knowledge sharing.

The Commission, which is based in Addis Ababa, Ethiopia, serves both as Headquarters to the African Union as well as its Secretariat and is chaired by Dr. Nkosazana Dlamini-Zuma of South Africa, who became the first female head of the African Union Commission on 15 July 2012, replacing Dr. Jean Ping of Gabon. A new headquarters complex, the AUCC, was inaugurated on 28 January 2012, during the 18th AU summit. The complex accommodates, amongst other facilities, a 2,500-seat plenary hall and a 20-storey office tower. The tower is 99.9 meters high to signify the date 9 September 1999, when the Organization of African Unity voted to become the African Union (Wikipedia, 2014).

In addition to the Headquarters, the Commission has various regional, sub-regional, scientific and technical offices around the world. The Commission of the AU is composed of 8 Departments (under the supervision of 8 Commissioners) with their own divisions, sections and units. In addition, there are 14 independent Offices/Directorates

which are under the supervision of the Chairperson (10) and the Deputy Chairperson (4) and which have their own divisions, sections and units.

## **1.2 Statement of the Problem**

Many reflections have been done on the issue of leadership in Africa. The main challenge to Africa's development is the lack of an effective and cohesive leadership (Engueleguele, 2014). In the light of the declining organizational effectiveness that now exists in private and public sector workplaces, there is need to question how excellence from employees can be encouraged. Even though there are many aspects of employees' work life that contribute to performance and organizational commitment, one of the most important concerns is the supervisors' leadership style (Goleman et al., 2002).

Given the contribution a highly committed employee can make to organizational productivity, keeping such an employee needs to be a high priority for an organization. Employee commitment reflects the quality of the leadership in an organization (Awan and Mahmood, 2009). Among the many factors that have been shown to influence an employee's decision to remain with or leave an organization are the supervisors' or managers' leadership style. The way leaders behave as they practice the organization's human resources policies can influence employees' behavior (Whitener, 2001).

An organization is efficient when it fulfills the needs and aspirations of the people in it and is represented by people from different backgrounds and life experiences. The African Union employees' come from virtually all the countries in Africa. This blend could be a great asset for the Commission which is striving to harmonize the differences between the member countries to create a strong Union. However, this is only possible if the staff members themselves are involved in the process. It is therefore of great importance that the Commission ensures the involvement of its staff members in the attainment of its goals. One very crucial step toward this is the sustenance of their commitment.

Organizational commitment is one of the constructs that has retained its importance throughout decades and despite the extensive research done in the field, still draws a high level of attention due to its association with such preferred work attitudes as increased job satisfaction, higher performance, lower absenteeism and turnover intentions (Yousef,

2000). It has been generally recognized that organizational commitment is one of the major factors determining organizational performance and effectiveness (Lok & Crawford, 2004).

In addition, according to Allen and Meyer (1990), there exists an inter-linkage between organizational commitment and turnover, i.e. employees who are strongly committed are those who are least likely to leave the organization. When employees are dissatisfied at work, they are less committed and will look for other opportunities. Less committed employees tend to leave their organizations more often and, in case of lack of alternatives, they may “emotionally or mentally” “withdraw” from the organization (Lok & Crawford, 2004). Thus, organizational commitment is an important attitude in assessing employees’ intention to quit and the overall contribution of the employee to the organization.

Gaining commitment of employees to needed or desired organizational initiatives and to their work is a challenge faced by all (Manion, 2004). It is important therefore to identify how to maintain the organizational commitment of employees when re-organizations and other fundamental changes take place (McKay, 2002). Commitment is one of the great engines of business success (Camilleri, 2002). A people centered strategy is an important source of competitive advantage because, unlike technology, cost or new product development, people are difficult to imitate.

Some researches indicate that there is a significant relationship between organizational commitment and leadership (Yavuz, 2008). The existing literature suggests that leadership critically determines organizational commitment (Avolio et al, 2004). However, the relationship between leadership styles and organizational commitment has not been addressed in the AUC Headquarters in Addis Ababa. The AUC is a continental organization whose members are the 54 African States and is comprised of staff with diverse nationalities and cultural backgrounds. Since previous researches regarding the relationship between leadership styles and organizational commitment did not study culturally diversified organizations such as the AU, this prompted the researcher to make such a study. It may be in the AUC’s best interest for managers to understand how their leadership style might influence a worker’s commitment to the organization.

It is worth mentioning here that, between November and December 2013, the Administration and Human Resources Management Directorate (AHRMD) of the AUC had undertaken a Staff Survey (with a 33.3% response rate) in which staff members' comments, insights and suggestions were collected regarding their overall appreciation of working within the Commission, their satisfaction with their jobs, their relationships with their supervisors, their future career development prospects and their views about senior management. Most of the comments made by the staff pointed to the fact that the organizational culture, the leadership styles and the human resources management systems left a lot to be desired (AU HRMD, 2013).

Since factors such as organizational culture, leadership practices, and human resources management systems can be used directly or indirectly to improve the level of organizational commitment, it is against such background that an attempt will be made to study the role of leadership towards the commitment of the staff members of the AUC Headquarters. Greater understanding of the relationship between the leadership styles and employees' organizational commitment is thus required.

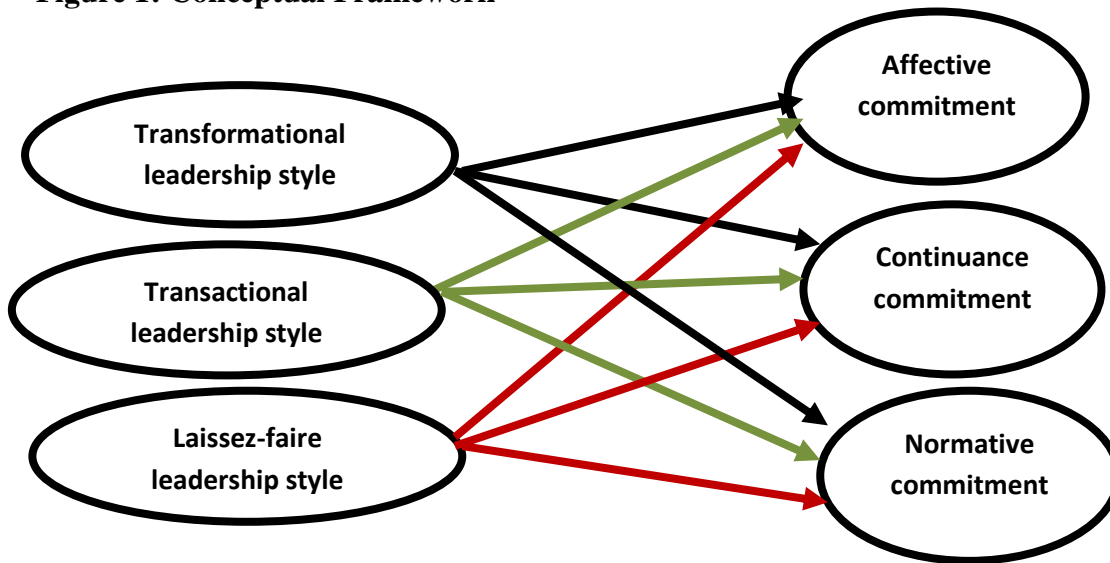
Thus, the focus of this research study is on the relationship between perceived leadership styles and the organizational commitment of staff at the AUC Headquarters in Addis Ababa. The researcher tried to answer the following basic questions:

1. What is the dominant leadership style in the AUC Headquarters, from the perception of employees?
2. What is the dominant dimension of organizational commitment prevailing in the AUC Headquarters from the perception of employees?
3. What is the relationship between leadership styles of supervisors and organizational commitment of employees in the AUC Headquarters?

### **1.3 Conceptual Framework**

The research framework of this study shown in Figure 1 presents a summary diagram of the proposed causal model for the prediction of organizational commitment from the concept of leadership styles. The model examines the relationship between the different leadership styles (i.e. transformational, transactional and laissez-faire) and the components of organizational commitment (affective, continuance and normative).

**Figure 1: Conceptual Framework**



Source: Extracted from the Study by Saqer, H.O. (2009) and developed by the Researcher

## **1.4 Objectives of the Study**

The present study has the following general and specific objectives:

### **1.4.1 General Objective**

The general objective of this study was to assess the relationship between supervisors' leadership styles and employees' organizational commitment at the AUC Headquarters.

### **1.4.2 Specific Objectives**

The specific objectives of this study were:

- To assess the dominant leadership styles, as perceived by the employees, at the AUC Headquarters;
- To examine the dominant dimension of organizational commitment prevailing among employees at the AUC Headquarters;
- To identify whether there exists a relationship between supervisors' leadership styles and employees' organizational commitment at the AUC Headquarters;

## **1.5 Significance of the Study**

Whether an organization is governmental, non-governmental, public or private, leadership is a crucial factor for the attainment of organizational commitment.

The results of this study would help:

- i) To shed light on the current perceived leadership styles at the AUC and to provide information on the existing dimensions of organizational commitment among employees of the AUC;
  - ii) To show the relationship between the leadership styles and the components of organizational commitment;
  - iii) To provide inputs to the management of the organization for it to come up with and adopt best ways, approaches or strategies which will help enhance employees' organizational commitment;
- i) To be used as a stepping-stone for further study and to add value to the existing literature on the topics of leadership styles and organizational commitment in the settings of continental and international organizations.

## **1.6 Delimitation of the Study**

The Headquarters of the AU is the Commission located in Addis Ababa. The Commission has regional and sub-regional offices in Africa, Europe and North America. In order to conduct an in-depth study and to make the research manageable and cost effective, the study focused on one body of the African Union, namely the Headquarters of the Commission in Addis Ababa. In seeking to determine the relationship between supervisors' leadership styles and employees' organizational commitment at the AUC Headquarters, the focus of this research study has been made only on transformational, transactional and laissez-faire leadership styles and on the affective, continuance and normative components of organizational commitment.

## **1.7 Limitations of the Study**

The study would have been more representative had it included the AU regional and sub-regional offices in Africa, Europe and North America. Therefore, the findings of the study cannot be generalized for all offices of the AUC.

## 1.8 Operational Definitions of Key Terms

In order to avoid any ambiguities, the researcher explains below some of the terms used frequently in this study and the meaning they hold in this particular context:

**Leadership:** behavior displayed by an individual so as to influence others to achieve a common goal

**Leadership style:** a pattern of behavior that leaders display in order to achieve organizational goals

**Transformational leadership:** is based on charismatic behavior of leaders through which leaders act to motivate followers to change attitudes and values so as to achieve organizational goals

**Transactional leadership:** occurs when leaders make clear what has to be done and what they expect from followers as a part of transaction, as a feedback followers receive a compensation or punishment (if the task was not completed)

**Laissez-faire leadership:** laissez-faire in French means “let it be” or “leave it alone.” It means leaders leave it up to their subordinates to complete responsibilities in a manner they choose, without requiring strict policies or procedures. The leader avoids making decisions and does not use authority.

**Organizational commitment:** a condition where the employee identifies with the organization and its goals and desires to continue being a member of that organization.

**Affective commitment:** feeling of desire to remain employed in an organization, employees are willing to stay in the organization and accept its objectives and values

**Continuance commitment:** involves a person’s need to remain employed in an organization based on what it would cost that person to leave the organization

**Normative commitment:** feeling of moral obligation to remain employed in an organization

**Commission:** the administrative body of the AU established with the responsibility to implement the decisions of the organs of the Union

**Staff:** any person employed by the Union either on a regular or temporary basis

**Members of the Commission / Elected Officials** means the Chairperson, the Deputy Chairperson and the Commissioners of the AUC

**Professional staff** staff members responsible for conceiving, planning, managing, supervising, monitoring, drafting texts and evaluating departmental activities as well as the work of technical staff.

**General service (GS) staff:** - administrative, clerical, maintenance and paramedical staff (i.e. administrative assistants, assistant accountants, situation room assistants, secretaries, nurses, technicians...) as well as staff members responsible for performing routine duties (clerks, security staff, mail runners, drivers...)

## **1.9 Organization of the Study**

The entire study is divided into five chapters. Chapter one gives a general introduction about the study: the background of the study, the statement of the problem, the objectives of the study, the significance of the study, its delimitations and limitations, the definition of terms used in the study as well as the organization of the study. Chapter two presents the review of literature related to the area of study. Chapter three deals with the Research Design and Methodology while Chapter four has the findings under which the data found is analyzed and interpreted. Chapter five presents the summary of findings, the conclusions drawn from the study and makes recommendations and suggestions for future research. In addition, the study incorporated list of keywords, acronyms, list of tables and figures, reference and annexes.

## **CHAPTER TWO**

### **REVIEW OF LITERATURE**

This chapter reviews relevant theories on the concept of leadership styles and organizational commitment. Issues considered in this section include the definition, theories and different models of leadership. Concepts and dimensions of organizational commitment are also explored. A review of past findings on the relationship between leadership styles and organizational commitment is also presented. At the end of the chapter the conceptual framework for this study is presented.

#### **2.1 The Concept of Leadership**

Leadership is a social influence process in which the leader seeks the voluntary participation of subordinates in an effort to reach organization goals, a process whereby one person exerts social influence over other members of the group, a process of influencing the activities of an individual or a group of individuals in an effort towards goal achievement in given situations, and a relational concept involving both the influencing agent and the person being influenced (Bhatti et al, 2012).

Leadership has existed for as long as people have interacted, and it is present in all cultures no matter what their economic or social makeup. Burns (1978) cited in Awan and Mahmood (2009) stated that leadership is one of the most observed and least understood phenomena on earth. Leadership has been defined in many different ways by different authors. There is no common agreement on the definition of the term as everyone explains it from various angles: in terms of behaviours, traits, role relationships, influence, or communication patterns (Yukl, 2006).

Yukl (2008) defines leadership as the process of influencing employees about what needs to be done and how to do it, and the process of facilitating individual and collective efforts to accomplish shared objectives. Northouse (2007) describes leadership as a

process whereby an individual (leader) influences a group of individuals to achieve a common goal.

The key concept in these definitions is that leadership is considered to be a person's ability to organize his/her followers and directing them towards a common goal.

## **2.2 Leadership Theories**

Since the middle of the twentieth century, various leadership theories have been developed by many scholars with different standpoints passing series of 'schools of thought' from "Great Man" and "Trait/Behavioral" to "Contingency" theories to "Transformational" leadership (Bolden et al., 2003). Great Man Theories assume that great leaders are born, not made and that they are exceptional people destined to lead. Leaders are described as heroic, mythic and destined to rise to leadership when needed (Bolden et al., 2003). Behavioral theories of leadership are based upon the belief that great leaders are made, not born. There are behavioral determinants of leadership which can be learned and people can learn to become leaders through teaching and observation. These theories concentrate on what leaders actually do rather than on their qualities (Bolden et al., 2003). According to Contingency Theory, no leadership style is best in all situations. Success depends upon a number of variables, including the leadership style, qualities of the followers and aspects of the situation (Cherry, n.d.).

Transactional leadership has been a traditional way of treating followers to perform the predefined tasks and focuses towards planned goals (Bolden et al. 2003). It is a system of treating employees through rewards and penalties: rewards in terms of recognition, pay increases, advancement, etc. whereas employees who fail to meet expectations are penalized. This approach emphasizes the importance of the relationship between leader and followers, focusing on the mutual benefits derived from a form of 'contract' (Bolden et al. 2003). Transformational leadership does not place major emphasis on exchanges or rewards within the system. Instead, it challenges followers to disregard self-interests and encourages pursuit of institutional goals, interests of the group (Bass & Avolio, 1994). It occurs when leaders broaden and raise the interests of their employees, when they generate awareness and acceptance of the purposes and mission of the group, and when

they stir their employees to look beyond their own self-interest for the good of the group (Bass & Avolio, 1990).

While early theories tend to focus upon the characteristics and behaviors of successful leaders, later theories begin to consider the role of followers and the contextual nature of leadership. For the purpose of this study, the full range leadership theory is considered.

### **2.3 The Full Range Leadership Theory**

The full range leadership model entails transformational, transactional, and passive/avoidant (*laissez-faire*) dimensions of leadership styles (Bass, 1999). Bass also introduced the Multifactor Leadership Questionnaire (MLQ) to measure the full range leadership, which, according to Turner and Müller (2005), is the most widely used leadership measure. Bass' model encompasses nine factors or leadership behaviors explaining each of the leadership styles derived from research studies by using the MLQ. It consisted of five transformational leadership factors, three transactional leadership factors and one non-transactional *laissez-faire* leadership (Antonakis et al, 2003).

#### **2.3.1 Transformational Leadership**

Transformational leadership refers to the leader moving the follower beyond immediate self-interests through intrinsic motivation by using his idealized influence, inspirational motivation, intellectual stimulation and individualized consideration (Bass, 1999). Yukl (2008) stated that transformational leaders make followers more aware of the importance and value of the work and induce followers to go above self-interest for the sake of the organization. Its focus is on being proactive, expecting nothing in return, inspiration and motivation of followers to work for goals that go beyond their self-interest. Learning opportunities are created and followers are stimulated to solve problems. The leaders develop strong emotional bonds with their followers and they possess good visioning and management skills.

According to Bass *et al.* (2003), transformational leaders focus on developing their followers by inspiring them, promoting collaboration, motivating them, and by reinforcing positive behaviors. The employees often develop a high level of trust and confidence in such a leader.

The employees are proud to identify themselves with the leader and develop a strong sense of loyalty to them.

According to Bass (1997), the goal of transformational leadership is to ‘transform’ people and organizations, i.e. to change them in mind and heart; enlarge vision, insight and understanding; clarify purposes; make behavior congruent with beliefs, principles or values; and bring about changes that are permanent, self-perpetuating, and momentum building. Bass *et al.* (2003) and Trottier *et al.* (2008) preferred to explain transformational leadership based on five factors. The five sub-scales are:

### **Individualized Consideration (IC)**

The leaders act as mentors and coaches. Two-way communication is regular and differences are accepted. They respect individual desires and needs. They also delegate different tasks to develop follower skills.

### **Intellectual Stimulation (IS)**

The transformational leaders stimulate their followers to be creative and innovative by creating an environment in which they are forced to think about old problems in new ways. Mistakes are not publicly criticized.

### **Inspirational Motivation (IM)**

These leaders arouse the team spirit and show enthusiasm and a sort of contagious optimism and excitement about tasks. They involve followers in defining the desired future state of affairs which creates commitment to the goals and the shared vision.

### **Idealized Influence (II)**

Leaders act in such a way that they can be perceived as role models by the people they lead. They are admired, respected and trusted. These leaders are willing to take risks and they are described by followers as having exceptional capabilities, being persistent and determined. They have high ethical and moral standards and can be trusted to do the right thing. According to Bass and Avolio (1990), Idealized Influence can be classified in idealized influence attributes and idealized influence behavior.

**Idealized Influence (Attributes):** Idealized influence (attributes) occur when followers identify with and follow those leaders who are trusted and seen as having an attainable mission and vision.

**Idealized Influence (Behavior):** Idealized influence (behavior) refers to a leader behavior which results in followers identifying with leaders and wanting to emulate them.

These typical behaviours make that transformational leadership positively affects employees' job-related attitudes (Judge & Piccolo, 2004) and is generally considered very effective.

### **2.3.2 Transactional Leadership**

Transactional leadership is an exchange process based on the fulfillment of contractual obligations and is typically represented as setting objectives and monitoring and controlling outcomes (Antonakis et al., 2003). According to Bass et al. (2003), it occurs when the leader sets expectations, standards, or goals to reward or discipline a follower depending on the adequacy of a follower's performance. All job assignments are explicitly spelled out along with conditions of employment, disciplinary codes, and benefit structures. Self-interests are stressed. Employees work as independently as possible from their colleagues.

Transactional leadership is according to Bass (1985) characterized and measured by three dimensions: (1) contingent rewards for good performance and (2) active and (3) passive management by exception for poor performance.

#### **Contingent Rewards**

The contingent rewards-dimension relates to the extent to which a leader promotes satisfactory performance using rewards. It refers to leader behaviors focused on clarifying role and task requirements and providing followers with material or psychological rewards contingent on the fulfillment of contractual obligations (Antonakis et al., 2003). It is a constructive transactional leadership behavior. It is therefore the exchange of rewards for meeting agreed-on objectives. By making and fulfilling promises of recognition, pay increases and advancement for employees who perform well, the transactional leader is able to get things done. Bass (1995) therefore, argues that by

providing contingent rewards, a transactional leader might inspire a reasonable degree of involvement, loyalty, commitment and performance from subordinates

### **Management by Exception**

Management-by-Exception leadership style can be split into two categories namely 'management-by-Exception' 'passive' and 'management-by-Exception' 'active'.

**Active management by exception:** occurs when the leader monitors followers to ensure mistakes are not made, but otherwise, allows the status quo to exist without being addressed (Bass & Avolio, 1995). In its more corrective form, in active management by exception, the leader specifies the standards for compliance, as well as what constitutes ineffective performance, and may punish followers for being out of compliance with those standards. This style of leadership implies closely monitoring for deviances, mistakes, and errors and then taking corrective action as quickly as possible when they occur (Antonakis et al., 2003). Even when executed well, this leadership style only tends to produce performance of a moderate standard. The key indicator of Active 'management-by-exception' leadership style are those leaders who arrange to know if something has gone wrong, attend mostly to mistakes and deviations, remain alert for infractions of the rules and teach followers how to correct mistakes.

**Passive management by exception:** the leader intervenes only when things go wrong (Bass & Avolio, 1995). In its more passive form, the leader either waits for problems to arise before taking action or takes no action at all and would be labeled passive-avoidant. Such passive leaders avoid specifying agreements, clarifying expectations, and providing goals and standards to be achieved by followers (Antonakis et al., 2003). These leaders only intervene when the exceptional circumstances become obvious. Thus they tend to have a relatively wide performance acceptance range and poor performance monitoring systems. The key indicators for this leadership style are those leaders who take no action unless a problem arises, avoid unnecessary change, enforce corrective action when mistakes are made, place energy on maintaining status quo and fix the problem and resume normal functioning.

### **2.3.3 Laissez-faire Leadership**

Transactional and transformational leadership styles represent the active leaders who are keen on preventing problems; meanwhile, lack of leadership or non-leadership style, as suggested by Yammarino and Bass (1990), is referred to as laissez-faire and is highly contrasted to the active forms of leadership.

Laissez-faire in French literally means to let people do as they choose. Laissez-faire leaders avoid making decisions, abdicate responsibilities, do not use authority, refuse to take sides in a dispute and show lack of interest in what is going on. Such leadership is considered active to the extent that the leader “chooses” to avoid taking action. This component is generally considered the most passive and ineffective form of leadership (Antonakis et al., 2003). A laissez-faire leader shows passive indifference about the task and subordinates, i.e. ignoring problems and subordinate needs (Yukl, 2008).

## **2.4 The Concept of Organizational Commitment**

Organizational commitment is defined as an employee’s level of identification and involvement in the organization (Simone, 2003). Johns (2005) defined organizational commitment as the extent that an individual accepts, internalizes, and views his or her role based on organizational values and goals. Porter et al., (2005) saw organizational commitment as a belief in an organization’s goals and values, a willingness to put forth considerable effort on behalf of an organization and a strong desire to stay a member of the organization.

The outcomes of organizational commitment are maintenance, creative behavior, and employee well-being. It is generally understood that a positive attitude towards the organization is reproduced in a high level of organizational commitment. It relates to the behavior that is favorable to organizational effectiveness, for instance higher level of commitment is supposed to be associated with low turnover, limited tardiness, low absenteeism, and enhanced job presentation. It helps employees in the acceptance of principles and goals of the organization (Dollard, 2002).

## **2.5 Theories of Organizational Commitment**

Meyer and Allen (1997) noted that a distinction was made between attitudinal and behavioral commitment. In the attitudinal approach, it is an attitude or a mind-set of employees that is measured in relation to either antecedents (conditions) or consequences of commitment (behavior). Meanwhile, in the behavioral approach, it is a course of action that plays an essential role as employees become committed specifically to that certain existing behavior, e.g. remaining employed in the organization, rather than to the organization itself (Meyer & Allen, 1997). It is assumed that within the attitudinal perspective, behavior, as a consequence of commitment, can influence the conditions that affect the state of commitment, while behavioral perspective suggests that attitudes as an outcome of certain behavior may have an impact on a recurring occurrence of such behavior (Meyer & Allen, 1991). The two approaches have both affected the conceptualizations of organizational commitment, to a great extent, and often the distinction can be viewed as blurred, depending on the interpretation of certain phenomena.

Continuing research in the field has led to an advanced understanding of the concept of organizational commitment by bringing into scope other forms of attachment that exist between employees and organizations. One of the most widely known and practically applied extensions of organizational commitment concept is that of Meyer and Allen (Meyer & Herscovitch, 2001) who suggested a multidimensional concept resulting in three components of organizational commitment - affective, continuance, and normative.

## **2.6 Components of Organizational Commitment**

Scholars argue that affective, continuance, and normative commitment should always be treated as components or dimensions instead of distinct types of commitment, and they further contemplate that these components are being experienced by employees simultaneously, only to different extents (Meyer & Allen, 1997). Meyer & Allen (1991) also assert that even though the three components denote a certain psychological state of commitment, each is of a different nature. Meyer and Allen (1997) have been at the forefront of the multidimensional approach to organizational commitment and identified three dimensions of employee commitment: affective, continuance, and normative

commitment. The three forms were found to be related, but distinguishable from each other (Meyer et al., 2001).

### **2.6.1 Affective Commitment**

According to Meyer and Allen (1997), affective organizational commitment refers to an employee's affection to, recognition with, and participation in the organization. Employees who have a strong affective organizational commitment to an organization stay with the organization because they have no wish to leave. Affective commitment involves three aspects, i.e. the formation of an emotional attachment to an organization, identification with the goals of the organization displayed through a willingness to assist the organization in achieving its goals and the ability of employees to internalize the values and goals of the organization, and the desire to maintain organizational membership (Meyer et al., 2002).

Individuals with high levels of affective commitment continue employment because they *want to*. It is very important for organizations to have employees feeling affective commitment since strong affective commitment means employees willing to stay in the organization and accepting its objectives and values (Allen & Meyer, 1990).

### **2.6.2 Continuance Commitment**

Continuance commitment reflects a calculation of the costs of leaving versus the benefits of continuing. It involves a person's bond to an organization based on what it would cost that person to leave the organization. It originates from the needs of employees to stay in the organization considering the costs of leaving. It refers to an awareness of the costs associated with leaving the organization as well as the willingness to remain in an organization because of the investment that the employee has with "nontransferable" investments. Non transferable investments include things such as retirement, relationships with other employees, or things that are special to the organization (Allen & Meyer, 1990).

Continuance commitment considers the idea that individuals do not leave a company for fear of losing their benefits, taking a pay cut, and not being able to find another job (Murray et al, 1991) as they believe they do not have the skills required to compete for

positions in another field. As a result, such employees could feel compelled to commit to the organization because of the monetary, social, psychological and other costs associated with leaving the organization. Those with high levels of continuance commitment stay with the organization because they *need to*. Thus, employees keep their organization membership thinking it might cost them too much to leave the organization (Allen & Meyer, 1990).

### **2.6.3 Normative Commitment**

Normative organizational commitment reflects an emotion of “obligation to carry on employment” (Meyer & Allen, 1997). An employee with a strong normative organizational commitment feels he/she has a moral obligation to stay in the organization. Schneider (2003) regarded normative organizational commitment in terms of the ethical obligation the employee develops after the organization has spent in him/her. He stated that when an employee starts to sense that the organization has spent either too much time or money developing and training him/her, such an employee might feel a compulsion to stay with the organization.

Those with high levels of normative commitment stay with an organization because they feel they *ought to remain* (Allen & Meyer, 1990). This type of commitment differs from continuance organizational commitment because it is not reliant on the personal calculations of hollow costs.

It is important to realize that the three organizational commitment dimensions are not mutually exclusive but should be seen as components that can variously coexist. (Meyer and Allen, 1997). It means that an employee can develop one type of organizational commitment, any combination of them or all of the three aspects of organizational commitment. The three aspects of organizational commitment differ only on the basis of their underlying motives and outcomes (Becker, 1992).

## **2.7 Relationship between Leadership Styles and Organizational Commitment**

The success of the organization in achieving its goals depends on how the leaders lead their organization and which leadership styles they use. The suitable leadership styles can

affect the commitment, productivity and even job satisfaction of employees (Voon et al, 2011).

Leadership is a key determinant of organizational commitment (Mowday et al, 1982). In particular transformational leadership is positively linked with organizational commitment (Bono & Judge, 2003; Dumdum et al., 2002; Walumbwa & Lawler, 2003). Transformational leaders provide mission and vision, enhance the sense of belonging and devotion so that employees want to stay a member of the organization. This makes them eager to put in effort for achieving the goals of the organization. This results in involvement of employees in their work and high organizational commitment. Transactional leaders, however, use rewards to influence employee behavior to their benefit at low costs or they have a total disregard for what happens in the organization and do not feel responsible for anything, which often result in dissatisfaction of the employees (Bono & Judge, 2003; Dumdum et al., 2002; Walumbwa & Lawler, 2003).

In the study conducted by Emery and Barker (2007), the findings have found a positive relationship between all components of transformational leadership and organizational commitment among 124 managers in banking and food industries in U.S.A. Avolio et al. (2004) carried out a study on staff nurses in a public hospital in Singapore and found that transformational leadership style positively influences organizational commitment. In the study conducted by Limsila and Ogunlana (2007) the findings revealed that organizational commitment is facilitated by transformational leadership. Ismail and Yusuf (2009) found that there is a significant positive relation between transformational leadership and organizational commitment.

Other researchers such as Lee (2005) stated that transformational leadership correlates significantly with organizational commitment, while transactional leadership does not have a significant relationship with organizational commitment. In a similar vein, Hayward et al. (2004) stated that transformational leadership has moderate positive correlation with affective commitment, and lower correlation with normative and continuous. The findings also indicated that no correlation was found between transactional leadership and organizational commitment components.

A study made on Saudi Arabian Airline by Almutairi (2013) indicated that there is a significant positive relationship between transformational leadership style and employees affective commitment. The findings also revealed that there is no relationship between transactional leadership style and employees' affective commitment.

According to Nyengane (2007), employee commitment reflects the quality of the leadership in the organization. Contingent reward behaviors that represent transactional leadership have been found to be reasonably associated with performance and work attitudes of followers although at a lower level than transformational leadership behaviors. There is a positive relationship between leader support and commitment. (Nyengane, 2007). Kent and Chelladurai (2001) found that individualized consideration has positive correlation with both affective commitment and normative commitment. Hayward et al (2004) also found that transformational leadership has moderate positive correlation with affective commitment. Lower correlation coefficients between transformational leadership and normative, as well as continuance commitment were found. No correlation was found between transactional leadership and affective, normative and continuance commitment.

According to Walumbwa and Lawler (2003), there is considerable research available suggesting that the transformational leadership style is positively associated with organizational commitment in a variety of organizational settings and cultures. Nyengane (2007) indicated that transformational leaders are able to influence employees' organizational commitment by promoting higher levels of intrinsic value associated with creating a higher level of personal commitment on the part of the leader and followers to a common vision, mission, and organizational goals.

Transformational leaders influence followers' organizational commitment by encouraging them to think critically by using novel approaches, involving followers in decision-making processes and inspiring loyalty while recognizing and appreciating the different needs of each follower to develop his or her personal potential (Nyengane, 2007). By encouraging followers to seek new ways to approach problems and challenges and identifying with followers' needs, transformational leaders are able to motivate their followers to get more involved in their work, resulting in higher levels of organisational

commitment (Walumbwa & Lawler, 2003). This view was supported by prior research that showed that organisational commitment was higher for employees whose leaders encouraged participation in decision-making (Nyengane 2007), emphasised consideration (Walumbwa & Lawler, 2003) and were supportive and concerned for their followers' development (Allen & Meyer, 1990).

Emery and Barker (2007) reported a moderate positive correlation between all factors of transformational leadership style, as well as contingent reward representing transactional leadership style and affective commitment; meanwhile, the second factor of transactional leadership – management-by-exception, though still not distinguished to active and passive – showed a negative correlation with affective commitment. Limsila and Ogunlana (2007) have found that only transformational leadership style correlated to affective commitment while no significant correlations were observed between transactional, laissez faire leadership styles and affective commitment.

Dun et al (2012) found a positive relationship between transformational leadership and affective and normative commitment, but no significant relationship between transformational and continuance commitment. Avolio, et al. (2004) also found a positive relationship between transformational leadership and organizational commitment. Joo et al (2012) found a positive relationship between transformational leadership and organizational commitment. Rehman et al. (2012) found that while both transformational and transactional leadership impact organizational commitment, transformational leadership had a greater contribution to the level of organizational commitment. Walumbwa et al. (2004) also found a positive relationship between transformational leadership and organizational commitment.

In a Lithuanian context, Bučiūnienė and Škudienė (2008) were able to observe relatively similar positive correlations between both transformational and transactional leadership styles with respect to affective and normative commitment dimensions, even though of less significance in transactional leadership relations. They also found that laissez-faire correlated negatively to affective commitment. In a Malaysian context, dimensions of transformational leadership were found to be predictive of all dimensions of organizational commitment, while no significant relationship was observed between

dimensions of transactional leadership with respect to affective, continuance and normative commitment (Lo et al, 2010).

A study conducted in the service sector firms of Pakistan indicated that transformational leadership style leads to increased employee commitment. The study concluded that transformational leadership behaviors like inspirational motivation, idealized influence, individual consideration and intellectual stimulation lead to higher employee commitment and employee work engagement, the employees feel devoted and motivated towards their work (Raja, 2012).

Another study also identifies the impact of transformational and transactional leadership styles in UAE Banking sector. The results of the study confirm that transformational leadership style of bank managers increased employees' commitment. The employees' job commitment was reflected through their positive attitude, increased trust in leadership and performance at work. (Reddy, 2011).

The outcome of a research study conducted in Yemeni universities indicates that both transformational and transactional leadership styles have positive impact on the three types of employee commitment, i.e. affective, normative and continuous (Saeed, 2011).

One other research stated that transformational leadership was positively related with affective, continuance and normative organizational commitment but more significantly correlated with affective commitment. On the other hand, transactional leadership was found to be more positively correlated with both continuous and normative commitment. This means transactional leaders encourage or motivate employees through monetary rewards, clarifying their roles and by giving timely feedback (Alqudah, 2011).

Some research studies reveal that there is strong correlation between transformational style and affective commitment and normative commitment. On the other hand, continuance commitment is not significantly related with transformational leadership. (Ramachandran, 2008).

A study conducted in Viettel Telephone Company Call Center revealed that transformational leadership and transactional leadership styles have positive correlation with affective commitment; normal correlation with normative organizational

commitment; negative correlation between continuance commitment and transformational style and no relationship was found between continuance commitment and transactional leadership style. The results of the research study also showed that transactional leadership style is more strongly related to affective and continuance organizational commitment as compared to transformational style (Lung, 2009).

According to the overall findings of the study undertaken by Feleke (n.d) at Defense University, transformational and transactional leadership styles had a positive relationship with organizational commitment while laissez-faire leadership style had no relationship with organizational commitment.

The results obtained in various empirical studies do not show entire consistency with respect to relationship between leadership styles and organizational commitment which therefore prompts further research.

## **2.8 Summary**

Researchers have attempted to define leadership throughout history. The trait theorists claimed that leadership ability is inborn. People become leaders for the traits that they own such as intelligence, appearance, language ability. Behavioral theorists maintained that effectiveness in leadership is directly related to the behavior of a leader whereas contingency theorists supported that effective leadership is dependent upon the situation and a particular style of leadership is appropriate in some situations but not necessarily all. Recent theories have dealt with vision and charisma. Among these, transactional leadership suggests that the relationship between managers and employees is based on bargaining whereas transformational leadership supposes that the relationship between the manager and the employee is of mutual trust and characterized by inspiration, individual consideration, and intellectual stimulation. Laissez-faire leadership is one in which leaders avoid making decisions, abdicate responsibilities, do not use authority, show passive indifference about the task and subordinates, i.e. ignoring problems and subordinate needs (Yukl, 2008). The next chapter presents the research methodology to be employed in the current study and outlines the manner in which data will be analyzed.

## **CHAPTER THREE**

### **THE RESEARCH DESIGN AND METHODOLOGY**

This chapter presents the research design and methodology. It covers the research method, the sources of data, the study population, the sample size and sampling technique, the instruments and procedures of data collection, the methods of data analysis and the ethical considerations.

#### **3.1 The Research Design**

In this research, the descriptive study has been used. A descriptive study describes and interprets and is concerned with conditions or relationships that exist, opinions that are held, processes that are going on, or trends that are developing. The descriptive study was used since the focus of this study is on the current relationship between leadership styles and organizational commitment in the AUC Headquarters.

#### **3.2 Sources of Data**

In order to obtain relevant data, the study made use of both primary and secondary sources. Primary data sources, which are considered to be more accurate, are prepared by individuals who were participants in or direct witnesses to the events that are being described (Fraenkel et al, 2008). The primary data were collected from staff members at the AUC Headquarters through questionnaires and interviews. This enabled the researcher gather first-hand information.

In addition, secondary data were used to support the findings of the study. Information from secondary data was used to supplement data obtained from primary data sources. Secondary sources are prepared by those who were direct witnesses to events but who obtained information from someone (Fraenkel et al, 2008). Secondary data were obtained from the existing literature in previous research paper findings, journal articles, books, studies, websites as well as data from the AHRM.

### **3.3 Sample and Sampling Techniques**

#### **3.3.1 Sample Size**

The AUC currently employs, in all categories (elected officials, professional and general service), a total number of 1169 staff members in the Headquarters located in Addis Ababa. In the present study, employees working at different hierarchical levels have been targeted, comprising managerial and non-managerial levels. However, the study excluded the Elected Officials and the household staff members (cleaners, cooks). Thus, the target population considered for this study was 1129 staff members.

The sample population is a subset of the entire population, and inferential statistics is to generalize from the sample to the population. According to Cohen, L et.al (2007), a conventional sampling strategy will be to use a 95 per cent confidence level to determine a sample size. Thus, for the purpose of gathering the quantitative data for this study, out of a population of 1129 staff members, a sample of 283 staff members was randomly drawn to achieve a confidence level of 95%.

For the purpose of gathering the qualitative data for this study, interview was employed as an instrument for collecting pertinent information for this study. There are 20 Directors and 5 Heads of Offices in the AUC. Since some of them were relatively new (less than three years in their current position), 13 Directors and 3 Heads of Offices were purposively selected as participants in the interviews. However, based on their availability, interviews were conducted with a total of 5 respondents, i.e. 4 Directors and 1 Head of Office.

#### **3.3.2 Sampling Techniques**

Different sampling techniques were applied for different respondents. The simple random sampling technique was used to select participants for the questionnaire of the study. The guideline principle behind this technique is that each element is chosen entirely by chance and each member of the population must have an equal chance of being selected. The data was collected through lottery method. The researcher, with the help of assistants, got the names of staff members and placed all of them in separate slips

of paper in one container, shook the container and selected slips from the container until the desired number of participants was selected.

In order to collect data through the interviews, both purposive and availability sampling were employed to select staff members in leadership positions, i.e. Directors of Departments/Directorates and Heads of Offices. Purposive sampling was used so as to select those with longer experience, thus, new staff members in leadership positions were not selected as participants in the present study. Availability sampling was also used due to the unavailability of some interview respondents among those purposively selected.

### **3.4 Instruments and Procedures of Data Collection**

#### **3.4.1 Instruments of Data Collection**

To obtain quantitative information on leadership styles and employees' organizational commitment, two separate instruments, namely Multifactor Leadership Questionnaire (MLQ) and Organizational Commitment Questionnaire (OCQ) were used in this study. In addition, in order to obtain qualitative data, the study made use of interviews.

#### **Questionnaires**

Questionnaires assist in gathering information for analysis. Questionnaires having close-ended questions were administered. The questionnaires, prepared in English and French, were divided into three sections combining questions regarding personal characteristics (demographics) as well as questions pertaining to the different variables (leadership styles and organizational commitment). The demographic data questionnaire was constructed by the researcher. It was designed to obtain information regarding gender, job category, age, educational level, years of service and contractual status.

In addition, appropriate instruments were adopted from the study undertaken by Feleke (n.d) to gather information regarding leadership styles and organizational commitment. The Multifactor Leadership Questionnaire (MLQ) was formulated from the Full Range Leadership Model consisting of transformational, transactional, and laissez-faire leadership behaviors with nine sub-scales.

*Transformational leaders* focus on developing their followers by inspiring them, promoting collaboration, motivating them, and by reinforcing positive behaviors. The employees often develop a high level of trust and confidence in such a leader. Transformational leadership is characterized and measured by five dimensions: idealized influence (attributes), idealized influence (behavior), inspirational motivation, intellectual stimulation and individualized consideration. *Transactional leadership* is an exchange process based on the fulfillment of contractual obligations and is typically represented as setting objectives and monitoring and controlling outcomes. Transactional leadership is characterized and measured by three dimensions: (1) contingent rewards for good performance and (2) active and (3) passive management by exception for poor performance. *Laissez-faire leaders* avoid making decisions, abdicate responsibilities, do not use authority, refuse to take sides in a dispute and show lack of interest in what is going on. Such leadership is considered active to the extent that the leader “chooses” to avoid taking action.

Participants were required to assess and testify as to how frequently the behaviors described by each of the statements are exhibited by their leader. 36 items (4 items of each leadership sub-scales) were used in this study. These items were rated using a 5 point Likert scale labeled as 0= Not at all, 1=Once in a while, 2=Sometimes, 3= Fairly often and 4= Frequently, if not always. A high score shows high effectiveness of leadership style perception whereas low score entails low effectiveness perception in the scale.

Examples of items from the MLQ-Form 5X questionnaire include:

- *Transformational* (intellectual stimulation) - seeks differing perspectives when solving problems.
- *Transactional* (contingent reward) – makes clear what one can expect to receive when performance goals are achieved.
- *Laissez-faire* - avoids making decisions.

The Organizational Commitment Questionnaire (OCQ) is a model used to measure employees’ organizational commitment (Allen & Meyer, 1990). The OCQ consists of

three dimensions: affective commitment, continuance commitment and normative commitment. The *affective commitment* dimension has four (4) statements that assess how the participants feel about remaining with the organization for which they work at the time. The *continuance commitment* dimension has four (4) statements and assesses the personal and financial costs associated with leaving the organization for which the respondents presently work. It also ascertains the availability of attractive work alternatives to their present employment. The *normative commitment* dimension includes four (4) statements. The statements assess the level of obligation an individual feels to continue with the organization because it is the right thing to do.

The OCQ is a self-scoring questionnaire and the responses to each of the 12 items were rated using a 5-point Likert scale labeled as 1 = strongly disagree, 2 = disagree, 3 = neither agree nor disagree, 4 = agree, 5 = strongly agree. High score shows high employees' organizational commitment perception whereas low score implies low perception in the scale.

Furthermore the OCQ has been thoroughly tested empirically, and remains one of the most commonly used ways to measure commitment in the workplace in organizational research (Paul and Anantharaman, 2004).

### **Interviews**

Besides collecting quantitative data from employees through the MLQ and the OCQ, semi-structured interviews were conducted for the purpose of collecting data on the leadership styles practiced in the AUC and the staff members' organizational commitment prevailing in the AUC from a senior management perspective. Using a semi-structured format allowed for a fairly simple comparison of the collected data, with the data collected from the questionnaires. This comparison of the data could show whether there is alignment between the senior managers' and the employees' views regarding leadership styles and organizational commitment. This comparison might give some insight into how the organizational commitment of staff members in the AUC could be improved.

The interview questions were categorized as follows: there were nine (9) questions regarding the leaders' views about their own leadership style and four (4) regarding leaders' views about the organizational commitment of staff.

### **3.4.2 Procedures of Data Collection**

The researcher distributed 283 copies of the questionnaires to respondents and collected 270 filled ones with the help of assistants. The total response rate was 95.4 %. Each questionnaire was accompanied by a covering letter explaining the purpose of the study to the prospective respondent. Contact details were provided on the covering letter, offering the respondents the opportunity to contact the researcher in the event of any queries or problems that may arise.

In order to conduct the interviews, the interview guide was prepared by the researcher in order to gather information about their views regarding their leadership style and employees' organizational commitment. After several attempts to reach the interviewees and their unavailability due to their busy schedules, the researcher was able to conduct in three sessions, with 3 interviewees, face-to-face interviews taking an hour each, which were recorded using a tape recorder while email interviews were conducted with 2 of them. The researcher proposed to conduct the interview by email because it is convenient as it allows the exchange of questions and answers at a pace which suits the interviewees. The interviewees were free to answer in a few sentences or long paragraphs as it was considered to be their interview and thus were given the chance to determine how they would like to proceed. Thus, responses were received later, i.e. after two weeks. This was therefore one of the challenges faced by the researcher which contributed to the late finalization of the study.

A thorough explanation was also given to the targeted participants in the interviews so as to help them understand the relevance of the study and the contribution their responses would bring to the study. All participants were assured that their data would be treated anonymously and that the responses will be kept confidential.

### **3.5 Methods of Data Analysis**

To determine the answers to the research questions, a mixed method approach, also called as multi-methodology or triangulation was used in the present study. This method is one in which the data collection involves gathering both numeric information (e.g., on instruments) as well as text information (e.g., on interviews) so that the final database represents both quantitative and qualitative information. Quantitative survey provides a cost-effective and efficient way of collecting data from large populations. In addition, the use of qualitative data can provide a different perspective from those not included in the initial quantitative data sets (Creswell, 2003).

Mixed methods research provides better (stronger) inferences. Therefore, by using a mixed approach an attempt is made to capitalize the strength of quantitative and qualitative approach and remove any biases that exist in any single research method (Creswell, 2003). The mixed methods approach has many uses, i.e. the variation in data collection leads to greater validity; it ensures that there are no gaps to the information or data collected; it answers the question from a number of perspectives; it can be used when one methodology does not provide all the information required (Creswell, 2003).

### **3.6 Data Analysis**

Analysis is a research technique which allows making replicable and valid references from data to their context. The Statistical Package for Social Sciences (SPSS) version 22 was used to analyze the data collected. Tables were created from the data gathered. Representations like graphs and pie charts were used to ensure easy and quick interpretation of data. The demographic characteristics of sample respondents were summarized in the form of frequency and percentage. In order to examine employees' perception about leadership styles and organizational commitment, mean and standard deviation were calculated. A two-tailed Pearson correlation analysis was used to test for relationships between leadership styles and the components of organizational commitment. A positive correlation coefficient ( $r$ ) indicates a positive and direct relationship while a negative correlation coefficient ( $r$ ) indicates a negative and indirect relationship or inverse relationship between the two variables (leadership styles and organizational commitment). A zero correlation points out that no correlation exists

between the variables (Huck, 2012). Data from the completed questionnaire were checked for consistency. The items in the questionnaires were grouped based on the responses given by the respondents and coded for easy usage of the system.

The qualitative data secured through interviews was summarized and used as a means of cross checking the quantitative data. The data was analyzed in consistence with the set of objectives of the study.

### **3.7 Pilot Testing**

The main purpose of pilot-testing was to ensure the general feasibility of the data collection method, and specifically to assess the validity and reliability of the research instruments including the MLQ and the OCQ.

The population of the pilot study consisted of ten (10) staff members. The respondents selected for the pilot study were as similar as possible to the target respondents of the main study and were not included as participants in the study. They were approached and were asked to fill out the questionnaires.

The reliability coefficient related to leadership styles equaled 0.89 while that of organizational commitment equaled 0.86, which is very close to 1.00, and thus the instruments had high reliability.

Based on the feedbacks and results, there was no need to amend the questionnaires which were thus distributed as they were.

#### **3.7.1 Reliability and Validity**

In order for results to be usable in further research they must be reliable and valid. Reliability refers to the consistency of scores or answers from one administration of an instrument to another and from one set of items to another. If an instrument is reliable, it provides consistent results, it gives the same outcome each time it is used. Reliability can be equated with the stability, consistency, or dependability of a measuring tool. (Fraenkel et al, 2008). On the other hand, validity tries to assess whether a measure of a concept really measures that concept, that is, the extent to which the concept measures what it was designed to measure (Singh, 2007).

When a measure is reliable and valid the results can be correctly utilized and understood. Although reliability and validity are two different concepts, they are related in some way because validity presumes reliability, which means that if a measure is not reliable it cannot be valid, though the opposite is not true and a study can be reliable even if it is not valid. Cronbach's alpha is a commonly used test of internal reliability. A computed alpha coefficient varies between 1, denoting perfect internal reliability, and 0, denoting no internal reliability. The figure of .75 or more usually is treated as a rule of thumb to denote an accepted level of reliability (Singh, 2007).

### 3.7.2 Reliability and Validity of the MLQ and OCQ

The reliability tests of the MLQ and OCQ showed the following results. The rule of thumb is that an alpha value of 0.60 is considered low, while alpha values in the range of 0.70–0.80 are considered optimal (Singh, 2007).

**Table 1: Cronbach's Alpha Reliability Coefficient for MLQ and OCQ**

Dimension	Cron.Alpha	Evaluation
<b>Transformational leadership</b>		
Idealized influence (Attributed)	0.80	Optimal
Idealized influence (Behavior)	0.51	Low
Inspirational motivation	0.86	High
Intellectual stimulation	0.75	Optimal
Individual consideration	0.64	Low
<b>Transactional leadership</b>		
Contingent Reward	0.78	Optimal
Management-by-exception (Active)	0.68	Optimal
Management-by-exception (Passive)	0.67	Optimal
<b>Laissez-Faire</b>	0.75	Optimal
<b>Overall leadership</b>	<b>0.85</b>	
<b>Organizational commitment</b>		
Affective commitment	0.86	High
Normative commitment	0.79	Optimal
Continuance commitment	0.81	High
<b>Overall Organizational commitment</b>	<b>0.87</b>	

Table 1 reveals that the values of Cronbach's alpha for transformational leadership subscales equal 0.80 for idealized influence (attributed), 0.51 for idealized influence (behaviour), 0.86 for inspirational motivation, 0.75 for intellectual stimulation and 0.64 for individual consideration. Cronbach's alpha for transactional subscales equal 0.78 for contingent reward, 0.68 for management-by-exception (active), and 0.67 for management-by-exception (passive). Cronbach's alpha for laissez faire equals 0.75. The overall reliability of paragraphs related to leadership style equals 0.85, which is very close to 1.00, and thereby having high reliability and considered as stable and consistent instrument.

Cronbach's alpha coefficient for organizational commitment subscales equal 0.86 for affective commitment, 0.81 for continuance commitment and 0.79 for normative commitment. Coefficient factor for the overall organizational commitment equals 0.87; which is very close to 1.00, and thereby having high reliability and considered as stable and consistent instrument.

According to Duwi Priyanto (2009) based on the significant value obtained by sig. (2-tailed) of  $0.000 < 0.05$ . Each items' validity was determined. The validity of items is based on the count  $v$  obtained  $r_{xy}$ . If the count value is greater than table product moment, it can be concluded item 1 was valid. Thus, almost all the items of this questionnaire are valid.

Thereby, the researcher ensured the validity, reliability and stability of both instruments: multifactor leadership questionnaire (MLQ) and organizational commitment questionnaire (OCQ).

### **3.8 Ethical Considerations**

The researcher addressed ethical considerations of confidentiality and privacy. Before collecting the data, approval for conducting the study was obtained from the AUC Directorate of AHRM. Following the completion of this formality, a letter of introduction regarding the research together with the questionnaires was handed out to the participants.

This study has been conducted in conformity with the informed consent of participants. A guarantee was given to the respondents that their names would not be revealed in the research study and that results from the study would be presented only in terms of overall findings and that information about specific participants would not be disclosed. The respondents were therefore assured of the anonymity and privacy of the results which could increase the probability of honest answers to the questions. Finally, a copy of the final research study would be shared with the AUC.

### **3.9 Summary**

This chapter presented the research methodology used in this study and its justification. It illustrates the research design of the study, the population and sample size, details about research instruments including MLQ, OCQ, demographic data and interviews used for data collection, the procedure of data collection and data analysis as well as ethical considerations. The next chapter will focus on the presentation, analysis and interpretation of data. The results related to the research questions and a summary of the results will be presented.

## **CHAPTER FOUR**

### **PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA**

This chapter deals with the presentation, analysis and interpretation of the data collected. It starts by presenting the sample response rate and continues by describing the demographic characteristics of sample respondents. Descriptive statistics was used to summarize quantitative data. Qualitative data gathered through interviews was also used. The result of the correlation analysis of the perceived leadership styles and organizational commitment has been discussed. The researcher was able to present, analyze and interpret the data based on the responses obtained from respondents and the review of related literature.

#### **4.1. Sample Response Rate**

The questionnaire for the study was distributed to staff members in the AUC Headquarters working at different hierarchical levels, comprising managerial and non-managerial levels, excluding the Elected Officials as well as the household staff members (cleaners, cooks).

A total of 283 questionnaires were distributed to the respondents and out of these questionnaires a total of 270 questionnaires were successfully completed and returned. The total response rate was 95.4 %. This response rate can be seen as very good when compared to the guidelines in the literature. Babbie (1998) suggests that a 50% response rate is adequate, a 60% response is considered good while a 70% response rate is considered very good. A low response rate is not acceptable and leads to concerns regarding external validity of the study. In addition, semi-structured interview questions were prepared for 13 Directors of Departments/Directorates and 3 Heads of Offices. From these targeted interviewees, 5 responded. As a result, this research has been analyzed based on the data obtained from the completed questionnaires and the responses from the interviews.

## 4.2. Characteristics of the Respondents

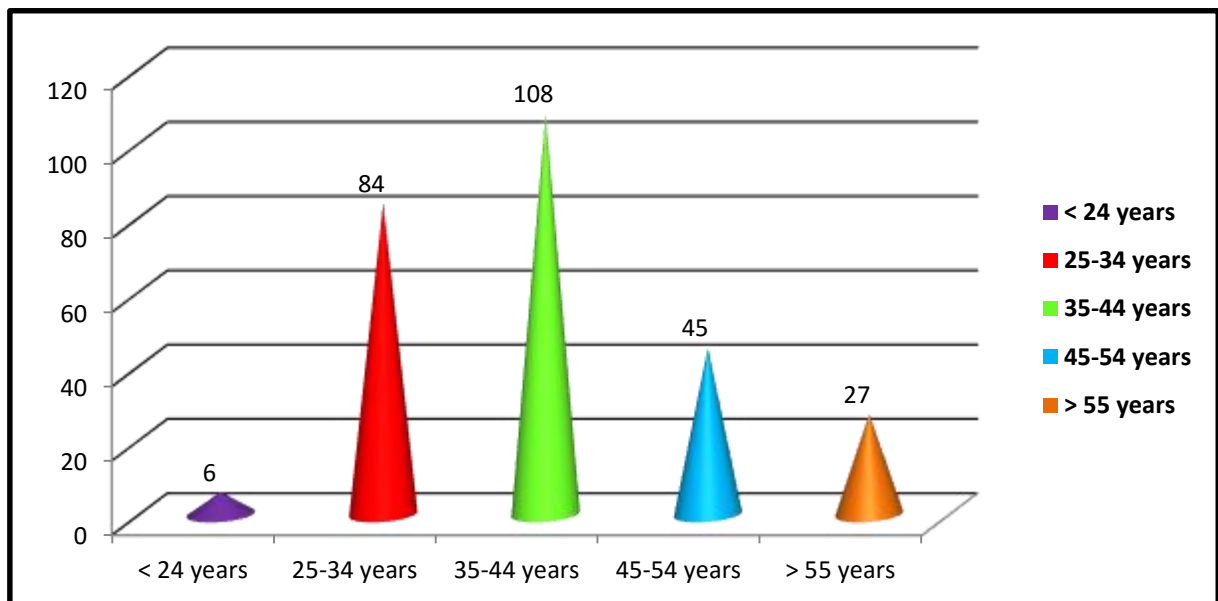
The characteristics of the 270 respondents who participated in this research were presented in the form of charts and tables and was described using frequency and percentage. The characteristics included gender, family status, age, work experience, educational level, job category, contractual status and tenure of job. The researcher believed that these characteristics of respondents would help to have an overall picture about the respondents of the study.

### 4.2.1. Characteristics of Respondents by Age and Sex

As indicated in Figure 2 below, regarding the age distribution of the respondents, 84 (31.1%) and 108 (40%) fell in the 25-34 and 35-44 age range respectively. 45 (16.7%) and 27 (10%) fell in the 45-54 and >55 age range respectively while 6 (2.2%) were under 24 years.

From the above data, it can be inferred that the majority (71.1%) of the respondents are between the ages of 25 and 44 years, thus this means that the respondents are mostly middle-aged and young. Furthermore, the number of respondents below 24 years and above 55 years is slightly low.

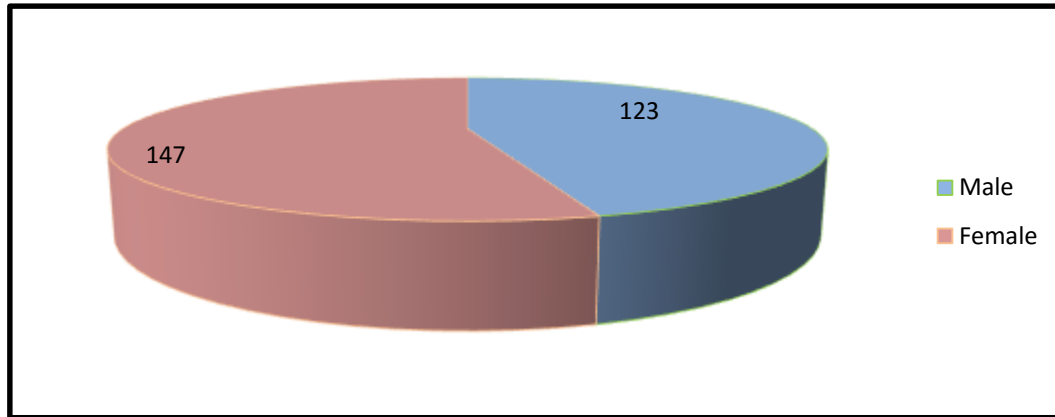
**Figure 2: Age of Respondents**



*Source: Survey Data, 2015*

According to Figure 3 below, 123 (45.6%) of the total respondents were male while 147 (54.4%) were female. Hence, the number of female respondents is slightly greater than that of the male respondents.

**Figure 3: Sex of Respondents**

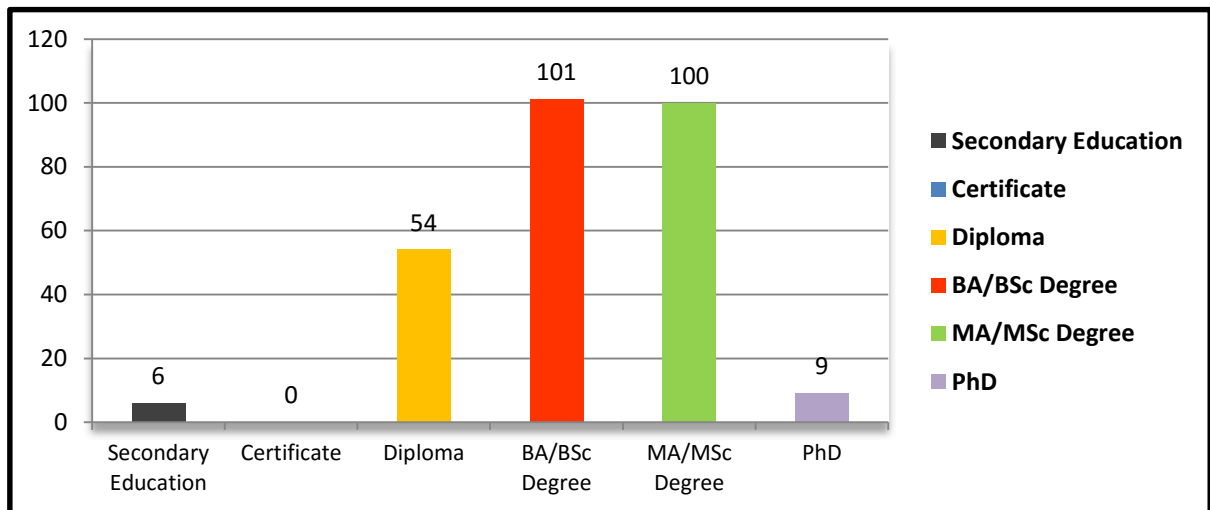


*Source: Survey Data, 2015*

**4.2.2. Characteristics of Respondents by Qualification and Experience**

Regarding the qualification of respondents, Figure 4 below shows that 101 (37.4%) and 100 (37%) respondents had, as their highest level of education, a Bachelors’ Degree and a Masters’ Degree respectively. Also, 9 (3.3%) respondents had a PhD Degree while others, i.e. 54 (20%) and 6 (2.2%) were Diploma and Secondary School graduates respectively. Thus, the data shows that more than 70% of the AUC staff are Bachelors’ and Masters’ Degree holders.

**Figure 4: Qualification of Respondents**



*Source: Survey Data, 2015*

**Table 2: Respondents' Experience / Service in Years**

Service in Years	Frequency	Percent
<1 year	6	2.2
1-5 years	76	28.1
6-10 years	113	41.9
11-15 years	42	15.6
16-20 years	12	4.4
>20 years	21	7.8
<b>Total</b>	<b>270</b>	<b>100.0</b>

*Source: Survey Data, 2015*

In Table 2, in relation to years of service, it was found out that 113 (41.9%) and 76 (28.1%) fell in the 6-10 and 1-5 years' range respectively. A number of 42 (15.6%) and 21 (7.8%) worked in the AUC for more than 11 years and 20 years respectively. The remaining 21 (7.8%) worked in the AUC for more than 20 years while 6 (2.2%) have worked for less than 1 year.

From the above it can be inferred that the majority (72.2%) of the respondents have less than 10 years of experience while 12.2% have more than 16 years of work experience.

#### **4.2.3. Characteristics of Respondents by Job Category and Contractual Status**

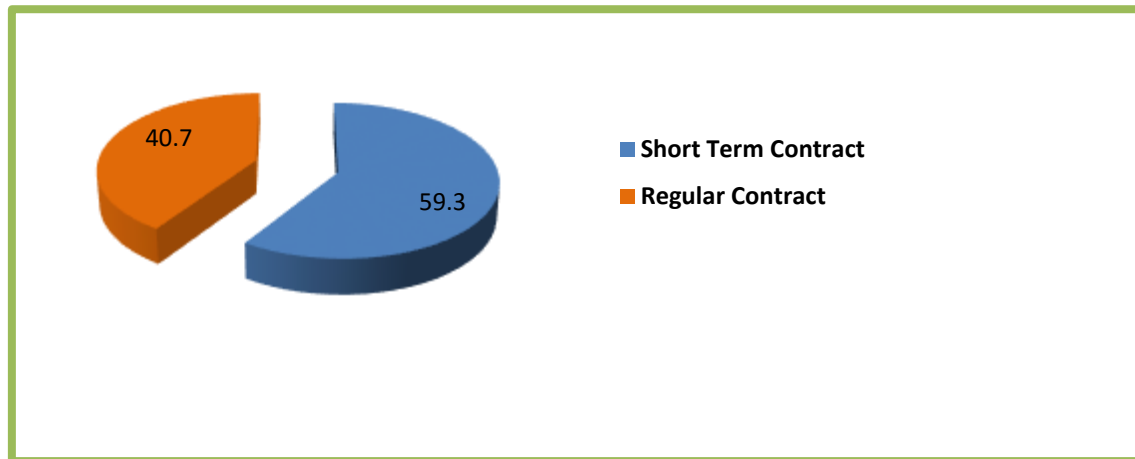
With respect to job category of respondents, Table 3 shows that 157 (58.1%) respondents were professional while 113 (41.9%) were in the general service category.

**Table 3: Respondents' Job Category**

Job Category	Frequency	Percent
<b>Professional</b>	157	58.1
<b>General Service</b>	113	41.9
<b>Total</b>	<b>270</b>	<b>100.0</b>

*Source: Survey Data, 2015*

**Figure 5: Respondents' Contractual Status within the Organization**



*Source: Survey Data, 2015*

Figure 5 shows that 160 (59.3%) of the respondents were on short term contract while 110 (40.7%) held regular positions. The results show that the majority of staff members in the AUC are on short term contract.

### **4.3. Leadership Styles and Organizational Commitment**

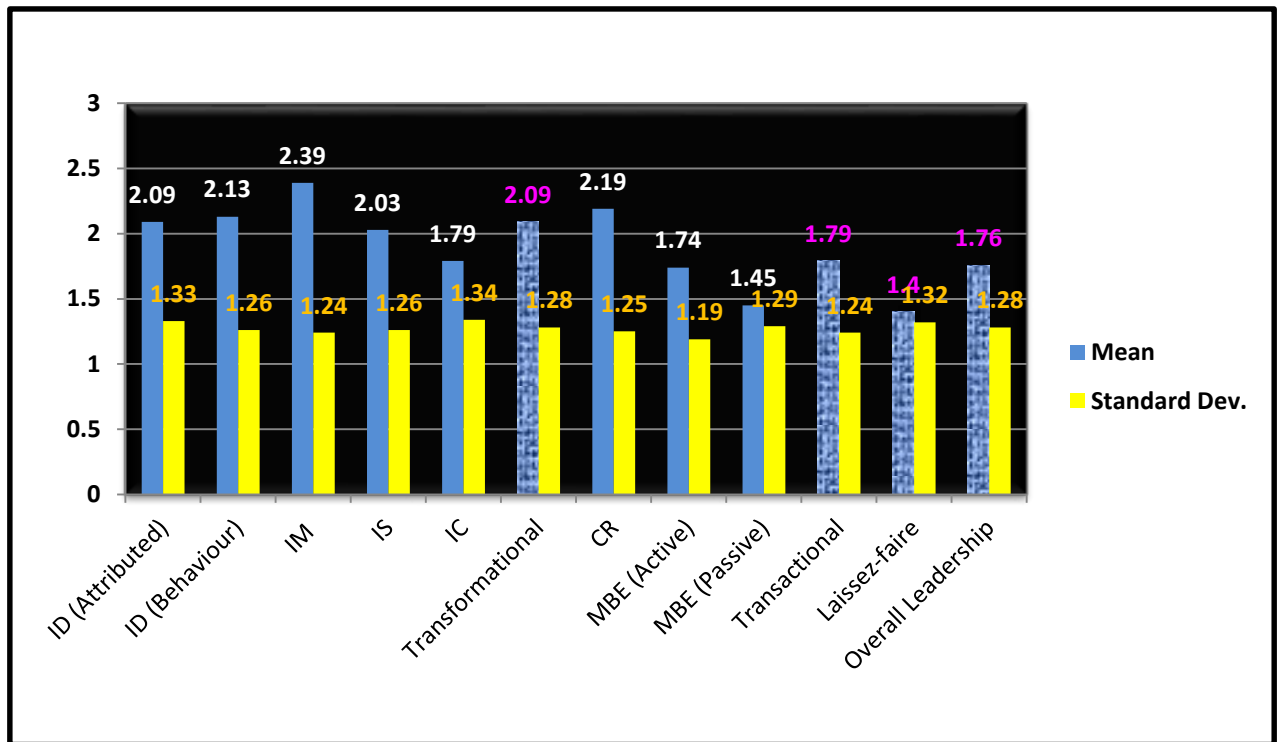
To determine the perception of AUC staff members on leadership styles and organizational commitment, descriptive statistics, by way of mean and standard deviation, was used to analyze the quantitative data. In addition, the perception of staff members in leadership positions was analyzed through results obtained from the interviews.

#### **4.3.1 Overall Leadership Styles**

The full range leadership model entails transformational, transactional, and laissez-faire dimensions of leadership styles (Bass, 1999). It consists of five transformational leadership factors, three transactional leadership factors and one non-transactional laissez-faire leadership (Antonakis et al, 2003).

Figure 6 provides a visual illustration of the nine factors of the full range leadership theory, together with an overall view of the perceived leadership styles.

**Figure 6: Supervisors' Leadership Styles, as Perceived by AUC Staff**



*Source: Survey Data, 2015*

According to Figure 6, the overall mean of transformational leadership style, as perceived by the AUC staff, was 2.09 (20.9%) while that of transactional and laissez-faire leadership styles were 1.79 (17.9%) and 1.4 (14%) respectively. Thus, this result shows that the dominant leadership style, as perceived by the AUC staff, is transformational leadership.

Within the elements of transformational leadership, inspirational motivation was the most dominant one (23.9%). Thus, the leaders in this study are perceived to be enthusiastic, optimistic and confident as they exhibit such inspirational motivation behavior.

In transactional leadership, contingent reward was rated as having the highest mean (21.9%). Hence, according to the respondents' perception, leaders in the AUC clarify what needs to be done and exchange psychological and material rewards for services rendered.

The mean for the laissez-faire leadership was 14% which was weaker than all the elements of transformational and transactional leadership styles. Hence, leaders in the AUC are perceived to show behaviors which are contrary to those of laissez faire leaders avoid making decisions, abdicate responsibilities, not use authority and not show interest in what is going on.

While comparing the mean of transformational, transactional and laissez-faire leadership styles with that of the overall leadership style which was 1.76 (17.6%), it was found out that the one for transformational leadership was far greater while that of transactional was almost similar and that of laissez-faire was far below the overall average (14%). This signifies that based on respondents' perception, the possibility for laissez- faire leadership to be practiced in the AUC is at a lower level, thus very much unlikely.

The result indicates that respondents perceived that the prevailing leadership style is slightly more transformational (M = 2.09) than transactional (M = 1.79) and laissez-faire (M =1.4). This result shows that the transformational leadership style is the dominant style in the AUC.

### **4.3.2 Comparison of Leadership Sub-scales Results in terms of suggested values**

#### **Transformational Leadership**

For the most effective leadership, Bass and Avolio (1997) suggest mean scores of greater or equal to 3.0 for transformational leadership behaviours, i.e individualized consideration, intellectual stimulation, idealized influence (behaviour), idealized influence (attributed) and inspirational motivation. These behaviors include developing and coaching each follower, instilling pride and building trust, emphasizing collective sense of mission, talking about values and beliefs; stimulating followers to view the world from new perspectives; encouraging problem solving, critical thinking, creativity, expressing enthusiasm, optimism, and confidence.

In this study, mean scores for the above leadership sub-scales on Figure 5 ranged from 1.79 to 2.39, which are below the suggested score of greater or equal to 3.0. These scores

indicate that respondents perceived their leaders as not having exhibited the “ideal” levels of transformational leadership behaviors.

On the other hand, interviewees who were asked if their subordinates show them respect by virtue of their position or because of the fact that they are good role models who are considered trustworthy responded that their subordinates respect them, not merely because of the authority that they have been vested by virtue of their position but also because they feel that they are good role models who believe in the importance of having good working relationships between colleagues in a team work and spirit. One respondent believed however, that it is also important to have a sustainable relationship between colleagues, i.e. one that goes beyond the workplace. It can be inferred from the above responses that the leaders perceive that they display behaviors of idealized influence (attributed).

With respect to the interview question as to whether they discuss about their most important values and beliefs and take decisions by considering moral or ethical implications, the respondents said that they discuss and share with their subordinates what they consider to be fundamental values and beliefs such as honesty, respect for others’ opinions, fairness, objectivity, transparency, diversity management, focus and clarity of mission, providing insight on how to manage stressful situations in a multicultural environment. This is because they believe that doing so is key to the achievement of their goals and greater aspirations. One respondent explained that while it is important to attain the bigger organizational goals, it is equally important to have a clear conscience after the process of decision-making. In addition, another respondent said that since it is important to work as a team, he does not consider that the word “subordinate” appropriately qualifies each of his staff who should rather be qualified as “thinkers and workers”. These responses show that the leaders perceive that they display behaviors of idealized influence (behavior).

With respect to the interview question as to whether they try to inspire their subordinates so that they accomplish the goals of the organization, data collected from the interview showed that the respondents try to inspire their subordinates by leading by example and appealing to their inner values, by reminding them that they are all fortunate and

privileged to be in a position to serve and make meaningful contributions towards the achievement of the goals of the organization since the aspirations of the organization are also the aspirations of all people of Africa. In addition, respondents said that they try to enhance mutual communication, treat their staff with respect and encourage and appreciate them in public. They make them feel valued and important through participation in planning, monitoring, evaluation and decision making. It can be inferred from the above responses that the leaders perceive that they display inspirational motivation behaviors.

Interviewees indicated that when problems arise, they use the following strategies to solve them: finding out the root causes of the problems through the involvement of those concerned; engaging in dialogue and dealing quickly with individual problems at the team level with fairness and objectivity through the subordination of personal differences so as to come up with longer lasting, sustainable, peaceful and amicable decisions which are deemed acceptable by all. These responses indicate that leaders perceive that they display intellectual stimulation behaviors.

Interviewees were also asked whether they encourage creative thinking within their Offices and how they do so. They responded that they encourage creative thinking within their Offices by encouraging their staff to think “outside the box” and motivating them to suggest new ideas and improvements to the existing situation in the Office. It can be inferred from these responses that leaders perceive that they display intellectual stimulation behaviors.

With respect to the interview question as to whether they spend time so as to individually mentor and coach their subordinates by considering their individual abilities, needs and aspirations or whether they consider them as part of the group, it was found out that the respondents consider the different abilities of each by trying to get the best of each member of the group, making sure that this does not lead to some preferential treatment or favoritism towards some team members so that best results are achieved to the advantage of the whole team.

Respondents further explained that since the strengths and challenges of each staff are well known, roles and responsibilities commensurate with their strengths are assigned to

them while ensuring that if opportunities arise, they are encouraged to use those occasions to work on their challenges. One respondent further explained that he does not spend as much time with each staff in a consistent and regular basis to mentor as he would have preferred to do so, but that he makes every effort, through individual sessions, to listen carefully to each team member and to share personal views or approaches as to how to achieve better results or higher performance by engaging each team member on their personal aspirations, needs and skills level. These responses indicate that the leaders perceive that they display individualized consideration behaviors.

In conclusion, although the results in 4.5.1 show that the transformational leadership style is the dominant one, the results in 4.5.2 in terms of the comparison between the suggested and the actual scores reveal that all the sub-scales for this leadership style are far below the ideal ones. As to the results of the interviews, the responses indicate that leaders perceive that they display transformational leadership behaviors, i.e. idealized influence (attributed), idealized influence (behavior), inspirational motivation, intellectual stimulation, individualized consideration.

### **Transactional Leadership**

Bass and Avolio (1997) suggested a mean score of 2.0 for contingent reward, which is slightly lower than the current study's mean score of 2.19 as shown in Figure 5. The mean score obtained for contingent reward implies that some staff perceived their leaders as performing slightly above the recommended level of 2.0. Thus, it was believed that these leaders clarified what needed to be done and gave rewards when goals were met.

On the other hand, interviewees were asked whether they clarify their expectations to their subordinates (i.e. standards for compliance) so as to be able to take corrective measures on those who do not comply with those standards and as to what kind of reaction they have when a staff member meets their expectations and performance standards. Interviewees indicated that they clarify their expectations to their subordinates (standards for compliance). They explained that key deliverables, deadlines and expected standards are agreed upon based on their different job descriptions, departmental and individual work plans. They also indicated that, when expectations are met, staff are

encouraged and appreciated in order to motivate them and the rest of the team. These responses indicate that leaders perceive that they display contingent reward behaviors.

The suggested range for management-by-exception (active) was 1.0 to 2.0 (Bass and Avolio, 1997) and the mean score obtained for the current study was 1.74, which is within the range. The mean for the management-by-exception (active) entails that some employees perceived their leaders as taking immediate corrective action when deviations occur.

In relation to this, interviews were conducted regarding the strategies used to monitor mistakes and errors when they occur. Interviewees indicated that regular monitoring and evaluation is done to ensure that activities are on track. If that is not the case, weaknesses and shortcomings are identified. When standards are not met, corrective measures are taken. Discussions are held to see where things went wrong, what measures of redress can be taken and then follow through to see to it that such changes have occurred in the next period of evaluation. If staff cannot adjust to the objectives set, stringent measures could be envisaged (retraining, reassignment or retrenchment), including dismissal in the worst case. One interviewee explained that staff members are encouraged, at any point in time, to draw attention on any challenges that might impact their ability to deliver. Another respondent stated that although reward and sanction regime is used, errors or mistakes are not monitored; instead, there is application of lessons learned from mistakes and benefiting from them so as not to repeat them. The above responses indicate that leaders perceive that they display management-by-exception (active) behaviors.

Bass and Avolio (1997) suggest a score of 1.0 for management-by-exception (passive); however, the mean score for the current study as shown in Figure 5, had a higher range of 1.45. This score suggests that some staff members perceived that their immediate supervisors take no action unless a problem arises, avoid unnecessary change, enforce corrective action when mistakes are made, place energy on maintaining status quo and fix the problem and resume normal functioning. However, with regard to passive management by exception, there was no indication from the part of interviewees that they perceive that they themselves (leaders) display such behaviors.

To sum up, the results from the questionnaires on the above comparisons between the suggested and the actual scores show that staff perceived that leaders exhibit contingent reward behaviors which are much higher than the suggested values. Also, it was perceived that leaders exhibit management by exception active behaviors which are within the suggested values. However, the comparisons also show that management by exception passive behaviors are exhibited to a degree which is much higher than the suggested value. On the other hand, the results of the interviews further revealed that leaders perceive that they display contingent reward and management by exception active behaviors while there was no indication from their part that they display management by exception passive behaviors.

### **Laissez-faire Leadership**

The suggested score for laissez-faire is 0.0 (Bass and Avolio, 1997); however, the mean score for the current study as shown in Figure 5, had a higher range of 1.40. The actual score shows a much higher value as compared to the suggested one. The actual score for laissez-faire leadership style, i.e. 1.40, is much higher as compared to the suggested one. The score suggests that some staff members perceived that their supervisors tended not to take corrective action nor take decisions as soon as problems occur. Leaders who exhibit laissez-faire behaviors show passive indifference about the task and subordinates, for example ignoring problems and ignoring subordinate needs. However, with regard to laissez faire, there was no indication from the part of interviewees that they perceive that they themselves (leaders) display such behaviors.

To sum up, the results from the questionnaires on the above comparisons between the suggested and the actual scores show that staff perceived that a greater level of laissez-faire behaviors were exhibited by leaders. To the contrary, interviewees (leaders) believed that they do not themselves exhibit laissez-faire behaviors.

### **Organizational Commitment**

Meyer and Allen (1997) have been at the fore front of the multidimensional approach to organizational commitment and identified three dimensions of employee commitment: affective, continuance, and normative commitment.

Table 4 below contains descriptive data for the three dimensions of organizational commitment.

**Table 4: Employees' Perception to their Organizational Commitment**

<b>Variables</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>N</b>
<b>Affective Commitment</b>	2.13	1.16	270
<b>Continuance Commitment</b>	1.91	1.25	270
<b>Normative Commitment</b>	1.75	1.23	270

*Source: Survey Data, 2015*

As indicated in Table 4 above, the mean and standard deviation scores for each of the organizational commitment scales were ranked by respondents as 2.13 and 1.16 for affective commitment, 1.91 and 1.25 for continuance commitment, 1.75 and 1.23 for normative commitment, respectively.

When looking at the mean scores, respondents ranked their affective commitment with the highest mean of 2.13 whereas normative commitment ranked the lowest mean of 1.75. When considering standard deviation scores, continuance commitment has the highest value of all (1.25) while affective commitment has the lowest one (1.16).

Allen & Meyer (1990) do not provide guidance about average, required, ideal, or expected means for affective, continuance, and normative commitment. Instead, they proposed the required pattern to be ranked starting from highest to lowest scores in the following manner such as affective commitment, normative commitment, and then continuance commitment.

The results of this study reflect that the highest mean score with regard to affective commitment is consistent with the above-mentioned one as affective commitment has the highest score. Following continuance commitment, normative commitment has the lowest score despite the fact that the above-mentioned pattern of rank from highest to lowest scores suggested that normative commitment be followed by continuance commitment. The result reveals that the most dominant dimension of organizational commitment is affective commitment, followed by continuance commitment and normative commitment respectively.

Thus, it can be inferred from the above results that the staff members in the AU exhibit higher levels of affective commitment followed by continuance and normative commitment. Therefore, the staff members in the AUC are believed to have developed emotional attachment to the organization and are willing to assist the organization in achieving its goals. Employees who have a strong affective organizational commitment to the organization stay with the organization because they have no wish to leave and they continue employment because they want to.

On the other hand, interviewees were asked whether staff members demonstrate feelings of belongingness to the organization's goals and values as well as emotional attachment to the organization. All agreed that, generally, staff members under their supervision feel a sense of belonging to the organization's goals and values and are emotionally attached to the organization. However, one interviewee further explained that some staff may be inspired by the gains they get from the positions they hold. Thus, it can be inferred from the results that the majority of the interviewees perceive that the AUC staff members exhibit affective commitment behaviors while one interviewee believes to the contrary.

With respect to the interview question as to whether staff members would leave the organization had it not been for what they would stand to lose if they leave the organization (i.e. fear of losing their benefits, fear of earning a lower salary, fear of not being able to find another job, fear of competition), almost all interviewees responded that there are instances where staff members would leave the organization had it not been for what they would stand to lose if they leave the organization. They further explained that there are some other staff members who would give their best in their current position, expecting that they would be lifted based on their continual performance improvement. They said that, for some, securing new opportunities would not be that difficult; hence their belief of the staff members' commitment to the organization and satisfaction arising from serving the continental organization. They also indicated that sometimes, it may not even be for monetary rewards but because they lack motivation or do not see any prospects to advance their career within the organization and may even take a position that might be lower but with possibilities of career development. They clarified that if staff work in a conducive environment, their stay in the organization will be dependent on that rather than the fear of losing their benefits. Contrary to these views,

one respondent indicated that many staff do not leave the organization for fear of what they would stand to lose if they leave the organization. Based on the above responses, it can be concluded that four interviewees perceive that the AUC staff members exhibit continuance commitment behaviors. One of the interviewees who believes that staff exhibit continuance commitment behaviors said that it is not that difficult for some other staff members to secure new employment opportunities and thus, they do not leave the organization because they are affectively committed due to their satisfaction arising from serving the continental organization.

In response to the question whether staff members feel a moral obligation to stay in the organization as they believe that the organization has invested in them, interviewees indicated that very few staff have displayed such an attitude and that the organization has witnessed hemorrhage of staff who just served few years, gained experience and joined other organizations that were offering better conditions, without any remorse. One interviewee even said that most staff members have not had the opportunity or privilege of undergoing any staff development training and even if they did, the chance of practicing what has been learnt is usually nonexistent. Thus, it can be inferred from these results that interviewees perceive that the AUC staff members do not exhibit normative commitment behaviors.

In conclusion, when comparing with the proposal regarding the required pattern to be of rank starting from affective commitment, normative commitment, and then continuance commitment (Allen & Meyer, 1990), the results of the questionnaires in Table 4 reveal that AUC staff members exhibit affective commitment behaviors followed by continuance commitment and normative commitment behaviors respectively. This indicates that AUC's staff members' feeling of "desire" was stronger than the feelings of "need" and "obligation" to continue work in the organization. It can be seen that in terms of the above-mentioned proposal, the desired pattern would have been for normative commitment to come in second place.

On the other hand, responses from the interviews indicate that AUC staff members are perceived to exhibit affective and continuance commitment behaviors. To the contrary,

interviewees perceive that the AUC staff members do not exhibit normative commitment behaviors.

#### **4.4. The Relationship between Leadership Styles and Organizational Commitment**

In this section, correlation analysis has been conducted in the light of one of the research questions. The relationship between leadership styles and employee commitment was investigated using two-tailed Pearson correlation analysis. This provided correlation coefficients which indicated the strength and direction of relationship.

Correlation is one of the most widely used measures of association between two or more variables. In its simplest form it signifies the relationship between two variables, that is, whether an increase in one variable results in the increase of the other variable. The correlation coefficient also describes the direction of the correlation, that is, whether it is positive or negative, and the strength of the correlation, that is, whether an existing correlation is strong or weak.

A positive correlation indicates that as one variable increases, the other variable also increases in a similar way. A negative correlation, signified by a negative sign, indicates that there is an inverse relationship between the two variables, that is, an increase in one variable is associated with the decrease in the other variable. A zero correlation suggests that there is no systematic relationship between the two variables and any change in one variable is not associated with change in the other variable. As a rule, correlation is considered to be very low if the coefficient has a value under 0.20 and is considered as low if the value ranges between 0.21 and 0.40. A coefficient value of above 0.70 is considered high (Singh, 2007). The Pearson correlation result is presented in the Table 5 below.

**Table 5: Relationship between Leadership Styles and Organizational Commitment**

Leadership Styles	Organizational Commitment								
	Affective			Continuance			Normative		
	r	Sig.	N	r	Sig.	N	r	Sig.	N
<b>Transformational</b>	0.102*	0.174	269	0.012*	0.371	269	0.075*	0.479	269
<b>Transactional</b>	0.060*	0.303	269	-0.031*	0.207	269	0.032*	0.295	269
<b>Laissez-faire</b>	0.016*	0.394	270	-0.068*	0.298	270	-0.014*	0.338	270

*Source: Survey Data, 2015*

Where, r = Pearson correlation coefficient, Sig. = significance, N = number, \* = Correlation is significant at the 0.05 level

From Table 5 above it is evident that there is a positive, although weak, relationship between transformational leadership and affective commitment ( $r=0.102$ ) at the AUC.

The above results are similar to those found by Hayward et al. (2004) and Alqudah (2011). It was also found that transformational leadership style correlated positively with affective commitment in studies undertaken by Feleke (n.d), Bučiūnienė et al. (2008), Lung (2009), Saeed (2011), Dun et al. (2012), Limsila et al. (2007) and Almutairi (2013).

This suggests that leadership behaviors which involve developing followers through inspiration and intrinsic motivation, going beyond self-interest for the sake of the organization, inspiring a shared vision, encouraging creativity, building trust, etc. is somewhat positively related to how employees feel about *wanting to* stay within the AUC (Bass et al, 2003).

The findings further show that there is a very weak relationship between transformational leadership and continuance commitment ( $r=0.012$ ) at the AUC. For continuance commitment, this finding suggests that the same leadership behaviors mentioned above may not be related to how employees feel about *the need to* stay within the organization.

The above results are consistent with those found by Hayward et al. (2004), Dun et al. (2012), Ramachandran & Krishnan (2008). However, a study conducted in Viettel Telephone Company Call Center revealed that there was no correlation between continuance commitment and transformational style (Lung, 2009) while according to the overall findings undertaken at the Defense University, Feleke (n.d), found that

transformational leadership style had a positive relationship with organizational commitment.

Thus, it can be inferred that the employees do not feel compelled to commit to the organization because of the monetary, social, psychological and other costs associated with leaving the organization (Allen & Meyer, 1990). Continuance commitment is about the costs of leaving the organization and might be affected by other variables such as gender, age, seniority, career opportunities, salary, and marital status (Allen & Meyer, 1990).

Table 5 above also shows that there is clearly a very weak, although positive relationship between transformational leadership and normative commitment ( $r=0.075$ ) at the AUC. The findings suggest that this leadership style may not be related to how employees feel about their *obligation to stay* with the organization.

These results are similar to those found by Hayward et al. (2004), Alqudah (2011). To the contrary, some research studies reveal that there is strong correlation between transformational style and normative commitment (Ramachandran & Krishnan, 2008). Also, the overall findings undertaken at the Defense University, Feleke (n.d), found that transformational leadership style had a positive relationship with organizational commitment.

From Table 5 above it is clear that there is very weak and positive relationship between transactional leadership and affective commitment ( $r=0.060$ ) as well as with normative commitment ( $r=0.032$ ) at the AUC. This suggests that leadership behaviors involving providing staff with assistance in exchange of their efforts, explaining the responsibility of achieving performance targets, and making a clear rewarding scheme or dealing with complaints and failure and directing staff attention toward failures to meet standards are weakly related to how employees feel about *the want to stay* and *the obligation to stay* with the AUC.

The negative and very weak correlation between transactional leadership style and continuance commitment ( $r=-0.031$ ) suggests that leadership behaviors involving rewards, highlighting problems, and positive reinforcement are negatively related to how employees feel about *the need to stay* with the organization.

With regards to the relationship between transactional leadership and affective commitment, the results are similar to the studies undertaken by Lee (2005), Bučiūnienė and Škudienė (2008), Lo et al. (2010) and Saeed (2011) while they are contrary to studies by Hayward et al. (2004), Almutairi (2013) which found no relationship between them.

In connection to the relationship between transactional leadership and normative commitment, the results are similar to the studies undertaken by Bučiūnienė and Škudienė (2008), Lo et al. (2010), Saeed (2011) while they are contrary to studies by Hayward et al. (2004) which found no relationship between them.

Also, Table 5 reveals that laissez-faire leadership style has a positive but relatively weak relationship with affective commitment ( $r=0.016$ ). This correlation result suggests that leadership behaviors involving ignoring problems, avoiding making decisions, displaying indifference, delaying response to urgent matters and overlooking achievements have very weak relationship with how employees feel about *their desire to stay* with the AUC.

Laissez-faire leadership style, according to the research data, has a negative though very weak relationship with continuance commitment ( $r=-0.068$ ) and normative commitment ( $r=-0.014$ ). This existence of this negative correlation suggests that laissez-faire leadership has a negative influence on both continuance and normative commitment. Thus, the above mentioned leadership behaviors (i.e. ignoring problems, avoiding making decisions, displaying indifference, delaying response to urgent matters and overlooking achievements) are negatively related to how employees feel about *the need to stay* and *having to stay* with the AUC.

This positive but weak relationship found in the present study between laissez faire leadership and affective commitment is similar to that found by Limsila and Ogunlana (2007). Contrary to this, however, Bučiūnienė and Škudienė (2008) observed that laissez-faire leadership correlated negatively with affective commitment.

#### **4.5. Summary**

In this chapter, the results of the research study were reported. The characteristics of the respondents of the study were elaborated, determinants of reliability, validity and descriptive statistics of both MLQ and OCQ were discussed, statistical analysis of the

data related to the research questions was reported and the summary of the research findings was presented. The next chapter presents the summary of the research study, the conclusions reached and the recommendations put forward.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

This chapter deals with the summary of the major findings of the study, conclusions reached and recommendations forwarded on the basis of the conclusions.

#### **5.1. Summary of the Major Findings**

The study sought to determine the relationship between supervisors' leadership styles and organizational commitment among the employees of the AUC Headquarters. The specific objectives of the study were to assess the dominant leadership styles, as perceived by the employees and to examine the dominant dimensions of organizational commitment prevailing among employees in the organization. It also sought to identify whether there was a relationship between leadership styles and dimensions of organizational commitment. Based on the objectives of the study, attempts have been made to provide answers to the following basic questions:

1. What is the dominant leadership style in the AUC Headquarters, from the perception of employees?
2. What is the dominant dimension of organizational commitment prevailing in the AUC Headquarters from the perception of employees?
3. What is the relationship between leadership styles of supervisors and organizational commitment of employees in the AUC Headquarters?

Based on the data analysis, the following major findings have been obtained in terms of:

#### **Leadership Styles**

1. The prevailing leadership style, as perceived by staff members, is slightly more transformational ( $M = 2.09$ ) than transactional ( $M = 1.79$ ) and laissez-faire ( $M = 1.4$ ).
2. The dominant leadership style is thus transformational leadership. This leadership behavior includes developing and coaching each follower, instilling pride and building trust, emphasizing collective sense of mission, talking about values and

beliefs; stimulating followers to view the world from new perspectives; encouraging problem solving, critical thinking, creativity, expressing enthusiasm, optimism, and confidence.

3. Within the elements of transformational leadership, inspirational motivation was the most dominant one. Thus, leaders in this study were perceived to be more inclined to exhibit enthusiasm, optimism and self-confidence.
4. Although transformational leadership was found to be the dominant one, mean scores for its sub-scales (ranging from 1.79 to 2.39) were below the suggested score (Bass and Avolio, 1997) of greater or equal to 3.0; indicating that leaders were not demonstrating the ideal levels of transformational leadership behaviors mentioned above.
5. The findings revealed that all interviewees (i.e. staff in leadership positions) view themselves as good role models who are respected, not merely because of their authority but rather because of their belief in the importance of good working relationships among colleagues in a team spirit
6. The findings from the interviews also revealed that leaders discuss and share with their subordinates values and beliefs such as honesty, respect for others' opinions, fairness, objectivity, transparency, diversity management, focus and clarity of mission.
7. With regard to transactional leadership, the results show that leaders exhibit contingent reward behaviors which are much higher (2.19) than the suggested value of 2.0 indicating that leaders displayed the ideal level of contingent reward behavior, i.e. clarifying what needs to be done and exchanging psychological and material rewards for services rendered. Also, leaders exhibit management by exception active behaviors (1.74) which are within the suggested values (1.0 to 2.0) indicating that leaders take immediate corrective action when deviations occur. However, management by exception passive behaviors are exhibited to a degree which is much higher (1.45) than the suggested value (1.0) implying that some staff members perceived that their supervisors take no action unless a problem arises, avoid unnecessary change, place energy on maintaining status quo.

8. On the other hand, interview results further showed that leaders perceive that they only display contingent reward and management by exception active behaviors.
9. The mean for the laissez-faire leadership (1.40) was weaker than all the elements of transformational (2.09) and transactional (1.79) leadership styles. This signifies that based on employees' perception, the possibility for laissez-faire leadership to be practiced in the AUC is at a lower level, indicating that leaders do not show the following behaviors, i.e. avoiding making decisions, abdicating responsibilities, not using authority and not showing interest in what is going on.
10. In terms of the suggested score for laissez-faire (0.0), the actual score shows a much higher value (1.40) suggesting that leaders tended not to take corrective action nor take decisions as soon as problems occur, show passive indifference about the task and subordinates, i.e. ignoring problems and subordinate needs. Thus, a greater level of laissez-faire behaviors were exhibited by leaders. To the contrary, leaders believed that they do not themselves exhibit laissez-faire behaviors.

### **Organizational Commitment**

1. With regard to organizational commitment, affective commitment had the highest mean of 2.09 whereas normative commitment had the lowest mean of 1.40 putting continuance commitment in the middle (1.79). Since affective commitment has the highest score, the result is consistent with the required pattern by Allen and Meyer (1990).
2. The results reveal that affective commitment is dominant among staff members in the AU, i.e. AUC staff are thus believed to have developed emotional attachment to the organization and are willing to assist the organization in achieving its goals. Employees who have a strong affective organizational commitment to the organization stay with the organization because they have no wish to leave and they continue employment because they want to.
3. Most interviewees agreed that staff members under their supervision feel a sense of belonging to the organization's goals and values and are emotionally attached to the organization, exhibiting affective commitment behaviors while one interviewee believes to the contrary.

4. Interview results indicated that the AUC staff members do not exhibit normative commitment behaviors.
5. The results show that, with regard to the proposal regarding the required pattern of rank starting from affective commitment, normative commitment, and then continuance commitment (Allen & Meyer, 1990), the results of the questionnaires reveal that AUC staff members exhibit affective commitment behaviors followed by continuance commitment and normative commitment behaviors respectively. This indicates that AUC's staff members' feeling of "desire" was stronger than the feelings of "need" and "obligation" to continue work in the organization. In terms of the above-mentioned proposal, the desired pattern would have been for normative commitment to come in second place.
6. On the other hand, responses from the interviews indicate that AUC staff members are perceived to exhibit affective and continuance commitment behaviors. To the contrary, interviewees perceive that the AUC staff members do not exhibit normative commitment behaviors.

### **Relationship between leadership styles and organizational commitment**

1. The results of correlation analysis showed that there is a weak positive relationship between transformational leadership and affective commitment ( $r=0.102$ ) at the AUC. Transformational leadership behaviors include developing followers through inspiration and intrinsic motivation, going beyond self-interest for the sake of the organization, inspiring a shared vision, encouraging creativity, building trust, etc. Thus, these behaviors are positively related to how employees feel about *wanting to* stay within the AUC.
2. A very weak relationship between transformational leadership and continuance commitment ( $r=0.012$ ) was found at the AUC. This suggests that the above leadership behaviors are related to how employees feel about *the need to* stay within the AUC.
3. It was found that there is a very weak but positive relationship between transformational leadership and normative commitment ( $r=0.075$ ) at the AUC, suggesting that this leadership style may not be related to how employees feel about their *obligation to* stay with the organization.

4. The findings suggest the relationship between transformational leadership and affective commitment is stronger ( $r=0.102$ ) followed by that with normative ( $r=0.075$ ) and finally with continuance commitment ( $r=0.012$ ). Transformational leadership behaviors which involve building trust, inspiring a shared vision, encouraging creativity, and emphasizing development affect the way employees feel about *wanting or not wanting to stay* in the AUC. The feeling of *desire to stay* prevents employees with affective commitment from leaving the AUC. On the other hand, employees do not feel compelled to commit to the organization because of the costs associated with leaving the organization (monetary, social, psychological and other costs).
5. The findings have shown that transformational leadership style has a positive and weak relationship with the dimensions of organizational commitment. This result is consistent with previous studies by Hayward et al. (2004), Dun et al. (2012), Ramachandran & Krishnan (2008), Alqudah (2011) and Feleke (n.d). To the contrary, Lung(2009) found no correlation between continuance commitment and transformational style. Some research studies found a strong correlation between transformational style and normative commitment (Ramachandran & Krishnan, 2008),
6. The results of the analysis further indicate that there is very weak and positive relationship between transactional leadership and affective commitment ( $r=0.060$ ) as well as with normative commitment ( $r=0.032$ ) at the AUC, suggesting that behaviors involving providing staff with assistance in exchange of their efforts, explaining the responsibility of achieving performance targets, and designing a clear rewarding scheme or dealing with complaints and failure and directing staff attention toward failures to meet standards are weakly related to how employees feel about *the desire to stay* and *the obligation to stay* with the AUC. The results are similar to the studies undertaken by Lee (2005), Bučiūnienė and Škudienė (2008), Lo et al. (2010) and Saeed (2011) while they are contrary to studies effected by Hayward et al. (2004), Almutairi (2013) which found no relationship between the above variables.

7. The results also show that there is a negative and very weak correlation between transactional leadership style and continuance commitment ( $r=-0.031$ ) suggesting that leadership behaviors involving rewards, highlighting problems, and positive reinforcement are negatively related to how employees feel about *the need to stay* with the organization. The results are similar to those found by Bučiūnienė and Škudienė (2008), Lo et al. (2010), Saeed (2011) while they are contrary to those found by Hayward et al. (2004) which found no relationship whatsoever between them.
8. Laissez-faire leadership style was found to have a positive but relatively weak relationship with affective commitment ( $r=0.016$ ) while it has a negative though very weak relationship with continuance commitment ( $r=-0.068$ ) and normative commitment ( $r=-0.014$ ). These results suggest that leadership behaviors involving ignoring problems, avoiding making decisions, displaying indifference, delaying response to urgent matters and overlooking achievements have a very weak relationship with how employees feel about *their desire to stay* with the AUC. The negative correlation suggests that laissez-faire leadership has a negative influence on both continuance and normative commitment, suggesting that the above mentioned behaviors are negatively related to how employees feel about *the need to stay* and *having to stay* with the AUC.
9. The positive but weak relationship found in this study between laissez faire leadership and affective commitment is similar to that found by Limsila and Ogunlana (2007). Contrary to this, however, Bučiūnienė and Škudienė (2008) observed that laissez-faire leadership correlated negatively with affective commitment.

## **5.2. Conclusions**

The objectives of this study were to assess the dominant leadership style and dimension of organizational commitment prevailing at the AUC Headquarters and to identify the relationship between leadership styles and organizational commitment at the AUC Headquarters. In light of the major findings of the study, the following conclusions were drawn.

Although transformational leadership was found to be the dominant one, leaders at the AUC were not exhibiting the ideal levels of transformational leadership behaviors. Thus, transformational leadership is not being practiced effectively which points to the fact that there is need for improvement.

The questionnaire results revealed that the most dominant dimension of organizational commitment in the AU is affective commitment. Thus, AUC's staff members' feeling of "desire" was stronger than the feelings of "need" and "obligation" to continue work in the organization. Interview results indicated that, in terms of belief of leaders, AUC staff members exhibit only affective and continuance commitment behaviors, indicating that their feeling of moral obligation to continue working in the AUC is low. Although employees in the AUC were believed to have emotional attachment to, involvement in and identification with the vision, mission, goals and values of the organization, they were also believed to have an attachment to the AUC due to the costs that they were likely to face if they left the AUC.

In general, the results of this study confirm some earlier findings and contradict the others on the relationship between leadership style and employee commitment dimensions. The findings have indicated that transformational leadership is effective in positively affecting, although not strongly, employees' affective, continuance and normative commitment while transactional leadership is effective in positively affecting, to a weak extent, employees' affective and normative commitment whereas it negatively affects, to a weak extent, continuance organizational commitment. Compared to transformational and transactional leadership, laissez-faire leadership has a very weak and negative correlation with continuance and normative organizational commitment while it positively but weakly affects affective organizational commitment. Hence, it can be concluded that transformational and transactional leadership behaviors play a more important role in developing and improving affective, continuance and normative commitment than the laissez-faire leadership style at the AUC.

### **5.3. Recommendations**

Based on the conclusions of this study, the following recommendations are made:

- Since there is evidence that transformational leadership can be taught, the AUC needs to envisage enhancing transformational leadership behaviors through different leadership development initiatives such as training, coaching, symposia and workshops.
- Considering the fact that the AU Leadership Academy was recently launched (in January 2016), the AUC needs to gear its efforts towards the advancement of leaders' ability so as to enable them to reach the ideal levels of transformational leadership behaviors; i.e developing and coaching each follower, instilling pride and building trust, emphasizing collective sense of mission, talking about values and beliefs, encouraging problem solving, creative thinking; expressing enthusiasm, optimism and self confidence.
- In order to increase the emotional and/or psychological attachment of its staff members, the AUC needs to design policies which continuously sustain or increase employees' affective commitment behaviors by treating employees with respect, making them feel part of the family, encouraging them and involving them in decision making, providing a secure, supportive and healthy work environment devoid of favoritism, discrimination and political interference, clearly defining recruitment and selection processes to attract the right sort of candidates, increasing staff awareness and knowledge about the AU's vision as well as develop a system that naturally encourages creative thinking, accountability and transparency in the management of the organization's rules and procedures.
- In order to boost the continuance commitment of staff, there is need to implement strategies of promotion opportunities and work incentives so as to retain and ensure continual growth of staff who will thus be able to face new challenges and new environment. There is also need for a mechanism of all round compensation for high performing employees so as to motivate staff and increase their prospects of career development.

- Executives in the AUC should role model appropriate leader behavior in order for employee trust and commitment to follow. A good leader is one who leads by example and who behaves with integrity, i.e. behaving in accordance with ethical principles even if it is not in his/her personal interest. A good leader is one who is trusted and trusting, is respected and is respectful, i.e. leaders need to treat others as they would like to be treated themselves. Leaders need to create an environment of mutual respect of differences in background, gender, ethnicity and culture and they should ensure that their teams embrace diversity, recognizing that diverse teams offer a richness of personalities, experiences and skills that can be used to benefit everyone. A good leader is one who recognizes the contributions of others (both publicly and privately) and should never take the credit for other people's efforts and successes. When things go wrong, leaders need to publicly stand up for their team as people need to know that they will be supported and that there will not be a blame culture. In turn, when leaders make mistakes, they should admit them. A good leader never stops learning. These are fundamental behaviors that AUC leaders must demonstrate if they are to get the best out of the people they lead.
- In terms of the relationships between leadership styles and organizational commitment at the AUC, since the study revealed that transformational and transactional leadership behaviors play a more important role in developing and improving affective, continuance and normative commitment than the laissez-faire leadership style, the AUC needs to strive to maintain these transformational and transactional leadership styles as the organization can easily and effectively achieve its organizational goals through committed employees. Strong leadership and the absence of leadership both have a multiplier effect: strong leaders attract the best staff and bring out the best in all staff. Where leadership is absent and morale poor, those staff who can, leave. Others remain but can grow disillusioned, cynical with regard to the organization and unduly preoccupied with their conditions of service and entitlements.

### **Suggestions for Future Research**

In future research, it would be interesting to include leadership styles and other variables such as personal characteristics (age, years of service and gender) in determining organizational commitment. Also, the relationship between leadership styles and organizational commitment could be studied in all the regional and sub-regional offices of the AU.

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# Appendices

## **Appendix 1:** Sample Questionnaire:

- English version
- French version

## **Appendix 2:** Sample Interview Questions

## **Appendix 3:** Validity of Items

## **Appendix 1: Sample Questionnaire**

### **English Version**

**Addis Ababa University**  
**College of Education and Behavioural Studies**  
**Department of Educational Planning and Management**

**Dear Respondents,**

I am a graduate student of Human Resources & Organizational Development in Education at the Addis Ababa University. The purpose of this questionnaire is to assess the relationship between leadership styles and employees' organizational commitment in the case of the AU Commission in Addis Ababa. You have been randomly selected to take part in the research. Kindly spare a few minutes of your time to answer the questions that follow. Do not write your name. Read the statements in each section and answer by circling or ticking the response which best reflects your opinion. Your input is important to this research because it will help form an overall picture of how employers can work towards having committed employees.

It will take an average of 15-20 minutes to fill this questionnaire. Answer the questions as honestly and objectively as possible in order to contribute to the success of this research. Your answers will exclusively be used for the purpose of this research. Please rest assured that your identity will not be disclosed.

Thank you very much for your time and support.

Senait Hailu (Mrs.), Tel. No. 0911 634668

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### **Section 1: Information regarding Respondents**

Below are some questions to get a better overall view of the respondents. It would be appreciated if you could circle the number which best fits your choice. Please note that all data remains anonymous. Thank you in advance for your cooperation.

#### **1. Sex**

- (1) Male
- (2) Female

2. Current job category within the organization

- (1) Professional
- (2) General Service

3. Age

- (1) <24 years
- (2) 25 – 34 years
- (3) 35 – 44 years
- (4) 45 – 54 years
- (5) >55 years

4. Highest level of education completed

- (1) Secondary Education
- (2) Certificate
- (3) Diploma
- (4) BA/BSc Degree
- (5) MA/MSc Degree
- (6) PhD

5. Service Year in the organization

- (1) <1 Year
- (2) 1 – 5 years
- (3) 6 – 10 years
- (4) 11 – 15 years
- (5) 16 – 20 years
- (6) >20 years

6. Contractual status within the organization

- (1) Short term contract
- (2) Regular contract

## Section 2: Leadership Styles

This part of the questionnaire is to describe the leadership style of your supervisor as you perceive it. Please answer all items on the answer sheet by ticking a number from 0 to 4 which best reflects your views from the rating scale shown hereunder. Judge how frequently each statement fits the person you are rating. **If an item is irrelevant, or if you are unsure or do not know the answer, leave the answer blank.** Thank you in advance for your cooperation. :

0	1	2	3	4
Not at all	Once in a while	Sometimes	Fairly Often	Frequently if not always

<i>The Person I am rating...</i>						
		Not at all	Once in a while	Sometimes	Fairly Often	Frequently if not always
		0	1	2	3	4
1	Provides me with assistance in exchange for my efforts					
2	Re-examines critical assumptions to question whether or not 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 his/her 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.					

<b><i>The Person I am rating...</i></b>						
		<b>Not at all</b>	<b>Once in a while</b>	<b>Sometimes</b>	<b>Fairly Often</b>	<b>Frequently if not always</b>
		<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
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 isn'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 the group.					
20	Demonstrates that problems must become chronic before taking action.					
21	Acts in ways that build my respect.					
22	Concentrates his/her full attention on dealing with mistakes, complaints, and failures.					
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					

<b>The Person I am rating...</b>						
		<b>Not at all</b>	<b>Once in a while</b>	<b>Sometimes</b>	<b>Fairly Often</b>	<b>Frequently if not always</b>
		<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
35	Expresses satisfaction when I meet expectations					
36	Expresses confidence that goals will be achieved					

*Multifactor Leadership Questionnaire Rater Form, Bass and Avolio, 2004*

### **Section 3: Organizational Commitment**

Listed below is a series of statements that represent feelings that individuals might have about the organization for which they work. Please indicate the extent of your agreement or disagreement with each statement by ticking a number from 1 to 5 that best reflects your views from the rating scale hereunder. Thank you in advance for your cooperation.

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly agree</b>

		<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly agree</b>
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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					

		Strongly Disagree	Disagree	Neutral	Agree	Strongly agree
		1	2	3	4	5
	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 !!!**

## **Appendix 1: Sample Questionnaire**

### **French Version**

**Université d'Addis Abéba**  
**Institut des Sciences de l'Education et d'Etudes de comportement**  
**Département de la Planification et de la Gestion de l'Education**

**Chers répondants/sondés,**

*Je suis étudiante et prépare mon Master en Ressources humaines et Développement organisationnel en sciences de l'Education à l'Université d'Addis Abéba. L'objet du présent questionnaire est d'évaluer la corrélation entre les styles de leadership et l'implication (engagement) organisationnelle des employés à la Commission de l'Union africaine à Addis Abéba. Vous avez été sélectionné de manière aléatoire pour faire partie des sondés de la présente étude. Je vous serais très reconnaissante de bien vouloir prendre un peu de votre temps pour répondre aux questions suivantes. Merci de ne pas mentionner votre nom. Veuillez lire les questions posées dans chaque section et répondez-y en encerclant ou en cochant la réponse qui correspond le mieux à votre opinion. Votre apport est important pour cette recherche en ce qu'il permettra de construire un cadre général de la manière dont les employeurs peuvent agir sur l'engagement/implication de leurs employés.*

*Il vous faudra en moyenne 15-20 minutes pour renseigner le présent questionnaire. Il serait souhaitable que vous répondiez aux questions de la manière la plus honnête et objective possible afin de contribuer au succès de la présente recherche. Vos réponses ne seront utilisées que dans le cadre de la présente recherche. Soyez assurés que votre identité ne sera pas dévoilée.*

*Merci beaucoup pour votre temps et pour votre appui.*

*Senait Hailu (Mme), Tél : 0911 634668*

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### **Section I : Informations relatives aux sondés**

*Les questions ci-après visent à obtenir une meilleure information au sujets des sondés. Merci d'encercler le chiffre qui correspond le mieux à votre option. Bien vouloir noter que toutes les données restent anonymes. Merci d'avance pour votre collaboration.*

#### **1. Sexe**

- (1) Masculin
- (2) Féminin

2. *Catégorie actuelle au sein de l'organisation*

- (1) *Professionnel*   
(2) *Services généraux*

3. *Age*

- (1) *moins de 24 ans*   
(2) *25 - 34 ans*   
(3) *35 - 44 ans*   
(4) *45 - 54 ans*   
(5) *plus de 55 ans*

4. *Niveau d'éducation le plus élevé*

- (1) *Enseignement secondaire*   
(2) *Attestation*   
(3) *Diplôme*   
(4) *Licence*   
(5) *Master/DEA*   
(6) *Doctorat (PhD)*

5. *Ancienneté au sein de l'organisation*

- (1) *Moins d'un an*   
(2) *1-5 ans*   
(3) *6-10 ans*   
(4) *11-15 ans*   
(5) *16-20 ans*   
(6) *Plus de 20 ans*

6. *Statut en termes de type de contrat*

- (1) *Contrat à durée déterminée*   
(2) *Contrat à durée indéterminée*

## Section 2 : Styles de leadership

Cette partie du questionnaire vise à décrire le style managérial de votre chef hiérarchique direct tel que vous le percevez. Veuillez répondre à toutes les questions sur la partie réservée aux réponses en cochant un chiffre sur l'échelle de 0 à 4 indiquée ci-après et qui correspond le mieux à votre point de vue. Exprimez votre point de vue sur la périodicité qui correspond le mieux à la personne que vous évaluez. **Si une question ne s'applique pas à la personne évaluée ou si vous êtes indécis ou si vous ne connaissez pas la réponse qui convient, merci de ne pas répondre et de laisser vide l'espace réservé à la réponse.** Merci d'avance pour votre collaboration.

0	1	2	3	4
<i>Pas du tout</i>	<i>De temps à autre</i>	<i>Parfois</i>	<i>Assez souvent</i>	<i>Fréquemment, si ce n'est pas toujours</i>

<b>La personne que j'évalue...</b>						
		<i>Pas du tout</i>	<i>De temps à autre</i>	<i>Parfois</i>	<i>Assez souvent</i>	<i>Fréquemment, si ce n'est pas toujours</i>
		0	1	2	3	4
1	<i>M'apporte de l'aide en contrepartie de mes efforts</i>					
2	<i>Questionne les hypothèses critiques formulées au sujet d'un problème</i>					
3	<i>N'interviens pas jusqu'à ce que les problèmes deviennent sérieux</i>					
4	<i>Concentre son attention sur les irrégularités, les erreurs, les exceptions et les écarts aux normes</i>					
5	<i>Evite d'être impliqué lorsque des enjeux importants se présentent</i>					
6	<i>Parle de ses valeurs et de ses croyances les plus importantes</i>					
7	<i>Est indisponible en cas de besoin</i>					
8	<i>Cherche différentes perspectives pour résoudre les problèmes</i>					
9	<i>Parle avec optimisme de l'avenir</i>					
10	<i>Je suis fier d'être associé à lui/elle</i>					

<b>La personne que j'évalue...</b>						
		<b>Pas du tout</b>	<b>De temps à autre</b>	<b>Parfois</b>	<b>Assez souvent</b>	<b>Fréquemment, si ce n'est pas toujours</b>
		<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
11	<i>Indique clairement qui est responsable de l'atteinte d'un objectif</i>					
12	<i>Attend que les choses aillent mal avant d'agir</i>					
13	<i>Parle avec enthousiasme de ce qui doit être fait</i>					
14	<i>Met en évidence la nécessité de se donner des buts à atteindre</i>					
15	<i>Prend du temps pour enseigner et encadrer</i>					
16	<i>Met en évidence ce à quoi on peut s'attendre lorsque les objectifs assignés sont atteints</i>					
17	<i>Est partisan convaincu du principe selon lequel il faut laisser les choses en l'état tant que tout va bien</i>					
18	<i>Va au-delà de ses propres intérêts pour le bien du groupe</i>					
19	<i>Me traite comme une personne plutôt que comme simple membre du groupe</i>					
20	<i>N'intervient que lorsque les problèmes atteignent la cote d'alerte</i>					
21	<i>Sa manière d'agir suscite en moi le respect</i>					
22	<i>Se préoccupe davantage des fautes, plaintes et défaillances</i>					
23	<i>Prend en compte les implications d'ordre moral et éthique des décisions</i>					
24	<i>Garde en mémoire toutes les erreurs</i>					
25	<i>Displays a sense of power and confidence. Montre le sens du pouvoir et de la confiance</i>					
26	<i>Développe une vision fascinante de l'avenir</i>					
27	<i>Orienté mon attention sur les défaillances quant à l'atteinte des normes</i>					
28	<i>Evite de prendre les décisions</i>					
29	<i>Me considère comme ayant des besoins, des aptitudes et des aspirations différents de ceux des autres</i>					

<b>La personne que j'évalue...</b>						
		<b>Pas du tout</b>	<b>De temps à autre</b>	<b>Parfois</b>	<b>Assez souvent</b>	<b>Fréquemment, si ce n'est pas toujours</b>
		<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
30	<i>M'encourage à voir les problèmes sous plusieurs angles différents</i>					
31	<i>M'aide à développer mes points forts</i>					
32	<i>Suggère de nouvelles approches quant à l'exécution des tâches</i>					
33	<i>Accuse du retard à apporter des solutions aux questions urgentes</i>					
34	<i>Mets l'accent sur l'importance d'avoir un sens commun de la mission Met l'accent sur la nécessité d'une compréhension commune de la mission</i>					
35	<i>Exprime sa satisfaction lorsque je comble les attentes</i>					
36	<i>Se montre confiant quant à la capacité à atteindre les objectifs</i>					

**Fiche d'évaluation du Questionnaire multifactoriel sur le leadership, Bass et Avolio, 2004.**

### Section3 : Engagement en matière d'organisation

Sur le tableau ci-après figurent des énoncés qui expriment les sentiments que pourraient éprouver des personnes au sujet de l'organisation pour laquelle elles travaillent. Veuillez indiquer votre degré d'accord ou de désaccord pour chacun des énoncés en cochant un chiffre de 1-5 sur l'échelle d'évaluation suivante, et qui exprime le mieux votre point de vue. Merci d'avance pour votre collaboration.

1	2	3	4	5
<b>Pas du tout d'accord</b>	<b>Pas d'accord</b>	<b>Neutre</b>	<b>D'accord</b>	<b>Tout à fait d'accord</b>

		<i>Pas du tout d'accord</i>	<i>Pas d'accord</i>	<i>Neutre</i>	<i>D'accord</i>	<i>Tout à fait d'accord</i>
		1	2	3	4	5
1	<i>Je me considère comme partie intégrante de cette organisation.</i>					
2	<i>Le cours de ma vie serait perturbé si je venais à décider de quitter cette organisation à l'heure actuelle</i>					
3	<i>Je ne pourrais pas quitter cette organisation maintenant en raison de la perte que cela m'occasionnerait</i>					
4	<i>Cette organisation a pour moi beaucoup de signification personnelle.</i>					
5	<i>Quitter cette organisation maintenant aurait pour moi un coût très élevé</i>					
6	<i>Personnellement, si je venais à quitter cette organisation, le coût engendré par mon départ serait de loin supérieur au bénéfice</i>					
7	<i>Même si c'était à mon avantage, je ne pense pas que ce serait juste de quitter mon organisation maintenant</i>					
8	<i>Je violerais le contrat de confiance si je quitte cette organisation maintenant</i>					
9	<i>Je ressens un fort sentiment d'appartenance à cette organisation.</i>					
10	<i>Je me sens affectivement attaché à cette organisation.</i>					
11	<i>J'éprouverai de la culpabilité si je quittais mon</i>					

		<i>Pas du tout d'accord</i>	<i>Pas d'accord</i>	<i>Neutre</i>	<i>D'accord</i>	<i>Tout à fait d'accord</i>
		1	2	3	4	5
	<i>organisation maintenant.</i>					
12	<i>Je ne quitterai pas mon organisation pour le moment car j'éprouve un sentiment d'obligation envers les gens qui en font partie.</i>					

**Merci !!!**

## Appendix 2: Sample Interview Questions



**Addis Ababa University**  
**College of Education and Behavioural Studies**  
**Department of Educational Planning and Management**

### **Introduction,**

In partial fulfillment of the requirements of the Addis Ababa University's Degree of Masters of Art in Human Resources and Organizational Development in Education, I am preparing a research paper which assesses the relationship between leadership styles and employees' organizational commitment in the case of the AU Commission in Addis Ababa.

Accordingly, I prepared interview questions so as to collect information from Directors and Heads of Autonomous Divisions. Your answers will be handled on a strictly confidential basis and will exclusively be used for the purpose of this research. Agreeing to participate will suffice the informed consent on your part.

Thank you again for your help and your time.

Kindest regards,

Senait Hailu (Mrs.), Tel. No. 0911 634668

Email: [loydsenait@gmail.com](mailto:loydsenait@gmail.com)

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### ***Your Leadership***

1. *Do your subordinates show you their respect by virtue of your position or is it because you are a good role model who is considered trustworthy? Please elaborate.*
2. *Do you discuss with your subordinates about your most important values and beliefs and take decisions by considering moral or ethical implications? Please explain.*
3. *In what ways do you try to inspire your subordinates so that they accomplish the goals of the organization?*
4. *When problems arise, what kinds of strategies do you use to solve them?*
5. *Do you encourage creative thinking within your Department/Directorate/Office? If yes, please indicate how you do so.*
6. *Do you spend time so as to individually mentor and coach your subordinates by considering their individual abilities, needs and aspirations or do you consider them as part of the group?*
7. *Do you, as a leader, clarify your expectations to your subordinates (i.e. standards for compliance) so as to be able to take corrective measures on those who do not comply with those standards? How do you react when a staff member meets your expectations and performance standards? How do you monitor mistakes and errors when they occur?*
8. *Do you, as a leader, refrain from using your authority during occasions that require it? Do you show concern about your subordinates' needs and what is going on in your office? Kindly explain.*
9. *In your opinion, what makes a successful leader stand out from other leaders?*

### ***Views on Commitment of staff***

1. *Do staff members under your supervision feel a great sense of belonging to the organization's goals and values and are emotionally attached to the organization?*
2. *Would staff members under your supervision and in the organization in general leave the organization had it not been for what they would stand to lose if they leave the organization? (i.e. fear of losing their benefits, fear of earning a lower salary, fear of not being able to find another job, fear of competition, etc.)*
3. *Do staff members under your supervision feel a moral obligation to stay in the organization as they believe that the organization has invested in them?*
4. *In general, would you characterize the AUC staff members' organizational commitment as high or low?*

*Thank you for your time.*

### Appendix 3: Validity of Items

Items	Total Score	Determination
Provides me with assistance in exchange for my efforts	1.232	Valid
Re-examines critical assumptions to question whether or not they are appropriate.	1.292	Valid
Fails to interfere until problems become serious.	1.008	Valid
Focuses attention on irregularities, mistakes, exceptions, and deviations from standards.	0.572	Valid
Avoids getting involved when important issues arise.	1.231	Valid
Talks about his/her most important values and beliefs.	1.432	Valid
Is absent when needed.	0.899	Valid
Seeks differing perspectives when solving problems.	1.043	Valid
Talks optimistically about the future.	0.768	Valid
Instills pride in me for being associated with him/her.	1.185	Valid
Discusses in specific terms who is responsible for achieving performance targets.	1.33	Valid
Waits for things to go wrong before taking action.	0.857	Valid
Talks enthusiastically about what needs to be accomplished.	1.134	Valid
Specifies the importance of having a strong sense of purpose	1.13	Valid
Spends time teaching and coaching.	1.153	Valid
Makes clear what one can expect to receive when performance goals are achieved.	1.337	Valid
Shows that he/she is a firm believer in "If it isn't broke, don't fix it".	0.904	Valid
Goes beyond self-interest for the good of the group.	1.005	Valid
Treats me as an individual rather than just as a member of the group.	1.51	Valid
Demonstrates that problems must become chronic before taking action.	0.824	Valid
Acts in ways that build my respect.	1.223	Valid
Concentrates his/her full attention on dealing with mistakes, complaints, and failures.	0.722	Valid
Considers the moral and ethical consequences of decisions.	1.317	Valid
Keeps track of all mistakes.	1.547	Valid
Displays a sense of power and confidence.	1.386	Valid
Articulates a compelling vision of the future.	1.472	Valid
Directs my attention toward failures to meet standards.	1.611	Valid
Avoids making decisions.	0.884	Valid
Considers me as having different needs, abilities, and aspirations from others	0.929	Valid
Gets me to look at problems from many different angles	1.048	Valid
Helps me to develop my strengths	1.619	Valid
Suggests new ways of looking at how to complete assignments	1.169	Valid

Items	Total Score	Determination
Delays responding to urgent questions	0.498	not valid
Emphasizes the importance of having a collective sense of mission	1.253	Valid
Expresses satisfaction when I meet expectations	1.1	Valid
Expresses confidence that goals will be achieved	1.35	Valid
I feel like part of the family at this organization	1.385	Valid
Too much of my life would be disrupted if I decided that I wanted to leave this organization now	1.027	Valid
I would not leave this organization right now because of what I would stand to lose	1.71	Valid
This organization has a great deal of personal meaning for me	1.121	Valid
It would be very costly for me to leave this organization right now	0.888	Valid
For me personally, the cost of leaving this organization would be far greater than the benefit	1.683	Valid
Even if it were to my advantage, I do not feel it would be right to leave my organization now	1.852	Valid
I would violate a trust if I quit my job with this organization now	0.908	Valid
I feel a strong sense of belonging to this organization	1.757	Valid
I feel emotionally attached to this organization	2.033	Valid
I would feel guilty if I left my organization now	1.449	Valid
I would not leave this organization right now because I have a sense of obligation to the people in it	1.615	Valid

## Declaration

*I, the undersigned, declare that this thesis entitled “**Relationship between Perceived Leadership Styles and Organizational Commitment: The Case of the African Union Commission Headquarters**” is my original work and has not been presented for a degree in any other University, and that all the sources of material used for the thesis have been duly acknowledged.*

**Senait Hailu Girma**

Candidate’s Name

Signature

Date

***Advisor’s Approval:***

*This Thesis has been submitted for examination with my consent and approval as a thesis advisor.*

**Hussein Kedir (PhD)**

Advisor’s Name

Signature

Date