The Relationship between Leadership Styles and Organizational Commitment at Defence University

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List of Acronyms

AC	Affective Commitment
CC	Continuance Commitment
CR	Contingent Reward
FRLT	Full Range Leadership Theory
IIA	Idealized Influence-Attributed
IIB	Idealized Influence-Behavior
IC	Individualized Consideration
IM	Inspirational Motivation
LF	Laissez-faire Leadership
MBEA	Management-by-Exceptions (Active)
MBEP	Management-by-Exception (Passive)
MLQ	Multifactor Leadership Questionnaire
MoND	Ministry of National Defense
NC	Normative Commitment
OCQ	Organizational Commitment Questionnaire
TAL	Transactional Leadership
TFL	Transformation Leadership
TVET	Technical, Vocational, Education and Training

Abstract

The aim of this study was to examine the relationship between leadership styles and organizational commitment at Defense University. In order to achieve the purpose of the study, a cross sectional survey design was used. The sample of the study consisted of 153 employees from 5 different colleges of Defense University. Both leaders and their subordinates have participated in the study. Two standardized questionnaires i.e. Multifactor Leadership Questionnaire which was developed by Bass and Avolio (1995) and Organizational Commitment Questionnaire developed by Allen and Meyer (1990) were used to gather data. Data were analyzed using both descriptive and inferential statistics. Descriptive statistics such as frequency counts, percentages, mean and standard deviations were used while inferential statistics such as t-test and a two tailed Pearson correlation were used. The t-test analysis showed that leaders and subordinates have different perceptions on leadership styles at Defense University. The two-tailed correlation analysis further revealed that there is a positive and significant relationship between transformational leadership behaviors and organizational commitment (affective commitment, continuance commitment and normative commitment) but the relationship was not strong. Transactional leadership behavior had a weak but significant and positive relationship with affective, continuance and normative commitments. For laissez-faire leadership style, the correlation analysis results indicated that there was no statistically significant correlation between laissez-faire leadership behavior and organizational commitment. From the results, it was possible to conclude that both transformational and transactional leadership behaviors were positively related with affective, continuance and normative commitments whereas laissez-fair leadership behavior had no relationship with organizational commitment at Defense University. Finally, the study recommended that both transformational and transactional leadership behaviors can play a major role in developing and improving affective, continuance and normative commitments at Defense University.

Keywords: Leadership styles, Organizational Commitment

CHAPTER ONE

Introduction

This chapter deals with the general background, statement of the problem discussed in the study, objectives and significance of the study. It also consists of the delimitation and limitation of the study.

1.1 Background of the Study

Leadership is currently one of the issues in organizations. It is hard to understand the concept in organization (Stogdill, 1974). But in any organization leadership is the fundamental factor to inspire, motivate and create commitment to the common goal of the organization.

Organizational commitment also has become an important issue. It has been linked with a number of outcomes. If employees who are committed, they are satisfied and usually do not appeal to look for other opportunities. This means that they are less likely to leave the organization. On the other hand employees who are not committed, absenteeism and turnover will increase in the organization, which have ultimately negative effect on the performance of the organization. As a result of this, it becomes important for a leader to pay more attention to the organizational commitment.

In today's competitive world, organizations face new challenges regarding the development of organizational commitment. No organization can be effective unless each employee is committed to the organization's vision, mission and objectives. Schein (2004) argued that the success of an organization depends on organizational commitment. Hence, it is important to understand the concept of organizational commitment.

According to Panayiotis, Pepper and Phillips (2011), organizational commitment is critical because it can influence organizational outcomes as performance, absenteeism, turnover intention, and positive citizenship behaviors, all of which may ultimately affect an organization's growth and

success. If employees are committed, they are liable to increase their performance and devote their time to the organization. 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.

Various evidences suggest that leadership style is positively associated with work attitude and behavior at both individual and organizational level (Dumdum, Lowe and Avolio, 2002). If there is effective leadership, there will be high work performance and the organization will become effective. According to a research conducted on leadership styles and its relationship with organizational commitment in South Africa (Garg and Ramjee, 2013), both transformational and transactional leadership styles positively correlated with organizational commitment. This shows that leadership is a critical factor to develop organizational commitment in the organization. Laissez-faire leadership style has negative correlation with affective organizational commitment. The finding has revealed that there is positive relationship between leadership styles and organizational commitment. Almutairi (2013) also confirmed that there is strong positive relationship between transformational leadership and organizational commitment. It means that giving attention to transformational leadership style can increase organizational commitment. Bučiūnienė and Škudienė, (2008) on their part indicated that transformational leadership style has a great influence on organizational commitment by creating higher level of value and morale on leaders and followers to common vision, mission and organizational goal. Bycio, Hackett and Allen (1995) reported positive correlations between leadership behaviors such as charisma, intellectual stimulation, individualized consideration, and contingent reward on the one hand, and affective, continuance, and normative commitment, on the other hand.

The relationship between leadership styles and organizational commitment has been studied by different scholars, for example, Garge and Ramjee (2013), Dumdum, Lowe and Avolio (2002) and Temesgen (2011) but all studies have been specific to profit making organizations. The results show

that leadership styles have positive relationship with organizational commitment.

In Ethiopia currently educational institutions are dedicated to assure the quality of education since it has its own effect on the overall development of the country. As an educational institution, Defense University is one of the institutions which plays major role in assuring educational quality.

Defense University was established to cultivate, expand and transmit knowledge and provide professional support for the Ministry of National Defense in order to keep the standard and effectiveness of training programs of Ministry of National Defense (Federal Negarit Gazeta 8/2001). In order to achieve such objectives, the university needs skilled, competent and committed employees.

However, these days the Defense University is repeatedly affected by loss of skilled and experienced employees who could play a major role in the development of the University. The performances of employees are low. This low performance and high rate of turnover could be the result of being lack of effective leadership style and organizational commitment. These are the intentions to examine the relationship between leadership styles and organizational commitment at Defense University.

1.2 Statement of the Problem

In achieving organizational goal, human resource is considered to be the most effective resource. The well qualified, competent and skilled workforce is needed to achieve organizational strategic goal. Recruiting, selecting, orienting and then placing employees are not the only critical issues for the achievement of organizational goal. It is also necessary to utilize the existing human resource effectively and efficiently. In order to utilize such resources, leadership style is considered being the most important determinant to increase the utilization of workforce. Brockner, Tyler and Scheneider (1992) suggested that organizations largely depend on leadership style to implement business strategies, to gain competitive advantage, to optimize human

capital and to encourage organizational commitment of the organization. The committed workforce is an important success factor for organizations to achieve their desired goals.

Allen and Meyer (1990) further suggest that committed employees are willing to accept organizational objectives and values. Committed employees are more motivated and dedicated towards meeting and achieving organizational goals. They are less likely to leave the organization. This explains that if employees accept organizational objectives, they are willing to dedicate the full working time to achieve such objectives. On the other hand, the negative effects associated with a lack of employee commitment include absenteeism and turnover. If the workforce is not committed in the organization then job insecurity, low trust, high stress and uncertainty will increase in the organization, which have ultimately negative effect on the performance of the organizations (Panayiotis et al., 2011).

Thus, the commitment of employees in organizations is essential to ensure the successful implementation of the organizational objectives. Leadership styles also play a vital role for the effectiveness of the organization through motivating employees and communicating strategic plan and policy of the organization. Therefore, it is logically understood that leadership styles would have significant relationship with organizational commitment.

In Ethiopian context, past study cover different aspects of leadership and its relationship with organizational commitment at private higher education institutions (Temesgen, 2011). This study suggested that there is a positive and significant relationship between leadership styles and organizational commitment. The objectives of private higher education institutions are provision of quality education, research and development and profit making. These institutions have different organizational culture, employees' incentive strategies, rule and regulations, employment policy etc. These characteristics are completely different from government higher education institutions. The major objective of government higher education is provision of quality education and conducting research and development.

However, the influence of leadership's style to organizational commitment has not been adequately addressed in government educational institutions particularly in Defense University. Thus, there is a need for greater understanding of the link between leadership styles and organizational commitment in order to develop a leadership style that will develop and improve organizational commitment. In the previous time some studies have been conducted on the relationship between leadership styles and organizational commitment in profit making organizations. Nonetheless, there is no research conducted in government organizations to examine the relationship between leadership styles and organizational commitment. These induced the researcher to conduct this study in Defense University.

The biggest challenge for Defense University is to improve the sense of commitment in employees to avoid high rate of turnover and absenteeism and low job performance. Attracting and retaining competent employees is also the major problem in the organization. In order to address such problems, it is necessary to understand the behavior of leadership style which has positive relation to organizational commitment. Hence, this study would fill the gap on the relationship between leadership styles (i.e. transformational, transactional and laissez-faire leadership) and organizational commitment of (i.e. affective, normative and continuance) in Defense University.

1.3 Research Questions and Hypothesis

In order to achieve the purpose of the study, three basic questions were raised. From these research questions, specific hypotheses were formulated. The hypotheses were concerned with the relationship between the leadership styles being practiced within Defense University and its relationship with organizational commitment. Therefore, the basic research questions and hypotheses for this study are as follows:

1) What is the relationship between transformational leadership style and affective, continuance, and normative commitment at Defense University?

H_{01}: There is no significant relationship between transformational leadership style and affective commitment at Defense University.

H_{02}: There is no significant relationship between transformational leadership style and continuance commitment at Defense University.

H_{03}: There is no significant relationship between transformational leadership style and normative commitment at Defense University.

2) What is the relationship between transactional leadership style and affective, continuance, and normative commitment at Defense University?

H_{04}: There is no significant relationship between transactional leadership style and affective commitment at Defense University.

H_{05}: There is no significant relationship between transactional leadership style and continuance commitment at Defense University.

H_{06}: There is no significant relationship between transactional leadership style and normative commitment at Defense University.

3) What is the relationship between laissez-faire leadership style and affective, continuance, and normative commitment at Defense University?

H_{07}: There is no significant relationship between laissez-faire leadership style and affective commitment at Defense University.

Ho8: There is no significant relationship between laissez-faire leadership style and continuance commitment at Defense University.

Ho9: There is no significant relationship between laissez-faire leadership style and normative commitment at Defense University.

1.4 Objectives of the Study

The general objective of this study is to examine the relationship between leadership styles and organizational commitment at Defense University. The specific objectives of this study are:-

1. To identify the employees' perceptions on relationships between leadership styles and different dimensions of organizational commitment in Defense University.
2. To examine the relationship between leadership styles and organizational commitment dimensions at Defense University.

1.5 Significance of the Study

The study would be of great significance in several ways. First of all, the finding of the study would help Defense University to come up with good leadership and organizational commitment policies that can improve employees' performance. Secondly, the research findings would help the leaders to exercise good leadership styles and organizational commitment dimensions so as to improve employees' performance at Defense University. The findings also would be important to create awareness about the most determinants factor that can build organizational commitment at Defense University. .

In addition to this, the finding of this study would have added value to the knowledge in other leadership styles and employees commitment studies. And finally it would give direction for other researcher that needs to conduct further study in this subject matter.

1.6 Scope of the Study

This research mainly focuses on the relationships between leadership styles and organizational commitment at Defense University. The scope of the study is a sample of leaders and subordinates which were taken from five different colleges found in Defense University. They are Ethiopian Staff and Command College, Defense Engineering College, Defense Health Science College, Maj. Gen. Hayelom Araya Military Academy and Maj. Gen. Mulugeta Bulli TVET College.

1.7 Limitations of the Study

The major limitation of this study was relatively small number of sample respondents. This is as a result of some constraints such as time and lack of sufficient fund. But this small number of sample size does not affect the result of this research. Other variables beyond leadership styles such as job satisfaction and personal characteristics (age, years of service and gender) and organizational commitment were not considered in this research.

1.8 Operational Definition of Terms

Leadership style: - It is defined as the pattern of behavior that leaders display in order to achieve organizational goals. For this study, three styles of leaderships are recognized. They are transformational, transactional and laissez-faire leadership style. Multifactor Leadership questionnaire (MLQ) was used to measure the leadership styles of the organization.

Organizational commitment: - It is defined as a strong desire to remain member of a particular organization, willingness to exert high level of effort, and to accept the value, belief and goals of the organization to bring desired results. For this study affective, continuance and normative commitments are considered. Organizational Commitment Questionnaire (OCQ) was used to measure the three dimensions of organizational commitment.

1.9 Organization of the study

This research consists of five chapters. Chapter one gives the background information and statement of the problem. It covers research questions and hypothesis, objectives, significance, scope and limitation of the study. Chapter two discusses the key concept of leadership styles and organizational commitment that are used in this research to address the problem in a broader perspective of literature. It develops the theoretical framework of leadership styles and organizational commitment. Chapter three focus on the research design and methodology. Sampling techniques, sample size, data source and data collection instrument are discussed. Chapter four presents the finding and analysis of the research. Finally, chapter five summarize the main findings in the conclusion part and gives recommendations to assist Defense University in the future.

CHAPTER TWO

Review of the Literature

This chapter assesses relevant theories on the concept of leadership styles and organizational commitment. The definition, theories and different models of leadership are explored. Concepts and dimensions of organizational commitment are also looked at. A review of past findings on the relationship between leadership styles and organizational commitment is presented. At the end of the chapter the conceptual framework for this study is presented.

2.1 The Concept of Leadership

Unlike well-established disciplines like philosophy, economics or sociology, leadership is an indefinable concept. Burns (1978) cited in Awan and Mahmood (2009) stated that leadership is one of the most observed and least understood phenomena in modern organization. So, it is not surprising that there are a number of possible definitions for leadership. These definitions vary greatly because they focus on different dimensions of the construct. Some definitions focus on the relationship between desired outcomes and the activities of leaders, some on the relationship between leaders and followers, some on the leadership situation itself, and some on the dynamic interaction of all three. However, Yukl (2008) defines leadership as the process of influencing employees to understand and agree about what needs to be done and how to do it, and the process of facilitating individual and collective efforts to accomplish shared objectives. In other words, leadership is the process of influencing people by providing purpose, direction, and motivation while operating to accomplish the mission of the organization (FM6.22, 2006). Armstrong (2009) regarded leadership is the process of getting people to do their best to achieve desired results. Northouse (2007) defines leadership as a process whereby an individual (leader) influences a group of individuals to achieve a common goal.

From the definition above, there are common terms which are center for all definitions. Defining leadership as a process means that leadership is a transactional event that happens between leaders and their followers. As a process leaders affect and are affected by their followers either positively or negatively. Leadership is about influence means that the ability to influence subordinates in a work or organizational context. Without influence (power), it is impossible to be a leader. Leadership operates in group means that leadership is about influencing a group of people who are engaged in a common goal or purpose. Leadership includes the achievement of goals. Leadership is about directing a group of people towards the accomplishment of a task or the reaching of an endpoint through different ethically based means.

Therefore, for this study leadership is a process of inspiring and influencing people by providing purpose, direction and motivation to accomplish the mission and goals of the organization. Leader is a person authorized to direct, administer, inspires and influences people to accomplish organizational goals at any level of the organization as well as the subordinates report to whom in the context of work place relationship. The key concept in these leadership definitions appears to be a person's ability to organize their followers and directing them towards a common goal.

2.2 Leadership Theories

The concept of leadership has come into view in the era of civilization. Leadership is a process by which a leader motivates or influences others to achieve organization goals. Bolden, Gosling, Marturano and Dennison (2003) argued that the concept of leadership has changed over time. Leadership theories have developed and passed series of 'schools of thought' from "Great Man" and "Trait" theories to "Transformational" leadership (Bolden et al., 2003). Cherry (n.d) argued that interest in leadership increased during the early part of the twentieth century. Early leadership theories focused on what qualities distinguished between leaders and followers, while subsequent theories looked at other variables such as situational factors and

skill levels. While many different leadership theories have emerged, most can be classified as one the following major types:

2.2.1 Great Man Theories

Great Man Theories assume that the capacity for leadership is inherent – that great leaders are born, not made with certain traits which makes them leaders (Cherry, n.d.). This assumption argued that leaders are exceptional people, born with innate qualities intended to lead. These theories often describe great leaders as heroic, mythic and destined to rise to leadership when needed (Bolden et al., 2003). The term "Great Man" was used because, at the time, leadership was thought of primarily as a male quality, especially in terms of military leadership.

2.2.2 Behavioral Theories of Leadership

Behavioral theories of leadership are based upon the belief that great leaders are made, not born. Rooted in behaviorism, this leadership theory focuses on the actions of leaders not on mental qualities or internal states. According to this theory, there are behavioral determinants of leadership which can be learned and people can learn to become leaders through teaching and observation (Cherry, n.d.). Bolden et al. argued that these theories concentrate on what leaders actually do rather than on their qualities.

2.2.3 Contingency Theories of Leadership

These theories propose that leaders choose the best course of action based upon situational variables (Cherry, n.d.). Leadership effectiveness depends on a combination of the leader, followers and situational factors. It means that different styles of leadership may be more appropriate for certain types of decision-making. In contingency leadership, for example, the leader is the most knowledgeable and experienced member of a group, an authoritarian style might be most appropriate. In other instances where group members are skilled experts, a democratic style would be more effective. Cherry, (n.d.) also argued that these theories of leadership focus on particular variables

related to the environment that might determine which particular style of leadership is best suited for the situation. According to this 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.

2.2.4 Transactional Theory

According to Bolden et al. (2003) this approach emphasizes the importance of the relationship between leader and followers, focusing on the mutual benefits derived from a form of 'contract' through which the leader delivers such things as rewards or recognition in return for the commitment or loyalty of the followers. It focuses on the role of supervision, organization and group performance (Cherry, n.d.). These theories base leadership on a system of rewards and punishments.

2.2.5 Transformational Theory

According to Cherry (n.d.) this theory focus upon the connections formed between leaders and followers. Transformational leaders motivate and inspire people by helping group members see the importance and higher good of the task. These leaders are focused on the performance of group members, but also want each person to fulfill his or her potential. Leaders with this style often have high ethical and moral standards. The central concept here is change and the role of leadership in envisioning and implementing the transformation of organizational performance (Bolden et al., 2003).

Each of these theories takes a rather individualistic perspective of the leader, although a school of thought gaining increasing recognition is that of "dispersed" leadership. This approach, with its foundations in sociology, psychology and politics rather than management science, views leadership as a process that is diffuse throughout an organization rather than lying solely with the formally designated 'leader'. The emphasis thus shifts from

developing 'leaders' to developing 'leader full' organizations with a collective responsibility for leadership (Bolden et al., 2003).

2.3 Full Range Leadership Styles

According to Antonakis, Avolio and Sivasubramaniam (2003) full range leadership theory (FRLT) is one of the new leadership theories proposed by Avolio and Bass in 1991. It describes a full range of influencing styles from non-leadership to powerful transformational leadership behavior. The model consists of three typologies of leadership behaviors: Transformational, Transactional, and non transactional laissez-faire leadership. They are presented by nine distinct factors comprised of five transformational leadership factors, three transactional leadership factors and one non-transactional laissez-faire leadership (Antonakis, Avolio and Sivasubramaniam, 2003).

Bass (1985) cited in Antonakis et.al (2003) argued that FRLT primarily focused on follower goal and role clarification and the ways leaders rewarded or sanctioned follower behavior. The range of behaviors starts with transformational leader behavior to transactional leader's behavior reaching to the lowest leader interaction of laissez-faire leader behaviors (MLQ, n,d.). In general, this FRLT is one of the interventions to improve the impact of leadership style on organizational commitment in organizations.

In the conceptualization, MLQ proposed that the three broad categories of leadership styles are better defined by their respective dimensions, described in more detail in the following below.

2.3.1 Transformational Leadership Style

Transformational leadership is the highest level of leadership with regard to activity level and effect on individual, group and organizational outcomes. MLQ (n.d.) described that transformational leadership involves inspiring followers to commit to a shared vision and goals for an organization or unit, challenging them to be innovative problem solvers, and developing followers'

leadership capacity through coaching, mentoring, and provision of both challenges and support. Bass (1999) argued that transformational leadership refers to the leader moving the follower beyond immediate self-interests through idealized influence (charisma), inspiration, intellectual stimulation, or individualized consideration. Yukl (2008) argued 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. The leaders develop follower skills and confidence to prepare them to assume more responsibility in an empowered organization. The leaders provide support and encouragement when necessary to maintain enthusiasm and effort in the face of obstacles, difficulties, and fatigue. As a result of this influence, followers feel trust and respect toward the leader, and they are motivated to do more than they originally expected to do.

The ultimate goal of transformational leadership is to 'transform' people and organization to change, 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,1997).

Transformational leaders encourage problem solving in followers rather than constantly providing solutions and directions and a greater pool of knowledge. Bass and Avolio (1994) suggest that a consequence of this behavior is that followers develop the capacity to solve future problems which might be unforeseen by the leader.

Therefore, for this research transformational leadership is the process of influencing and inspiring followers to commit to a shared vision and goals, induce followers to transcend self-interest for the sake of organization and develop followers' skills and build commitment in order to achieve organizational objectives. Transformational leaders are proactive, raise follower awareness for uplifting collective interests, and help followers achieve extraordinary goals (MLQ, n.d.). Transformational leaders achieve

these maximum results in the organization by employing one or more of behaviors which is presented in the following table.

Table 2-1: Transformational Leadership Style

Behaviors	Key Indicators
Idealized Attributes	Builds trust, confidence and instills pride
Idealized Behaviors	Emphasizes collective sense of mission, and talks about values and beliefs.
Inspirational Motivation	Raises expectations and beliefs concerning the mission or vision. Expresses enthusiasm, optimism, and confidence
Intellectual Stimulation	Challenges old assumptions and stimulates idea generation. Encourages problem solving, critical thinking, and creativity
Individualized Consideration	Determines individual needs and raises them to higher levels. Develops, coaches, and teaches.

1. Idealized Influence

Idealized influence is characterized by leaders who behave as role models for their followers; they become admired, respected, and trusted. The leader's behavior is consistent, rather than arbitrary, and the leader shares in any risks taken. The leader demonstrates high standards of ethical and moral conduct and avoids using power for personal gain (Avolio and Bass, 1994). Yukl (2008) argued that Idealized Influence includes leading by example and making sacrifices, but this behavior may be used to manage follower impressions and gain their trust rather than to express a leader's true concern for the mission or subordinates. Bass and Avolio (1990) suggest that leaders demonstrating idealized influence instill pride in their subordinate. As a result of this employees have a high level of trust and confidence in such leaders, tend to adopt their vision, seek to identify with them and develop a strong sense of loyalty to them.

According to Bass and Avolio (1990), Idealized Influence can be classified in idealized influence attributes and idealized influence behavior. 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 refers to a leader behavior which results in followers identifying with leaders and wanting to emulate them. The Key indicators for idealized leadership style are those leaders who has demonstrated unusual competence, celebrates followers' achievements, addresses crises 'head on' and uses power for positive gain.

2. Inspirational Motivation

Antoniadis et al. (2003) defined inspirational motivation as the ways leaders energize their followers by viewing the future with optimism, stressing ambitious goals, projecting an idealized vision, and communicating to followers that the vision is achievable. Inspirational motivation can be used to increase subordinate commitment to task objectives, even though the leader cares only about self-enhancement and career advancement (Yukl, 2008).

Bass, Avolio, Jung and Berson (2003) argued that leaders behave in ways that motivate those around them by providing meaning and challenge to their followers' work. Individual and team spirit is aroused. Enthusiasm and optimism are displayed. The leader encourages followers to envision attractive future states, which they can ultimately envision for themselves. The key indicator for this leadership style are those leaders who present an optimistic and attainable view of the future, moulds expectations and shapes meaning, reduces complex matters to key issues using simple language and create a sense of priorities and purpose.

3. Intellectual Simulation

Intellectual stimulation refers to leader actions that appeal to followers' sense of logic and analysis by challenging followers to think creatively and find solutions to difficult problems (Bass et al., 2003). It occurs when leaders

encourage their followers to be innovative and creative by questioning assumptions, reframing problems and approaching old situations in new ways. Intellectual stimulation also occurs when the leader prompts the followers to provide alternative solutions to the problems and challenges. The result is that followers are encouraged to try new approaches; their ideas are not criticized when they differ from the leader's ideas (Avolio and Bass, 1994). Yukl (2008) argued that intellectual stimulation can be used to increase creative ideas that will enhance the leader's reputation. Essentially, 'intellectual stimulation' involves the leader stimulating the followers to think through issues and problems for themselves and thus to develop their own abilities. The Key indicators for this style of leadership are those leaders who re-examine assumption, recognizes patterns that are difficult to imagine, are willing to put forth or entertain seemingly foolish ideas, encourages followers to revisit problems and creates a 'readiness' for changes in thinking.

4. Individualized Consideration

Individualized consideration refers to a leader behavior that contributes to follower satisfaction by advising, supporting, and paying attention to the individual needs of followers, and thus allowing them to develop and self-actualize (Bass et al., 2003). It can be used in an inauthentic way to build subordinate loyalty (Yukl, 2008). Bass et al. (2003) argued that leaders pay attention to each individual's need for achievement and growth by acting as a coach or mentor. Followers are developed to successively higher levels of potential. New learning opportunities are created along with a supportive climate in which to grow. Individual differences in terms of needs and desires are recognized. They also demonstrate self-determination and commitment to attaining objectives and present an optimistic and achievable view of the future. The individualized leader demonstrates concern for his or her followers, treats them as individuals, gets to know them well and listens to both their concerns and ideas. This style of leadership is highly recognized as the behaviors exhibited by some of the best leaders. The key indicators of this style of leadership are those leaders who recognize differences among

people pertaining to their strengths and weaknesses, likes and dislikes, are an 'active' listener, assigns projects based on individual ability and needs, encourages a two-way exchange of views and promotes self-development.

To summarize, the overall characteristics of transformational leadership are first making a compelling case for change. The transformational leader helps to bring about change by making a convincing case for it. Secondly, Inspiring shared vision, seeking broad input, and encouraging everyone to think of a new and better future. Thirdly, change needs to be led. A sense of urgency must be instilled. Collaboration has to be encouraged and the self-confidence of followers' must be increased. Finally, change needs to be embedded. This is achieved by monitoring progress, changing appraisal and reward systems, and hiring staff with a commitment to collaboration.

2.3.2 Transactional Leadership Style

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), transactional leadership occurs when the leader sets expectations, standards, or goals to reward or discipline a follower depending on the adequacy of a follower's performance. Transactional Leadership focuses on everything in terms of explicit and implicit contractual relationships. 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 theorized to include contingent reward leadership, management by exception active and management by exception passive (Antoniadis et al., 2003). Transactional leaders display both constructive and corrective behaviors. Constructive behavior entails contingent reward, and corrective dimension take in management by exception. Contingent reward involves the clarification of the work required

to obtain rewards and the use of incentives and contingent reward to exert influence. It considers follower expectations and offers recognition when goals are achieved. The clarification of goals and objectives and providing of recognition once goals are achieved should result in individuals and groups achieving expected levels of performance (Bass, 1985). Active management by exception refers to the leader setting the standards for compliance as well as for what constitutes ineffective performance, and may include punishing followers for non-compliance with those standards. This style of leadership implies close monitoring for deviances, mistakes, and errors and then taking corrective action as quickly as possible when they occur. Therefore, Transactional leaders achieve these maximum results in the organization by employing one or more of the behavior which is presented in the following table.

Table 2-2: Transactional Leadership Style

Behaviors	Key Indicators
Contingent Reward	Clarifies objectives and exchanges rewards for performance.
Management-by- Exception: Active	Takes corrective actions when mistakes occur. Leaders systematically monitor mistakes and deviations for standards.
Management-by- Exception: Passive	Take no action unless a problem arises, avoids unnecessary change, and enforces corrective action when mistakes are made. Places energy on maintaining status quo

1. Contingent Reward

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

2. 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, 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). 'Management-by-expectation' 'active' negatively related to innovation and creativity in the organization. Even when executed well, this leadership style only tends to produce performance of a moderate standard. The key indicator of Active 'management-by-expectation' 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 teaches followers how to correct mistakes.

In passive management by exception, the leader intervenes only when things go wrong. In general, one can conclude that transactional leadership is an exchange relationship that involves the reward of effort, productivity and loyalty (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 or laissez-faire. Such passive leaders avoid specifying agreements, clarifying expectations, and providing goals and standards to be achieved by followers (Antonakis et al., 2003). Passive

'management-by-exception' 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, avoids unnecessary change, enforces corrective action when mistakes are made, places energy on maintaining status quo and fixes the problem and resumes normal functioning.

2.3.3 Laissez-Faire Leadership Style

Laissez-faire in French literally means to let people do as they choose. Laissez-faire leadership represents the absence of a transaction of sorts with respect to leadership in which the leader avoids making decisions, abdicates responsibility, and does not use their authority. It 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).

Yukl (2008) argued that laissez-faire leader shows passive indifference about the task and subordinates for example ignoring problems and ignoring subordinate needs. It is best described as the absence of effective leadership rather than as an example of transactional leadership.

Deluga (1990) also describes the laissez-faire leader as an extreme passive leader who is reluctant to influence subordinates' considerable freedom, to the point of abdicating his/her responsibilities. There is no relationship exchange between the leader and the followers. The key indicators of this leadership style are those leaders who avoid making decisions, abdicate responsibilities, refuse to take sides in a dispute and shows lack of interest in what is going on.

In most cases Bass and Avolio (1997) cited in Garg and Ramjee (2013) suggested that for effective leadership, the mean score of greater or equal to 3.0 is for Idealized influence (Behavior), Idealized influence (Attributed), Individual Consideration, Intellectual Simulation and Inspirational

Motivation. The mean score for Contingent reward is 2, from the range of 1.0 to 2.0 is for Management –by- exception (Active) and from range of 1.0 to 0.0 is for Management –by- exception (passive) and for laissez-faire.

To summarize that as we have seen in this section, different definition of leadership, leadership theories and FRLT have been discussed. Leadership is a process of inspiring and influencing people by providing purpose, direction and motivation to accomplish the mission and goal of the organization. Leadership theories have developed and passed serious of school of thought from Great Man and Trait theories to Transformational leadership. FRLT describes a full range of influencing styles from non-leadership to powerful transformational leadership behavior. FRLT comprises three typologies of leadership behavior: transformational leadership, transactional leadership and laissez-faire leadership. They are presented by nine distinct factors.

2.4 Organizational Commitment

There have been many definitions that appeared over the years of organizational commitment. Following are some of the most commonly used.

Mowday, Porter and Steers(1982) cited in Kondalkar(2007) define organizational commitment as a strong desire to remain member of a particular organization, willingness to exert high level of effort on behalf of the organization and a definite belief in and acceptance of value and goals of the organization. In other words, employees display an attitude of belonging to the organization. It indicates that committed employees devote their time to the organization and they consider themselves as a part of the organization.

According to Allen and Meyer (1990), organizational commitment is defined as a psychological state that characterizes the employee's relationship with the organization and has implications for the decision to continue employment with the organization. It is the psychological bond of the employees with the organization because of shared beliefs and values. In relation to this, organizational commitment is the relative strength of the

employee's identification with and involvement in a particular organization. Employees who are strongly committed are those who are least likely to leave the organization (Allen et al., 1990). Due to this commitment, employees who has positive contribution to the success of the organization by devoting full time, accepting and implementing the organizational goals and objectives. In other words they are ready to work extra time for the sake of the success of the organization.

Research shows that organizational commitment is critical because it can influence organizational outcomes as performance, absenteeism, quitting or turnover intention, and positive citizenship behaviors, all of which may ultimately affect an organization's growth and success (Panayiotis et al., 2011). If employees are committed, they are liable to dedicate full working time to the organization which directly decrease absenteeism and employee turnover in the organization.

Because of various approaches to conceptualizing and exploring organizational commitment, organizational commitment in this research is defined as a psychological bond of the employees with the organization because of shared vision, beliefs and value, employees willingness to make use of high level of effort, acceptance of value and goals for the sake of long term success of the organization. If there is high level of organizational commitment in the organization, employees understand and share the value and beliefs of the organization, they want to be part of the organization and working in the organization give maximum effort to reach the goals of the organization.

2.5 The Three Components of Organizational Commitment

Organizational commitment has been conceptualized and measured in various ways. The most popular conceptualization of organizational commitment is Allen and Meyer's theory. They reviewed the literature and found that organizational commitment comprises three components: a) Affective attachment caused by psychological factors, called affective

commitment: employees intend to remain with the organization because they want to; b) attachment caused by the perceived cost, called continuance commitment: employees intend to remain with the organization because they need to; c) attachment caused by moral factors such as obligation, called normative commitment: employees intend to remain with the organization because they feel they ought to (Allen et al.,1990). Each component would be reviewed as follows.

2.5.1 Affective Commitment

The first dimension of organizational commitment is affective commitment that represents the individual's emotional attachment to the organization. According to Allen et al. (1990), affective commitment refers to an employee's emotional attachment to, involvement in, and identification with the organization and its goals. Affective commitment involves three aspects such as the formation of an emotional attachment to an organization, identification with, and the desire to maintain organizational membership. In this context, affective commitment reflects the identification and commitment situation where the employees stay in the organization with their own will.

Allen and Meyer (1990) further argue that individuals will develop emotional attachment to an organization when they identify with the goals of the organization and are willing to assist the organization in achieving these goals. They further explain that identification with an organization happens when the employee's own values are in harmony with organizational values and the employee is able to internalize the values and goals of the organization.

Affective commitment is an attitudinal based and in this situation the employees look at themselves as a part of the organization. Individuals with high levels of affective commitment continue employment because they *want* to. Therefore, 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).

2.5.2 Continuance Commitment

The second dimension of organizational commitment is continuance commitment. Continuance commitment 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).

Allen and Meyer (1990) further explained continuance commitment as a form of psychological attachment to an employing organization that reflects an employee's presence in an organization as the high costs involved in leaving the current organization.

Allen and Meyer (1990) again indicated that, in addition to the fear of losing investments, individuals develop this commitment because of a perceived lack of alternatives and this would be based on perceptions of employment options outside the organization where employees believe they do not have the skills required to compete for positions in another field or who work in environments where the skills and training they get are very industry specific. 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. Therefore, in order to retain employees who are continuance committed, the organization needs to give more attention and recognition to elements that improve employees' morale to be affectively committed.

2.5.3 Normative Commitment

The last dimension of the organizational commitment model is normative commitment which involves a feeling of moral obligation to continue working for a particular organization. Employees with a high level of normative commitment feel they ought to remain with the organization (Allen & Meyer, 1990). They argue that the moral obligation of normative commitment arises either through the process of socialization within the society or the organization. It can be explained by other commitments such as marriage, family, religion, etc. Therefore, when it comes to one's commitment to their place of employment, they often feel like they have a moral obligation to the organization (Meyer et al., 2001).

The three aspects of organizational commitment have different basis. It can be assumed that the three aspects of organizational commitment can exist at the same time. It is important to realize that the three organizational commitment dimensions are not mutually exclusive. 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). Employee retention, attendance, organizational citizenship, and job performance are organizational commitment outcomes. For example an employee with affective commitment will stay with an organization and be willing to exert more effort in organizational activities where as an employee with continuance commitment may stay with the organization but the employee may not be willing to exert any more effort to organizational actions.

According to Meyer and Allen (1997) cited in Gary and Ramjee (2013), there is no guidance about expected, desired, average or ideal means for affective, continuance and normative commitment scores. But researcher set a desired pattern having the highest scores for affective commitment, followed by normative commitment and then continuance commitment.

In general, when employees have good relationship with their immediate work group, they have higher level of commitment to the overall organizational commitment.

2.6 The link between Leadership styles and Organizational commitment

Earlier researches have dedicated a great deal of attention to the relationship between leadership style and organizational commitment. But the findings in this area are not consistent. Several researchers discovered that the dimensions of leadership style (transformational, transactional and laissez-fair) have positive relationship with organizational commitment. For instance, Ponnu and Tennakoon (2009) indicated that ethical leadership behavior has a positive impact on employees' organizational commitment. Similarly, some investigated the employees' perceptions of leadership style among leaders and its impact on organizational commitment and then found that leadership style plays important role in the employees' organizational commitment. Garg and Ramjee (2013) conclude that the leadership style of a manager can lead to higher measure of organizational commitment.

Similarly, Bass and Avolio (1993) also claimed that organizations have a kind of culture, which is represented by the leaders who use transactional or transformational leadership styles. According to their findings, transactional culture creates only short-term commitment, whereas transformational culture creates long-term commitment. It is assumed that leadership style has positive impact on the organizational commitment.

In contrast, researcher discovered a negative association between leadership style and organizational commitment. Awan and Mahmood (2009) in the study results on the relationship among leadership style, organizational culture and organizational commitment in University library show that laissez-fair leadership style has no effect on organizational commitment.

To summarize that, there are a number of literatures that describes the relationship between leadership styles and organizational commitment from

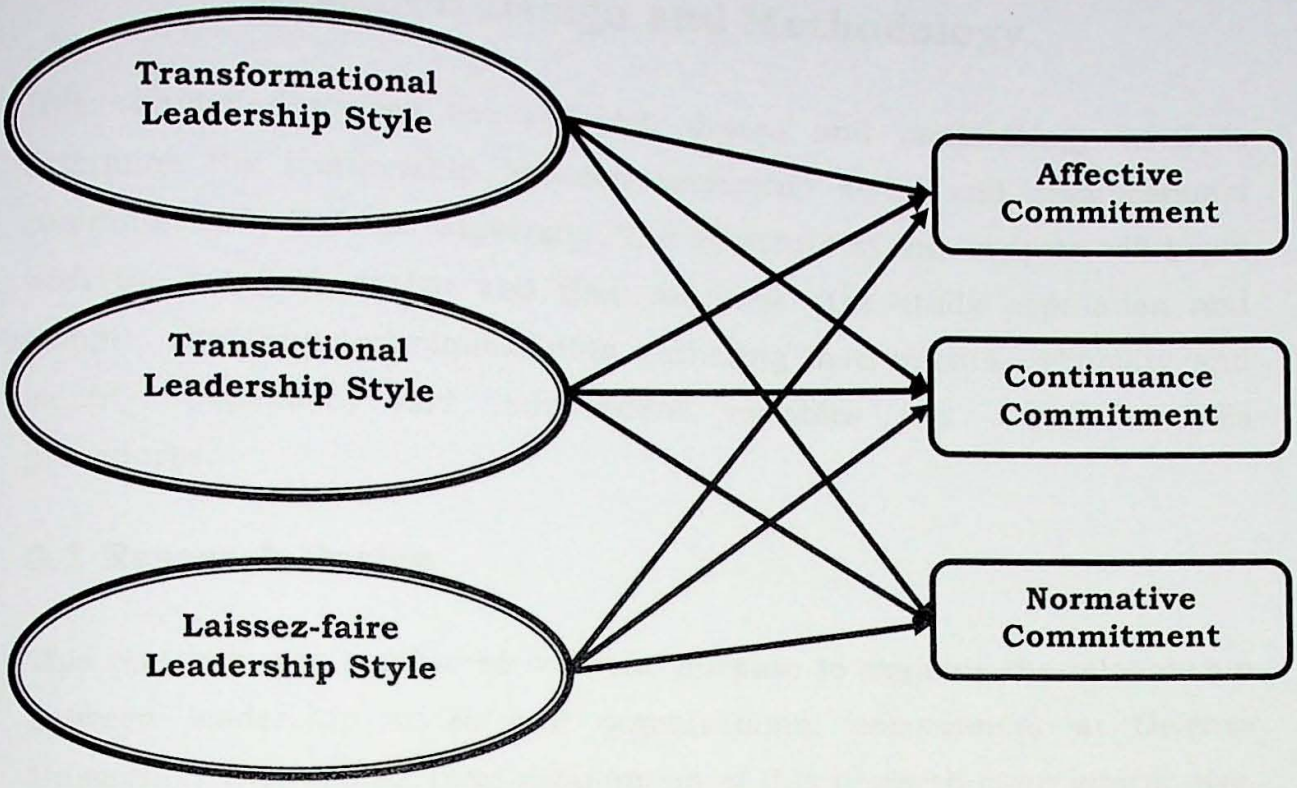
different point of views. Many articles repeat the same topic and similar findings. On the other hand, many researches in the literature show a strong relationship between leadership style and organizational commitment. But these researches were generally conducted in business organizations. The major objective of such organization is to generate profit. Yet there have been few researches which were conducted in education institutions particularly in government owned. The ultimate goal of such institutions is to provide quality education to citizens. Hence, the aim of this research is to examine the relationship between leadership styles and organizational commitment at Defense University.

2.7 Conceptual Framework

Leadership style is defined as a process of interaction between leaders and followers in which a leader attempts to influence followers in order to achieve a common goal. Full Range Leadership Model denotes three typologies of leadership behavior: Transformational, Transactional and Laissez-Faire leadership. Transformational Leadership is theorized to comprise five factors: Idealized influence (Attribute), Idealized influence (Behavior), Inspirational motivation, Intellectual simulation and Individual consideration. Transactional leadership is theorized to comprise three factors: Contingent reward, Management by exception (Active) and Management by exception (Passive). The third style of leadership is Laissez-Faire leadership. It is a passive kind of leadership that assumes the absence of transaction.

Organizational commitment can be thought of as the extent to which employees are dedicated to their organization and are willing to work to its benefit and prospect that they will maintain membership. There are three correlated but distinguished dimensions of organizational commitment. They are Affective commitment, Continuance Commitment and Normative commitment.

Figure 2-1: Conceptual Framework of Leadership Styles and Organizational Commitment



CHAPTER THREE
Research Design and Methodology

This chapter describes the research design and methodology used to determine the relationship between leadership styles and organizational commitment in Defense University. The structure of this chapter will begin with the research design and then discuses the study population and sample, sampling techniques, data gathering instruments, reliability and validity, dependent and independent variables and data analysis procedures.

3.1 Research Design

This research was conducted with the purpose to examine the relationship between leadership styles and organizational commitment at Defense University. The philosophical assumption of this research is an interpretive. Its aim is to see the relationship between leadership styles and organizational commitment through the perception of the employees being studied. Quantitative research approach was considered to be appropriate to gather data and address the research questions of this study. This is because it leads to accurate conclusion about the nature of the world and it also can potentially result in accurate statements about the way of the world really is (Fraenkel and Wallen, 2008). A quantitative research is based on the measurement of quantity or amount of leadership subscales and organizational commitment scales.

A correlation descriptive survey design describe a given state of affairs as it exists at present (Fraenkel and Wallen, 2008). The reason for the selection of such approach is that this research involves examining the relationship between leadership styles and organizational commitment and collecting data to test hypothesis.

A cross-sectional descriptive survey design was adopted in this study. This is where data is collected at one point in time from a predetermined population

(Fraenkel and Wallen, 2008). The variables are measured once through a survey where the opinions of the respondents are illustrated.

3.2 Sampling Techniques

The target population of the study includes both leaders and subordinates who are working in Defense University. According to organizational structure of Defense University, there are five different colleges. They are Ethiopian Staff and Command College, Defense Engineering College, Defense Health Science College, Maj. Gen. Hayelom Araya Military Academy and Maj. Gen Mulugeta Bulli TVET College. Because of different programs offered, all five colleges are deliberately selected for this study. The total populations of the study were 1168 employees who are working in Defense University.

A stratified random sampling technique was applied so as to obtain a representative sample of respondents from Defense University. This technique is preferred because there are several departments in each college of the University. In order to determine the number of respondents from each college, first the population was partitioned in to 5 subpopulation called strata (colleges) and then each college was also divided in to academic and non academic staff. Secondly, both staffs were divided in different departments and from each department a desired sample size was determined. Then proportional number of sample was allocated to each department of the Colleges and finally sample was drawn from each stratum. After having determined the number of respondents from each stratum, the respondents were selected using simple random sampling technique. All department heads are selected using purposive sampling. Generally the researcher used a combination of stratified and simple random sampling techniques to select samples. Since it ensures that the sample become representative and improves efficiency of data collection.

In order to get sufficient and relevant information from the respondents, employees who have worked for at least a year in the University were made to participate as respondents in this study. Leaders must have been also a

year in the current leadership position. This is for the reason that at least one year work experience is enough to identify the leadership behavior of the organization. All respondents were Ethiopians, because of different culture; foreign employees were excluded from the study.

3.3 Population and Sample Size

As summarized in table 3-1 below, the total population for this study was 1168 employees who were working in Defense University. The size of sample depends upon the amount of money available and time required for the study purpose. These factors should be kept in consideration while determining size of sample (Kothari, 2008).Therefore, in order to reach at statistically valid conclusion, the researcher sellected153 sample respondents.

Table 3-1: Population and Sample Size

Institutions	Population	Sample Size	
		Leader	Subordinates
Health Science College	364	9	32
Engineering College	301	13	27
Military Academy	227	7	19
TVET College	182	6	21
Command and Staff College	94	5	14
TOTAL	**1168**	**40**	**113**

3.4 Data Sources

In order to obtain relevant data for this study, both primary and secondary source of data were considered. According to Fraenkel and Wallen (2008) primary data source is data prepared by individuals who were participants in or a direct witness to the event that is being described. This type of data is more accurate.

Basically this research is empirical in nature. Because of this, primary data was collected from leaders and subordinates to address the research questions of the study. Due to the objective of the research, the more emphasis was given to primary data source

For better understanding and explanation of the research problem, the researcher collected data from secondary sources. Information from secondary data sources were used to supplement data obtained from primary data source. The secondary source is a document prepared by an individual who was not a direct witness to an event but who obtained information from someone (Fraenkel and Wallen, 2008). Secondary data were collected from books, journals (articles) and internet. This data is used to establish the theoretical framework and to design questionnaire. The main advantage of using secondary data for this research is to validate and compare the data obtained through questionnaire.

3.5 Data Gathering Instruments

Two separate instruments were used to collect relevant data for this research. Multifactor Leadership Questionnaire (MLQ) for leadership styles and Organizational Commitment Questionnaire (OCQ) for organizational commitment used to obtain quantitative information.

3.5.1 Multifactor Leadership Questionnaire

For the purpose of this research, the Full Range Leadership Development theory is a suitable theoretical construct of leadership. The Multifactor Leadership Questionnaire (MLQ) was formulated from the Full Range Leadership Development Theory consisting of transformational, transactional and laissez-faire leadership behaviors with nine subscales (Bass and Avolio, 1995). The transformational leadership style is divided into idealized charismatic behaviors and attributes. Factors representing transformational leadership include idealized influence (attributed), idealized influence (behavior), inspirational motivation, individualized consideration and intellectual stimulation. Transactional leadership style is represented by

two factors called contingent rewards and management-by-exception. Management-by-exception is also divided into Management-by-exception-active (MBEA) and Management-by-exception-passive (MBEP). The MLQ has been improved and tested since 1985 with the result many versions of the questionnaire have been developed. The latest version Form S-X was used in this study.

Participants were required to assess and testify as to how frequently the behaviors described by each of the statements are exhibited by their leader. The MLQ consists of two versions known as the 'rater version' and the 'self-rater version'. These two versions consist of exactly the same statements, except that they are written from different perspectives. In this study, leaders completed the self-rater MLQ, by rating themselves in terms of the transformational, transactional or laissez-faire leadership factors. Subordinates also completed the rater version of the same questionnaire.

Based on the context of Defense University, 36 items (4 items of each leadership subscales) were selected by excluding least relevant to this study. The excluded items are more related to cost, efficiency and outcomes. These items are 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. High score shows high effectiveness of leadership style perception while low score implies low effectiveness perception in the scale.

3.5.2 Organizational Commitment Questionnaire

Meyer and Allen (1984) initially distinguished between two types of commitment: affective commitment and continuance commitment. Affective commitment denoted a sense of belonging and emotional attachment to the organization, whereas continuance commitment emphasized the perceived costs of leaving the organization. Allen and Meyer (1990) subsequently introduced a third component of commitment, normative commitment, which reflected the perceived obligation to remain with the organization.

Organizational Commitment Questionnaire (OCQ) is a model used to measure employees' organizational commitment (Allen & Meyer, 1990). For this study, it is selected as the measurement instrument for employees' organizational commitment. OCQ consists of three dimensions as "Affective commitment", "Continuance commitment" and "Normative commitment". It is a self-scoring questionnaire and the responses to each of the 12 items (4 items for each dimension) were rated using a 5-point Likert scale labeled as 0 = strongly disagree, 1 = disagree, 2 = neither agree nor disagree, 3 = agree, 4 = strongly agree. High score shows high employees' organizational commitment perception while low score implies low perception in the scale.

3.6 Reliability and Validity

Reliability (internal consistency) and validity (construct validity) are the statistical criteria used to assess whether the research provides a good measure. They are the two important concepts that should be considered when the researcher select or design the instrument. According to Fraenkel and Wallen (2008) 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 result. The term validity refers to the appropriateness, meaningfulness, correctness, and usefulness of any inferences a researcher draws based on data obtained through the use of an instrument (Fraenkel and Wallen, 2008). It is the degree to which an instrument measures what it is supposed to measure (Kothari, 2008). Reliable measuring instrument does contribute to validity, but a reliable instrument need not be a valid instrument (Kothari, 2008).

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).

3.6.1 Validity and Reliability of the Multifactor Leadership Questionnaire

The reliability and validity of Multifactor Leadership Questionnaire was tested. Avolio, Bass and Jung (1999) confirmed the reliability of MLQ by using a large pool of data (N=1394). Avolio, Bass and Jung as cited by Humphreys (2001) reported reliabilities for total items and for each of the leadership factor scales range from 0.74 to 0.94.Internal reliability for each item leadership styles are as follows:-

Table 3-2: Internal Reliability Coefficient

Leadership Styles	Item	Reliability Coefficient
Transformational	Idealized influence (Attributed)	0.86
	Idealized influence (Behavior)	0.87
	Inspirational motivation	0.91
	Intellectual stimulation	0.90
	Individual consideration	0.90
Transactional	Contingent Reward	0.87
	Management-by-exception (Active)	0.74
	Management-by-exception (Passive)	0.82
Laissez-Faire	Laissez-Faire	0.83

The above results showed the data gathering instrument which is used to measure leadership styles and behavior could be reliably measured.

3.6.2 Validity and Reliability of Organizational Commitment Questionnaire

Some studies have been conducted to examine the reliability (Cronbach's Alpha coefficient) of the OCQ. Allen and Meyer (1990) reported the reliability of the affective commitment scale as 0.87, continuance commitment scale as 0.75 and the normative commitment scale as 0.79. Meyer, Stanley, Herscovitch and Topolnytsky (2002) performed a meta-analysis of studies using both the 6-item and 8-item OCQ. They collected data from a large

number of people (N=47073 for AC, N=22080 for NC and N=34424 for CC) during the last 15 years dating back to 1985. The mean reliability from all the studies was 0.82 for affective commitment, 0.73 for continuance commitment and 0.76 for normative commitment. These results showed that the instrument used to measure the three organizational commitments could be reliable.

3.7 Cronbach's Alpha Reliability Coefficent for MLQ and OCQ

Cronbach's Alpha reliability coefficients were calculated to estimate the reliability of the MLQ and OCQ instruments. The Cronbach's Alpha reliability coefficients for leadership subscales and organizational commitment dimensions are given in the table 3.7 below. According to Singh (2007), the figure of 0.75 or more usually is treated as a rule of thumb to denote an accepted level of reliability. Therefore, the Cronbach Alpha reliability coefficient for MLQ is 0.833 and OCQ is 0.752, which are acceptable.

Table 3-3: Cronbach's Alpha Reliability Coefficent for MLQ and OCQ

Dimension	Mean	Std. Dev.	Cron. Alpha	Evaluation
Idealized influence (Attributed)	2.35	0.76	0.467	Poor
Idealized influence (Behavior)	2.38	0.85	0.613	Good
Inspirational motivation	2.31	0.89	0.678	Good
Intellectual stimulation	2.35	0.79	0.696	Good
Individual Consideration	2.21	0.81	0.463	Poor
Contingent Reward	2.46	0.81	0.781	Accepted
Management-by-exception (Active)	2.02	0.71	0.499	Poor
Management-by-exception (Passive)	1.67	0.82	0.641	Good
Laissez-Faire	1.50	0.78	0.664	Good
Affective commitment	1.97	0.73	0.539	Good
Continuance commitment	2.44	0.66	0.551	Good
Normative commitment	2.17	0.70	0.542	Good

The results in the table 3.3 above indicate that generally MLQ and OCQ instruments used were reliable. For this study, MLQ and OCQ instruments were reliable measures of leadership behavior and organizational commitment.

3.7 Variables of the Study

For this study, Full Range Leadership behaviors were considered separately as independent variables. The subscales for these variables were contained in the Multifactor Leadership Questionnaire (MLQ Form 5-X). On the other hand, three separate measures of organizational commitment were used as dependent variables. These measures were the affective, continuance and normative commitment scale of the OCQ.

Table 3-4: Independent and Dependent Variables

INDEPENDENT VARIABLES		
Variables	**Scales**	**Indicators**
Transformational Leadership	Idealized influence (Attributed)	10,18,21,25
	Idealized influence (Behavior)	6,14,23,34
	Inspirational motivation	9,13,26,36
	Intellectual stimulation	2,8,30,32
	Individual consideration	15,19,29,31
Transactional Leadership	Contingent Reward	1,11,16,35
	Management-by-exception (Active)	4,22,24,27
	Management-by-exception (Passive)	3,12,17,20
Laissez-Faire	Laissez-Faire	5,7,28,33
DEPENDENT VARIABLES		
Variables	**Scales**	**Indicators**
Organizational Commitment	Affective commitment	1,4,9,10
	Continuance commitment	7,8,11,12
	Normative commitment	2,3,5,6

3.8 Techniques of Data Analysis

Descriptive statistics was used to compile and analyze the data. The collected data was analyzed up on receiving completed surveys by using statistical techniques. The survey data was processed using SPSS version 20. The relevant data was coded, summarized and then transferred to SPSS version 20 to be analyzed and presented.

The researcher used frequency tables to summarize the demographic characteristics of sample respondents in the form of frequency and percentage. The mean and standard deviation of sample respondents to leadership styles and organizational commitment dimensions were calculated in order to examine employees' perception about leadership styles and organizational commitment.

A t-test is a statistical tool used to compare the two sample mean of the study (Huck, 2012). The researcher considered t-test to compare the MLQ mean of leaders and subordinates response results to identify if there was significant difference between the two samples on all subscale of leadership styles.

A two-tailed Pearson Correlation analysis was used to investigate the relationship between different leadership styles and organizational commitment dimensions. Correlation coefficient (r) is normally reported as a decimal number somewhere between -1.00 and +1.00 (Huck, 2012). Its result gives the researcher an idea of the extent of the relationship between the two variables (leadership styles and organizational commitment). According to Huck (2012) a positive correlation coefficient (r) indicates a positive and direct relationship and a negative correlation coefficient (r) indicates a negative relationship and an indirect or inverse relationship between the two variables (leadership styles and organizational commitment). A zero correlation indicates that there is no correlation between the variables.

The level of significance is defined as the probability a researcher is willing to accept or reject the null hypothesis when that hypothesis is true (Singh, 2007). For this study significance level (alpha level) of 0.05 and 0.01 are taken as the standard for a two-tailed test. It is the probability of the value of the random variable falling in the critical region (Singh, 2007). In accordance with various researchers the significance levels most commonly used in educational research are the 0.05 and 0.01 levels (Huck, 2012).

The hypothesis test procedure for this research was if the p-value is less than the alpha level of 0.05 ($P<0.05$) or 0.01 ($P<0.01$), the researcher will reject the null hypothesis and conclude that there is significant correlation between leadership styles and organizational commitment. On the other hand if the p-value is greater than the alpha level of 0.05 ($P>0.05$) or 0.01 ($P>0.01$), the researcher will fail to reject the null hypothesis and conclude that there is no significant relationship between the two variables.

3.9 Ethical Consideration

During conducting this research, maximum effort was made to keep the data collected confidential. A guaranty was given to all respondents where their personal data was not reported in this study. The entire respondents were willing to provide relevant information. The final copy of this research report will be given to Defense University.

CHAPTER FOUR
Presentation, Analysis and Interpretation of Data

This chapter presents and discusses the results of data collected. Descriptive and inferential statistics were used to summarize quantitative data. The results of the correlation analysis of leadership styles and organizational commitment were discussed. This helped the researcher to interpret and understand the results.

4.1 Sample Response Rate

The data for the study was distributed to five different colleges at Defense University: namely Ethiopian Staff and Command College, Defense Engineering College, Defense Health Science College, Maj. Gen Hayelom Araya Military Academy and Maj. Gen. Mulugeta Bulli TVET College. The sample plan of this study was composed of 40 leaders and 113 subordinates. A total of 153 questionnaires were distributed to the respondents and out of these questionnaires a total of 126 questionnaires were successfully completed and returned. The total response rate was 82.4 %. As a result, the analysis of this research is based on the number of questionnaires collected. This is more clarified under the following table.

Table 4-1: Sample Response Rate

Position	Sample Taken	Response Rate
Leader	40	80%
Subordinate	113	83.2%
Total	**153**	**82.4%**

4.2 Demographic Characteristics of Sample Respondents

A profile of 126 sample respondents of Defense University who participated in this research was summarized in the form of frequency and percentage. Data presented graphically for each of the variables. The characteristics include gender, age, work experience and educational level. The demographic

characteristics of sample respondents were calculated so as to show the distribution and representativeness of sample respondents.

4.1.1 Gender Distribution

Table 4-2: Gender Distribution of the Sample

Gender	Frequency	Percent	Cum. Percent
Male	119	94.4	94.4
Female	7	5.6	100
Total	**126**	**100.0**	

Table 4-2 in the above shows that the gender distribution of the selected sample. There were large number of male respondents (n=119, which is 94.4% of the sample (n=126) and the female respondents (n=7) comprise 5.6% of the sample. This big variation is due to the small number of women holding academic position in Defense University.

4.2.2 Age of the Employees

The data presented in table 4-3 below describe age of the sample respondents distributed among five age categories.

Table 4-3: Age Distribution of the Sample

Age of Employees	Frequency	Percent	Cum. Percent
21 to 25 years	2	1.6	1.6
26-30 Years	24	19.0	20.6
31 to 35 Years	38	30.2	50.8
36 to 40 years	29	23.0	73.8
Above 41 Years	33	26.2	100.0
Total	**126**	**100.0**	

The majority of the respondents (30.2%, n=38) were between the ages of 31 and 35 years old. While 26.2% or n=33 of the respondents fell above 41 years old. Similarly, respondents whose age lies between 36 and 40 years were 23% or n=29. Of the total responses, 73.8% of the respondents were

within the age ranges of 21 to 40 years. This shows that the majority of the employees in Defense University were young. Therefore, the majority employees were within the productive age.

4.2.3 Level of Education

Table 4-4 below shows that the educational qualification of sample respondents. A majority of respondents (n=62, 49.2%) held master's degree. Respondents with a bachelor's degree account for 43.7 % or n=55. The remaining small number of respondents (n=2) had third degree (PhD).

Table 4-4: Respondents' Level of Education

Age of Employees	Frequency	Percent	Cum. Percent
TVET Diploma	7	5.6	5.6
First Degree	55	43.7	49.2
Master Degree	62	49.2	98.4
Third Degree (PhD)	2	1.6	100.0
Total	**126**	**100.0**	

4.2.4 Work experience of Respondents

As it can be seen in table 4-5 below that the majority (n=91, 72.2 %) of the respondents had work experience from 1 to 5 years in the current positions. However, 21.4% (n=27) and 6.3%(n=8) of the respondents indicated service experience with the current position between 6 and 10 years and above 11 years respectively. On the other hand, 43.7% (n=55) individuals indicated that they had been working in MoND above 11 years. The average working experience in the current position and in MoND was approximately 5 years and 10 years respectively. This shows that respondents have full information about their leaders and the organization itself.

Table 4-5: Work Experiance of Respondents

Current position					
Service Years	**Frequency**	**Percent**	**Cu.Per**	**Mean**	**Std.dv**
1 to 5 Years	91	72.2	72.2	**4.57**	**3.026**
6 to 10 years	27	21.4	93.7		
11 Years and above	8	6.3	100.0		
Total	**126**	**100.0**			
Current Organization					
Service Years	**Frequency**	**Percent**	**Cu.Per**	**Mean**	**Std.dv**
1 to 5 Years	30	23.8	23.8	**9.94**	**5.280**
6 to 10 years	41	32.5	56.3		
11 Years and above	55	43.7	100.0		
Total	**126**	**100.0**			

4.3 Descriptive Statistics Results

Table 4-6: Mean Scores and Standard Deviation

Dimension	Code	Valid (N)	Mean	Std. Dev.
Idealized influence (Attributed)	IA	126	2.35	0.76
Idealized influence (Behavior)	IB	126	2.38	0.86
Inspirational motivation	IM	126	2.32	0.89
Intellectual stimulation	IS	126	2.35	0.79
Individual Consideration	IC	126	2.21	0.81
Contingent Reward	CR	126	2.46	0.81
Management-by-exception (Active)	MBEA	126	2.03	0.72
Management-by-exception (Passive)	MBEP	126	1.67	0.82
Laissez-Faire	LF	126	1.50	0.78
Affective commitment	AF	94	1.97	0.73
Continuance commitment	CC	94	2.44	0.66
Normative commitment	NC	94	2.18	0.70

Table 4.6 in the above shows the mean and standard deviation for the five transformational leadership subscale, three transactional leadership subscale, one laissez-faire subscale and three organizational commitment scales. The sample size for all leadership variables was 126 where as all organizational commitment variables have a sample size of 94. Leaders did not rate themselves on their personal view of organizational commitment. Thus, one of the objectives of the study was to determine the employees' perception about the leadership styles and the three different dimension of organizational commitment.

One can infer from the table that the mean and standard deviation value for each of the transformational leadership subscales were calculated between 2.21 to 2.38 and 0.76 to 0.89 respectively. Whereas for each of transactional leadership subscale' mean and standard deviation value ranges from 1.67 to 2.46 and 0.72 to 0.82 consequently. The mean and standard deviation for laissez-faire is 1.50 and 0.78 respectively. From leadership subscales, the highest score value of standard deviation was inspirational motivation with 0.89 standard deviation. The next highest standard deviation was idealized influence (behavior) which attained 0.86 standard deviation scores. The highest standard deviation value indicates that a wide spread of responses.

In accordance with the ideal level for the most effective leadership which was suggested by Bass and Avolio (1997), the mean score of greater or equal to 3 for Idealized influence (Attributed), Idealized influence (Behavior) Inspirational motivation, Intellectual stimulation and Individual consideration but the range of mean scores of transformational leadership subscales obtained in this research was between 2.21 to 2.38. The mean score for transformational leadership subscale were less than Bass and Avolio's suggestion. This shows that leaders were not displaying the ideal levels of transformational leadership behavior at Defense University. The ultimate goal of transformational leadership behaviors were not achieved i.e. instilling pride, inspiring a shared vision, talking optimistically, encouraging creativity, and placing much importance in coaching or training. In Defense University, employees perceived their leaders were not demonstrating

transformational leadership behavior which includes role model for their followers, articulating visions, building commitment and loyalty, increasing motivation and encouraging creative ideas.

On the other hand, Bass and Avolio (1997) also suggested a mean score of 2 for Contingent reward, ranges from 2 to 1 for Management-by-exception (Active) and between 1 and 0 for Management-by-exception (Passive) and Laissez- faire. The mean scores obtained in this study were 2.46 for Contingent reward, 2.03 for Management-by-exception (Active), 1.67for Management-by-exception (Passive), and 1.5 for Laissez- faire. The overall transactional leadership styles mean scores for this study were above the range of Bass and Avolio (1997) suggestion. This implies that leaders demonstrated greater level of transactional and Laissez- faire behavior of leadership at Defense University. Employees perceived their leaders as doing above standards, expectations and recognizing accomplishments. Leaders clarify objectives and exchange rewards for performance. They also inspire a high degree of involvement, loyalty, commitment from subordinates. Employees also perceived as leaders were highly specify the standards for compliance or ineffective performance to monitor deviances, mistakes and errors then taking corrective action quickly. At the same time they were also highly waiting problem before taking action or ignoring problems and subordinates. Based on the high score of mean for Laissez-Faire leadership style, employees considered that their leaders were using their authority to make decision and accept responsibilities. They ignore problems and subordinates needs.

As indicated in table 4-6 the range of mean and standard deviation for each of organizational commitment scales were calculated between 1.97 to 2.44 and 0.66 to 0.73 respectively. The highest standard deviation score was 0.73 and it implies that affective commitment is widely dispersed of response. There is no guidance or ideal level of mean scores for organizational commitment scales. However, Meyer and Allen (1997) cited in Garg and Ramjee (2013) suggested a desired pattern for organizational commitment which is the highest mean scores for affective commitment, followed by

normative commitment and then continuance commitment. Accordingly, the highest mean of continuance commitment (2.44) implies that employees have strong continuance commitment at Defense University. Employees had high bond to organization because of the cost that employee leaving the organization. They were highly willing to remain in the organization because of investments that they had such as retirement, relationship with other employees. The mean score of normative commitment was 2.18 and it indicated that employees had high level of feeling of moral obligation to continue working for an organization. These moral obligations arise through the process of socialization within the society and the organization (marriage, family, religion etc). The mean score of affective commitment was 1.97 and it implies that employees had relatively low emotional attachment to, involvement in and identification with the organization and its goal. Employees did not consider themselves as belonging to Defense University.

Comparing the mean score of organizational commitment scale, relatively the highest score mean of organizational commitment is continuance commitment (2.44). This indicates that employees were needed to stay in the organization considering the cost of leaving. They were willing to remain in organization because of the cost and risk associated with leaving the current organization. This implies that employees at Defense University perceived that the organization give more attention to monetary value that improves employee's morale. Relatively the lowest mean score value of organizational commitment is affective commitment (1.97). This indicates that employees were not willing to stay in Defense University and accepting its objectives and values. The organization did not give attention to change the attitude of employees with positive feeling towards the organization and to internalize the vision, mission and values of the organization.

4.4 Comparisons between Leaders and Subordinates

For this research the result of t-test presents in the table 4-7 below were used to compare the mean value of leader and subordinates. In order to compare the two mean values, the researcher considered two major

assumptions. The first assumption is that the two measured variables (leaders and subordinates) were independent and the samples were selected randomly. Both variables are mutually exclusive. The second assumption was the data was normally distributed.

Table 4-7: Comparison for MLQ (Leaders and Subordinates) Responses

Variables	Group	N	Mean	Standard Deviation	SEM	Sig.(2-tailed)
Idealized Influence (Attributed)	Leaders	32	2.73	0.49	0.08	0.001
	Subordinates	94	2.22	0.79	0.08	
Idealized Influence (Behavior)	Leaders	32	3.06	0.57	0.10	0.000
	Subordinates	94	2.15	0.82	0.08	
Inspirational Motivation	Leaders	32	2.96	0.65	0.11	0.000
	Subordinates	94	2.09	0.86	0.08	
Intellectual Stimulation	Leaders	32	2.87	0.68	0.12	0.000
	Subordinates	94	2.17	0.74	0.07	
Individual Consideration	Leaders	32	2.86	0.68	0.12	0.000
	Subordinates	94	1.98	0.73	0.07	
Transformational Leadership	Leaders	32	2.90	0.50	0.09	0.000
	Subordinates	94	2.12	0.68	0.07	
Contingent Reward	Leaders	32	2.93	0.68	0.12	0.000
	Subordinates	94	2.30	0.79	0.08	
Management-by-Exception (Active)	Leaders	32	2.22	0.67	0.11	0.070
	Subordinates	94	1.96	0.72	0.07	
Management-by-Exception (Passive)	Leaders	32	1.49	0.97	0.17	0.142
	Subordinates	94	1.73	0.75	0.07	
Transactional Leadership	Leaders	32	2.21	0.45	0.08	0.042
	Subordinates	94	2.00	0.52	0.05	
Laissez-Faire Leadership	Leaders	32	1.53	0.90	0.15	0.834
	Subordinates	94	1.49	0.74	0.07	

According to data in table 4-7, all leadership style subscales (except Passive management-by-exception) mean scores for leaders were higher than those of subordinates. The mean score for leader's responses on transformational leadership were 2.90 with standard deviation of 0.05 whereas the mean score for subordinates was 2.12 with standard deviation 0.68. This shows that transformational leadership mean score for leaders were higher than those of subordinates. Regarding standard deviation, there was slight difference in variability of the scores of the leader and subordinates. According to Bass and Avolio (1997), transformational leadership subscale mean score are less than 3 but the mean score of Idealized influence (behavior) for leaders (3.06) was slightly higher than Bass and Avolio's (1997) suggestion. Individualized consideration mean score for subordinates was marginally lower than that of their leaders. This indicates that there was major difference between transformational leadership behavior that are practiced by leaders and behavior that are being perceived by subordinates.

The overall subscales of transactional leadership mean score for leaders were slightly higher than that of their subordinates. In group, transactional leadership mean scores for leaders was 2.21 and for subordinates it was 2.00. It shows that there was slightly difference between leadership behavior that leaders were being practiced and subordinates were perceived. Similarly, the laissez-faire mean score for leader was 1.53 with standard deviation 0.90 and subordinates mean score was 1.49 with a standard deviation 0.74. This shows that the mean and standard deviation values of the leaders' responses for laissez-faire leadership scale were higher than to that of subordinates. There was major difference in laissez-faire leadership that leaders were being practiced and exercised between the two.

Generally, it can be seen from table 4-7 above that there was variation in both leaders and subordinates mean scores, standard deviation and standard error mean. These variations may be due to different reasons. The difference in both leaders and subordinates mean scores may be due to the difference in sample size of the leaders (n=32) and subordinates (n=94). The result of standard deviation shows that subordinates have marginally higher

standard deviation than subordinates. If we consider the standard error mean, the result indicates that the leaders response had higher standard error mean than that of subordinates. According to (Kothari, 2008) standard error mean gives an idea about the reliability and perception of a sample. The smaller the standard error mean, the greater the uniformity of sample distribution.

The variation of mean scores, standard deviation and standard error mean in both leaders and subordinates are due to difference between leadership behavior which are being practiced by leaders and leadership behavior which are being perceived by subordinates.

A t-test analysis for equality of mean scores for this research were calculated to measure whether there was significance variation or not between mean scores of leaders and subordinates. The researcher used 95% ($p< 0.05$) confidence interval of the difference. The t-test analysis result was presented in the table 4-8 below.

Table 4-8: t-test for Equality of Mean Scores between Leaders and Subordinates

Variables	t-test for equality of means	t	d.f	Sig.(2-tailed)
Idealized Influence (Attributed)	Equal variances assumed	3.405	124	0.001
	Equal variances not assumed	4.270	87.933	0.000
Idealized Influence (Behavior)	Equal variances assumed	5.751	124	0.000
	Equal variances not assumed	6.802	76.096	0.000
Inspirational Motivation	Equal variances assumed	5.210	124	0.000
	Equal variances not assumed	5.953	70.168	0.000
Intellectual Stimulation	Equal variances assumed	4.689	124	0.000
	Equal variances not assumed	4.871	57.493	0.000
Individual Consideration	Equal variances assumed	5.913	124	0.000
	Equal variances not assumed	6.110	56.902	0.000
Transformational Leadership	Equal variances assumed	5.877	124	0.000
	Equal variances not assumed	6.768	71.445	0.000
Contingent Reward	Equal variances assumed	4.007	124	0.000
	Equal variances not assumed	4.287	60.894	0.000
Management-by-Exception (Active)	Equal variances assumed	1.825	124	0.070
	Equal variances not assumed	1.890	57.121	0.064
Management-by-Exception (Passive)	Equal variances assumed	-1.477	124	0.142
	Equal variances not assumed	-1.307	44.472	0.198
Transactional Leadership	Equal variances assumed	2.060	124	0.042
	Equal variances not assumed	2.208	61.131	0.031
Laissez-Faire Leadership	Equal variances assumed	0.211	124	0.834
	Equal variances not assumed	0.192	46.224	0.849

A t-test analysis in the table 4-8 above indicates that there were significant difference between the two samples (leaders and subordinates) in all dimensions of leadership except management-by-exception (active), management –by- exception (passive) and laissez-faire. This is because the p-values were below the 0.05 significance values. This indicates that there

was major difference between leadership behavior which are being practiced by the leaders and leadership behavior which are being perceived by subordinates. The p-values of management-by-exception (active), management-by- exception (passive) and laissez-faire leadership dimensions were above the 0.05 significance values. This indicates that there were no significant differences in the mean variation of the groups of subordinates.

4.6 The Link between Leadership Styles and Organizational Commitment

The objective of this study was examining the relationship between leadership styles and organizational commitment at Defense University. In order to examine the relationships, the researcher used two-tailed Pearson Correlation analysis to investigate the relationship between different leadership styles and organizational commitment dimensions. The result of the analysis provides correlation coefficients to indicate the strength and direction of the relationship between leadership styles and organizational commitment. According to Huck (2012), a positive correlation coefficient (r) indicates a positive and direct relationship and a negative correlation coefficient (r) indicates a negative relationship and an indirect or inverse relationship between the two variables (leadership styles and organizational commitment). A zero correlation indicates that there is no correlation between the variables. The value of correlation coefficients (r) nearer to +1 or −1 indicates high degree of correlation between the two variables. According to Somwkh and Lewin (2005) if correlation coefficient (r) is below 0.33 it is considered to be a weak relationship; if correlation coefficient (r) is between 0.34 and 0.66 it indicates a medium strength relationship; and if correlation coefficient (r) is between 0.67 and 0.99 it indicates a strong relationship.

The significance of relationship was determined by p-value. For this study significance level of 0.05 or 0.01 were taken as the standard for a two-tailed test of correlation. For this research, if the p-value is less than the alpha level of 0.05 ($P<0.05$) or 0.01 ($P<0.01$), the researcher rejected the null hypothesis and conclude that there is significant correlation between

leadership styles and organizational commitment. On the other hand, if the p-value is not less than the alpha level of 0.05 (P>0.05) or 0.01 (P>0.01), the researcher failed to reject the null hypothesis and conclude that there is no significant relationship between the two variables. The Pearson correlation result is presented in the table 4-10 below.

Table 4-9: Relationship between Leadership Styles and Organizational commitment

		TFL	TAL	LF	AC	CC	NC
TFL	Pearson Correlation	1					
	Sig. (2-tailed)						
	N	126					
TAL	Pearson Correlation	.610**	1				
	Sig. (2-tailed)	.000					
	N	126	126				
LF	Pearson Correlation	-.092	.348**	1			
	Sig. (2-tailed)	.305	.000				
	N	126	126	126			
AC	Pearson Correlation	.344**	.322**	.085	1		
	Sig. (2-tailed)	.001	.002	.416			
	N	94	94	94	94		
CC	Pearson Correlation	.296**	.313**	.184	.613**	1	
	Sig. (2-tailed)	.004	.002	.076	.000		
	N	94	94	94	94	94	
NC	Pearson Correlation	.469**	.563**	.106	.336**	.425**	1
	Sig. (2-tailed)	.000	.000	.307	.001	.000	
	N	94	94	94	94	94	94

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

The relationship between leadership styles and organizational commitment was investigated using correlation analysis which is presented in table 4-9 above. Based on these correlation analyses, the researcher tested each research hypothesis which was presented in chapter one of this research. The results of research hypothesis are given below.

Hypothesis one

H_{01}: There is no statistically significant relationship between transformational leadership and affective commitment to the Defense University.

From the table 4-9 above it is evident that there is a relatively medium but significant positive relationship between transformational leadership and affective commitment ($r=0.344$, $P<0.001$). Since the P-value was 0.001 which is less than 0.01, the null hypothesis was rejected. As a result, it can be concluded that there is sufficient evidence at the 1% level of confidence that there is a positive relationship between transformational leadership and affective commitment at Defense University.

Hypothesis Two

H_{02}: There is no statistically significant relationship between transformational leadership and continuance commitment at Defense University.

From the table 4-9 above it is clear that there is a relatively weak but significant positive relationship between transformational leadership and continuance commitment ($r=0.296$, $P<0.004$). Since the P-value was 0.004 which is less than 0.01, the null hypothesis was rejected. As a result, it can be concluded that there is sufficient evidence at the 1% level of confidence that there is a positive weak relationship between transformational leadership and continuance commitment at Defense University.

Hypothesis Three

H_{03}: There is no statistically significant relationship between transformational leadership and normative commitment at Defense University.

From table 4-9 above it is clear that there is a relatively medium but significant positive relationship between transformational leadership and

normative commitment (r=0.469, P<0.000). Since the P-value was 0.000 which is less than 0.01, the null hypothesis was rejected. As a result, it can be concluded that there is sufficient evidence at the 1% level of confidence that there is a positive relationship between transformational leadership and normative commitment at Defense University.

Hypothesis Four

H_{04}: There is no statistically significant relationship between transactional leadership and affective commitment at Defense University.

From the table 4-9 above it is clear that there is a relatively weak but significant positive relationship between transactional leadership and affective commitment (r=0.322, P<0.002). Since the P-value is 0.002 which is less than 0.01, the null hypothesis was rejected. As a result, it can be concluded that there is sufficient evidence at the 1% level of confidence that there is a positive relationship between transactional leadership and affective commitment at Defense University.

Hypothesis Five

H_{05}: There is no statistically significant relationship between transactional leadership and continuance commitment at Defense University.

From the table 4-9 above it is clear that there is a relatively weak but significant positive relationship between transactional leadership and continuance commitment (r=0.313, P<0.002). Since the P-value is 0.002 which is less than 0.01, the null hypothesis was rejected. As a result, it can be concluded that there is sufficient evidence at the 1% level of confidence that there is a positive weak relationship between transactional leadership and continuance commitment at Defense University.

Hypothesis Six

H_{06}: There is no statistically significant relationship between transactional leadership and normative commitment at Defense University.

From table 4-9 above it is clear that there is a relatively medium but significant positive relationship between transactional leadership and normative commitment ($r=0.563$, $P<0.000$). Since the P-value is 0.000 which is less than 0.01, the null hypothesis was rejected. As a result, it can be conclude that there is sufficient evidence at the 1% level of confidence that there is a positive medium relationship between transactional leadership and normative commitment at Defense University.

Hypothesis Seven

H_{07}: There is no statistically significant relationship between laissez-faire leadership and affective commitment at Defense University.

From table 4-9 above it is clear that there is a relatively weak and no significant positive relationship between laissez-faire leadership and affective commitment ($r=0.085$, $P<0.416$). Since the P-value is 0.416 which is greater than 0.01, the null hypothesis was not rejected. As a result, it can be concluded that there is no sufficient evidence at the 1% level of confidence. Therefore, it can be said that there is no statistically significant relationship between laissez-faire leadership and normative commitment at Defense University.

Hypothesis Eight

H_{08}: There is no statistically significant relationship between laissez-faire leadership and continuance commitment to the Defense University.

From the table 4-9 above it is clear that there is a relatively weak but insignificant positive relationship between laissez-faire leadership and

continuance commitment (r=0.184, P<0.076). Since the P-value is 0.076 which is greater than 0.01, the null hypothesis was not rejected. As a result, it can be concluded that there is no sufficient evidence at the 1% level of confidence. Therefore, it can be said that there is no statistically significant relationship between laissez-faire leadership and continuance commitment at Defense University.

Hypothesis Nine

H_{09}: There is no statistically significant relationship between laissez-faire leadership and normative commitment to the Defense University.

From the table 4-9 above it is clear that there is a relatively weak but insignificant positive relationship between laissez-faire leadership and normative commitment (r=0.106, P<0.307). Since the P-value is 0.307 which is greater than 0.01, the null hypothesis was not rejected. As a result, it can be concluded that there is no sufficient evidence at the 1% level of confidence. Therefore, it can be said that there is no statistically significant relationship between laissez-faire leadership and normative commitment at Defense University.

CHAPTER FIVE
Major Findings, Conclusions and Recommendations

This chapter provides summary of major findings, conclusion and recommendations. It also describes the implication of the findings. Finally, the conclusion and possible recommendation are presented.

5.1 Summary of Major Findings

The aim of this study was to examine the relationship between leadership styles and organizational commitment at Defense University. The objectives of the study were to identify the employees' perceptions about the leadership styles and different dimensions of organizational commitment and to examine the relationship between different leadership styles and organizational commitment dimensions.

MLQ and OCQ were used to measure leadership styles and organizational commitment respectively. A total of 126 employees from five different colleges provided usable data for analysis. Descriptive statistics, t-test analysis and Pearson correlation analysis were used to analyze the data.

In order to achieve the objectives of this research, MLQ instrument was considered to be reliable measure of transformational leadership, transactional leadership and laissez-faire leaderships. OCQ instrument was also considered to be reliable measure of affective commitment, continuance commitment and normative commitment.

The result of descriptive statistics indicated that leaders were not displaying the ideal levels of transformational leadership behavior at Defense University. This behavior includes instilling pride, inspiring a shared vision, talking optimistically, encouraging creativity, placing much importance in coaching or training subordinates, building commitment and loyalty and increasing motivation. Subordinates also perceived their leaders were not demonstrating transformational leadership behavior.

On the other hand, the results indicated that leaders were demonstrating greater level of transactional and Laissez- faire leadership behaviors at Defense University. According to employees' perception, leaders were doing above standards, expectations and recognizing accomplishments. Leaders clarify objectives and exchange rewards for performance. Leaders are also highly specifying the standards for compliance to monitor mistakes and errors then taking corrective action quickly. They also wait for problems before taking actions or ignoring problems and subordinates needs.

With regard to organizational commitment, the result reflects that employees had strong continuance commitment towards their organization. It means that employees had high bond to organization because of the cost that employee leaving the organization. They were highly willing to remain in the organization because of investments that they had such as retirement, relationship with other employees. According to normative commitment result, employees had high level of feeling of moral obligation to continue working for an organization. These moral obligations arise through the process of socialization within the society and the organization (marriage, family, religion etc). The lowest mean score was affective commitment. It implies that employees had low emotional attachment to, involvement in and identification with the organization and its goal. They were not considering themselves as belonging to the Defense University.

In accordance with t-test analysis result, leaders and subordinates had different perceptions on leadership styles exercised in Defense University. It means that there was a major difference between leadership behavior which are being practiced by the leaders and leadership behavior which are being perceived by subordinates.

From the results of correlation analysis, it was found that the relationship of transformational leadership styles and organizational commitment was not strong. There is a significant positive relationship between transformational leadership behavior and organizational commitments (Affective, Continuance and Normative commitment). This implies that transformational leadership

behavior is positively related to organizational commitment at Defense University. Transformational leadership behaviors includes building high level of trust and confidence, developing strong sense of loyalty to employees, inspiring shared vision and encouraging creativity (Bass and Avolio, 1990). These behaviors are positively related to organizational commitment. For affective commitment, it is found that leadership behaviors which are presented above were positively related to how employees willing to stay in the organization and to accept organizational objectives and values (Allen and Meyer, 1990). According to correlation analysis, it is found that transformational leadership has a weak relationship with continuous commitment (r=0.296) than affective commitment (r=0.344). The findings suggest that transformational leadership behaviors were positively related to how employees feel about their obligation to commit to the organization because of the monetary, social and psychological and other costs associated with leaving the organization. With regard to normative commitment, transformational leadership have medium relationship with normative commitment (r=0.469) than affective commitment and continuance commitment. The findings suggest that transformational leadership behaviors are positively related to how employees feel about their moral obligation to continue working for organization. Transformational leadership behaviors were relatively strong to normative commitment as compared to affective and continuance commitments. This is important to the Defense University as normative commitment result in meaningful contribution than affective and continuance commitments to the organization. This implies that in Defense University employees have high level of normative commitment and they feel about how they ought to remain with Defense University. The feeling of obligation stops employees with normative commitment from leaving Defense University.

Generally, this research has shown that transformational leadership style had positive and significant relationship between organizational commitment dimensions in psychological, economic and moral terms. This result is consistent with previous studies, for example, Ponnu and Tennakoon (2009)

Garg and Ramjee (2013), Temesgen (2011) who indicated that leadership behavior has a positive impact on affective, continuance and normative commitment.

The results of correlation analysis further indicates that there is weak but significant and positive relationship between transactional leadership behavior and affective commitment (r=0.322), continuance commitment (r=0.313) and normative commitment (r=0.563). Transactional leadership behavior entail clarification of goals, exchange of rewards for meeting agreed-on objectives, monitoring deviance and taking corrective action quickly, and ignoring problems or waiting for problems to become serious before taking actions. These transactional leadership behaviors may be related to how employees feel about their willing to stay, obligation to commit and moral obligation to stay in the organization.

For laissez-faire leadership style, the correlation analysis result indicated that there is a weak but no significant positive relationship between laissez-faire leadership behavior and organizational commitment (Affective commitment, continuance commitment and normative commitment). Laissez-faire leadership behavior involves avoiding getting involved when problem arise, avoiding making decision, ignoring problems and subordinates needs. The results suggest that laissez-faire may not be related to how employees feel about willingness to stay, needs to stay and having to stay in the organization. This result is consistent with research, for example, Awan and Mahmood (2009) in their study shows that laissez-fair leadership style has no effect on organizational commitment. However, the result is not consistent with some with previous study for example Ponnu and Tennakoon (2009), Garg and Ramjee (2013) and Temesgen (2011) who indicated that laissez-faire leadership behaviors has negative relationship with affective, continuance and normative commitment. This discrepancy might be as a result of different vision, mission organizational culture and business strategy of the organizations.

5.2 Conclusions

The main objective of this study was to examine the relationship between leadership styles and organizational commitments at Defense University. Based on the major findings of the study, the following conclusions were drawn.

Leaders did not demonstrate the ideal level of transformational leadership behaviors at Defense University. From this, it is possible to conclude that in Defense University effective transformational leadership behaviors are not practiced.

On the other hand, leaders demonstrated greater level of transactional and laissez-faire leadership behavior at Defense University. Therefore, it can be concluded that in Defense University transactional and laissez-faire leadership behaviors are the dominant leadership behaviors.

There was low level of organizational commitment in Defense University. It can be concluded that employees did not positively perceive organizational commitment at Defense University. In addition to this, Defense University did not give much attention to change the attitude of the employees with positive feeling towards organizational commitment. Employees did not accept the vision, mission, goals and values of the organization. However, they had high attachment to the organization due to the cost that employees were likely to face if they left Defense University. They were highly willing to remain in the organization because of investments that they had such as retirement, relationship with other employees. At Defense University, employees had high level of feeling of moral obligation to continue working in Defense University. These moral obligations arise through the process of socialization within the society and the organization (marriage, family, religion etc). On the other hand, employees had relatively low emotional attachment to, involvement in and identification with Defense University and its goal.

There were major differences between leaders and subordinates perception about the leadership styles exercised at Defense University. It is possible to conclude that the leadership behaviors which were exercised by leaders and the leadership behaviors which were perceived by subordinates were completely different at Defense University.

Transformational leadership behavior had a positive relationship with affective, continuance and normative commitment at Defense University. Hence, it is possible to conclude that transformational leadership behaviors play major role on the development and improvement of organizational commitment at Defense University. If the leaders exercise more of transformational leadership behaviors, employees may want to, need to or feel moral obligated to stay in Defense University.

Similarly, transactional leadership behaviors were positively related to affective commitment, continuance commitment and normative commitment at Defense University but its relationship was not strong. Hence, it is affirmed that transactional leadership behaviors have positive effect on the development and improvement of organizational commitment at Defense University. It means that leaders may be able to develop and improve organizational commitment by exercising transactional leadership behaviors at Defense University.

Laissez-faire leadership behaviors had no relationship with affective commitment, continuance commitment and normative commitment at Defense University. It is possible to conclude that laissez-faire leadership behaviors had no effect on the development and improvement of organizational commitment at Defense University. Whether or not leaders are able to exercise laissez-faire leadership behaviors, it is unlikely to produce any positive or negative change in organizational commitment at the Defense University.

To summarize, transformational and transactional leadership styles had a positive relationship with organizational commitment. However, laissez-faire

leadership style had no relationship with organizational commitment. Hence, it can be concluded that transformational leadership and transactional leadership behaviors play an important role in developing and improving affective, continuance and normative commitment than the laissez-faire leadership style at Defense University.

5.3 Recommendations

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

Based on the findings of this research which revealed that leaders were not displaying ideal level of transformational leadership behaviors, it is imperative that Defense University prepare and implement leadership development program so as to provide knowledge and awareness about transformational leadership behaviors. The University needs to set different leadership development initiatives to improve the leaders' present ability and prepare them for highest level of transformational leadership behaviors. Leaders can play a major role in developing and improving organizational commitment through orientation of employees to the organization. It is suggested that leaders should display their commitment to the employees by a strong acceptance of organizational goal and values as well as willingness to exert efforts to remain with Defense University.

In addition, due to the low mean score of affective commitment in comparison with continuance commitment and normative commitment, it is suggested that Defense University should develop affective commitment through internalizing the vision, mission, goals and values of the organization to employees. Furthermore, the overall interest of the organization and organizational members should agree with those of the Defense University.

Both transformational leadership behavior and transactional leadership behavior have similar positive but weak relationship with affective commitment, continuance commitment and normative commitment. Also

both leadership behaviors have similar influence on organizational commitment. Thus, Defense University should maintain and improve these positive relationships through building high level of trust and confidence, developing strong sense of loyalty to employees, inspiring shared vision, encouraging creativity, clarification of goals and exchange of rewards for meeting agreed-on objectives. Generally, leaders must be able to give more attention to exercise more transformational and transactional leadership behaviors in order to develop and improve organizational commitment at Defense University.

Recommendation for Future Research

In future research, it would be interesting to assess causal relationship between leadership behavior and organizational commitment dimensions. Future studies can benefit by including leadership styles and other variables such as job satisfaction and personal characteristics (age, years of service and gender) in determining organizational commitment. Comparison can also be made between the education sector and other service sectors.

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List of Appendices

Appendix: 1 Comparison for MLQ (Leaders and Subordinates) Responses

Variables	Group	N	Mean	Standard Deviation	Std.Error Mean
Transformational Leadership	Leaders	32	2.9016	.50919	.09001
	Subordinates	94	2.1287	.68122	.07026
Transactional leadership	Leaders	32	2.2188	.45982	.08129
	Subordinates	94	2.0026	.52933	.05460
Laissez-Faire Leadership	Leaders	32	1.5312	.90195	.15944
	Subordinates	94	1.4973	.74460	.07680

Appendix: 2 t-test for equality of mean scores between leaders and subordinates

Variables	t-test for equality of means	t	d.f	Sig.(2-tailed)
Transformational Leadership	Equal variances assumed	5.877	124	.000
	Equal variances not assumed	6.768	71.445	.000
Transactional leadership	Equal variances assumed	2.060	124	.042
	Equal variances not assumed	2.208	61.131	.031
Laissez-Faire Leadership	Equal variances assumed	.211	124	.834
	Equal variances not assumed	.192	46.224	.849

Appendix 3: Questionnaire for Leaders

Addis Ababa University
College of Education and Behavioral studies
Department of Educational Planning and management
Human Resource and Organizational Development MA Program

Questionnaire to be filled by Leaders /Supervisors

My name is Feleke Yeshitila (0911349016). I am second year MA student. Currently I am conducting research on "The Relationship between Leadership style and Organizational Commitment" from five selected Colleges in Defense Universities as a partial fulfillment for MA Program.

The objective of the study is to determine the relationship between leadership styles and organizational commitment of Defense University.

To make the study fruitful, the respondents' intense cooperation in filling the questionnaire is highly valuable. Hence, the researcher highly demands your support to objectively fill the questionnaire. The researcher also wants the respondents to assure that the data to be collected will be used only for the research purpose and the personal data of the respondents will be kept confidential.

Thank you in advance!

PART ONE

The following questions concern about your personal information. Its confidentiality is assured.

1) Sex of Respondents

Male ☐ Female ☐

2) Current job title .....
3) Total service year for the current position .....
4) Total service year in Defense University.....

5) Age group

21- 25 years ☐ 26 – 30 Years ☐ Above 41 years ☐

31 35 Years ☐ 36 -40Years ☐

6) Level of Education

TVET Diploma ☐ First Degree ☐ Master's Degree ☐

Doctorate Degree ☐

Others, please specify.....

7) Your marital status

Single ☐ Married ☐

Other .....

PART TWO

Multi Factor Leadership Questionnaire (MLQ)

Direction: This questionnaire contains 36 items that measures your full range leadership behavior and each item contains five scales ranging from 0 to 4 (0= not at all, 1=once in awhile, 2=sometimes, 3=fairly often and 4=frequently, if not always) based on how frequently you think you actually do this with followers. The word "others" may mean your peers, clients, direct reports, supervisors, and/or all of these individuals. Hence you are requested to answer all items by circling on how frequently you think that you actually do this with associates and followers.

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

1	I provide others with assistance in exchange for my effort	0 1 2 3 4
2	I re-examine critical assumptions to question whether they are appropriate	0 1 2 3 4
3	I fail to interfere until problems become serious.....	0 1 2 3 4
4	I focus attention on irregularities, mistakes, exceptions, and deviations from standards	0 1 2 3 4
5	I avoid getting involved when important issues arise	0 1 2 3 4
6	I talk about my most important values and belief	0 1 2 3 4
7	I am absent when needed	0 1 2 3 4
8	I seek differing perspectives when solving problems	0 1 2 3 4
9	I talk optimistically about the future	0 1 2 3 4
10	I instill pride in others for being associated with me	0 1 2 3 4
11	I discuss in specific terms that is responsible for achieving performance targets	0 1 2 3 4
12	I wait for things to go wrong before taking action	0 1 2 3 4
13	I talk enthusiastically about what needs to be accomplished	0 1 2 3 4
14	I specify the importance of having a strong sense of purpose	0 1 2 3 4
15	I spend time teaching and coaching	0 1 2 3 4
16	I make clear what one can expect to receive when performance goals are achieved	0 1 2 3 4
17	I show that I am a firm believer in 'If it ain't broke, don't fix it."	0 1 2 3 4
18	I go beyond self-interest for the good of the group	0 1 2 3 4
19	I treat others as individuals rather than just as a member of a group	0 1 2 3 4
20	I demonstrate that problems must become chronic before I take action	0 1 2 3 4

21	I act in ways that build others' respect for me	0	1	2	3	4
22	I concentrate my full attention on dealing with mistakes, complaints, and failures	0	1	2	3	4
23	I consider the moral and ethical consequences of decisions	0	1	2	3	4
24	I keep track of all mistakes	0	1	2	3	4
25	I display a sense of power and confidence	0	1	2	3	4
26	I articulate a compelling vision of the future	0	1	2	3	4
27	I direct my attention toward failures to meet standards ...	0	1	2	3	4
28	I avoid making decisions	0	1	2	3	4
29	I consider an individual as having different needs, abilities, and aspirations from others	0	1	2	3	4
30	I get others to look at problems from many different angles	0	1	2	3	4
31	I help others to develop their strengths	0	1	2	3	4
32	I suggest new ways of looking at how to complete assignments.	0	1	2	3	4
33	I delay responding to urgent questions	0	1	2	3	4
34	I emphasize the importance of having a collective sense of mission	0	1	2	3	4
35	I express satisfaction when others meet expectations	0	1	2	3	4
36	I express confidence that goals will be achieved	0	1	2	3	4

PART THREE

INSTRUCTIONS: This questionnaire describes your personal views of organizational commitment. Please indicate the extent of your agreement or disagreement with each statement about your employees' commitment by circling a number from 0 to 4 from the rating scale that best reflects your views. The information requested from you is being collected for research purposes. This questionnaire is not a test, and all information collected will be anonymous, so please respond honestly.

Use the following rating

0	1	2	3	4
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

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

THE END

Appendix 4: Questionnaire for subordinates

Addis Ababa University
College of Education and Behavioral studies
Department of Educational Planning and management
Human Resource and Organizational Development MA Program
Questionnaire to be filled by Subordinates

My name is Feleke Yeshitila (0911349016). I am second year MA student. Currently I am conducting research on "The Relationship between Leadership style and Organizational Commitment" from five selected Colleges in Defense Universities as a partial fulfillment for MA Program.

The objective of the study is to determine the relationship between leadership styles and organizational commitment of Defense University.

To make the study fruitful, the respondents' earnest cooperation in filling the questionnaire is highly valuable. Hence, the researcher highly demands your support to objectively fill the questionnaire. The researcher also wants the respondents to assure that the data to be collected will be used only for the research purpose and the personal data of the respondents will be kept confidential.

Thank you in advance!

PART ONE

The following questions concern about your personal information. Its confidentiality is assured.

1) Sex of respondents?

Male ☐ Female ☐

2) Current job title .....
3) Total service year for the current position .....
4) Total service year in Defense University.....

5) Age group

21-25 years ☐ 26 – 30 Years ☐ Above 41 years ☐

31 -35 Years ☐ 36 -40 Years ☐

6) Level of Education

TVET Diploma ☐ First Degree ☐ Master's Degree ☐

Doctorate Degree ☐

Others, please specify.....

7) Your marital status

Single ☐ Married ☐

Other .....

PART TWO

Multi Factor Leadership Questionnaire (MLQ)

Direction: This questionnaire contains 36 items that measures your boss's full range leadership behavior and each item contains five scales ranging from 0 to 4 (0= not at all, 1=once in awhile, 2=sometimes, 3=fairly often and 4=frequently, if not always) based on How frequently the manager actually do this with his/her associates and followers. Hence, you are requested to answer all items by circling on how frequently you think that your boss actually does this to lead his/her followers.

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

THE PERSON I AM RATING.....

1	Provides others with assistance in exchange for my efforts	0 1 2 3 4
2	Re-examines critical assumptions to question whether they are appropriate ...	0 1 2 3 4
3	Fails to interfere until problems become serious	0 1 2 3 4
4	Focuses attention on irregularities, mistakes, exceptions, and deviations from standards	0 1 2 3 4
5	Avoids getting involved when important issues arise.....	0 1 2 3 4
6	Talks about their most important values and beliefs.....	0 1 2 3 4
7	Is absent when needed	0 1 2 3 4
8	Seeks differing perspectives when solving problems	0 1 2 3 4
9	Talks optimistically about the future	0 1 2 3 4
10	Instills pride in me for being associated with him/her	0 1 2 3 4
11	Discusses in specific terms who is responsible for achieving performance targets	0 1 2 3 4
12	Waits for things to go wrong before taking action	0 1 2 3 4
13	Talks enthusiastically about what needs to be accomplished	0 1 2 3 4
14	Specifies the importance of having a strong sense of purpose	0 1 2 3 4
15	Spends time teaching and coaching	0 1 2 3 4
16	Makes clear what one can expect to receive when performance goals are achieved	0 1 2 3 4
17	Shows that he/she is a firm believer in 'if it ain't broke, don't fix it:'	0 1 2 3 4
18	Goes beyond self-interest for the good of the group	0 1 2 3 4
19	Treats me as an individual rather than just as a member of a group	0 1 2 3 4

20	Demonstrates that problems must become chronic before taking action	0	1	2	3	4
21	Acts in ways that builds my respect	0	1	2	3	4
22	Concentrates his/her full attention on dealing with mistakes, complaints, and failures	0	1	2	3	4
23	Considers the moral and ethical consequences of decisions	0	1	2	3	4
24	Keeps track of all mistakes	0	1	2	3	4
25	Displays a sense of power and confidence	0	1	2	3	4
26	Articulates a compelling vision of the future	0	1	2	3	4
27	Directs my attention toward failures to meet standards ...	0	1	2	3	4
28	Avoids making decisions	0	1	2	3	4
29	Considers me as having different needs, abilities, and aspirations from others	0	1	2	3	4
30	Gets me to look at problems from many different angles	0	1	2	3	4
31	Helps me to develop my strength	0	1	2	3	4
32	Suggests new ways of looking at how to complete assignments	0	1	2	3	4
33	Delays responding to urgent questions	0	1	2	3	4
34	Emphasizes the importance of having a collective sense of mission ...	0	1	2	3	4
35	Expresses satisfaction when I meet expectations	0	1	2	3	4
36	Expresses confidence that goals will be achieved	0	1	2	3	4

PART THREE

INSTRUCTIONS: This questionnaire describes your personal views of organizational commitment. Please indicate the extent of your agreement or disagreement with each statement about your employees' commitment by circling a number from 0 to 4 from the rating scale that best reflects your views. The information requested from you is being collected for research

purposes. This questionnaire is not a test, and all information collected will be anonymous, so please respond honestly.

Use the following rating

0	1	2	3	4
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

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

THE END

Declaration

I, the undersigned, hereby declare that this research thesis is my own original work and that all sources have been accurately reported and acknowledged, and that this document has not been previously submitted at any university in order to obtain academic qualifications.

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