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**TOPIC: THE RELATIONSHIP BETWEEN LEADERSHIP STYLE AND  
EMPLOYEES' COMMITMENT: A STUDY OF GHANA OIL PALM  
DEVELOPMENT COMPANY LIMITED.**

BY

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## **ABSTRACT**

In today's world, there is a lot of focus on the importance of leadership behavior and style to the operations of organizations and at the same time, organizations are struggling to attract and retain talented employees. Even though there are many factors that contribute to employee's decision to either stay in an organization or not, the main aim of this thesis is to investigate the relationship between leadership style and skilled employees' commitment.

This research identified the leadership styles in Ghana Oil Palm Development Company Limited (G. O.P. D. C. Ltd) through ratings using the adapted Multifactor Leadership Questionnaire, which was formulated from Bass and Avolio (1997), the Full Range Leadership Development Theory and rated the employees' commitment using an adaptation of Meyer and Allen's (1997) Three-Component Model of employee commitment. This was enhanced by using semi structured interview to explore the problem further.

Eight leaders were rated high for transformational leadership behaviors, six transactional and one leader for laissez-faire. Their employee groups were identified with affective, normative and continuance commitments respectively.

Other factors identified as contributing to the skilled employee's decision to leave or remain in the organization included the stages of their working lives, perceived employment options and their sense of devotion to their organization and family commitments.

Overall, findings from this study suggest that leadership behaviors do play important roles in determining commitment within an organization. However, the high turnover rate of skilled employees at GOPDC cannot be attributed only to the style of leadership in the organization.

In conclusion, it can be said that leadership behaviours result in different levels of commitment among skilled employees. However, other factors also impact on the decision of skilled employees to either remain or leave an organization.

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## **CHAPTER ONE**

### **INTRODUCTION**

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

The challenges of achieving the goals of an organization come with it the task of finding people with good leadership qualities to lead the organization. Ulrich (2002) argues that the competitive edge of companies no longer lies in its product, but in its people therefore a major factor that determines the success of any organization is the effectiveness of its employees. This is thought to be directly linked to commitment of employees towards the goals of the organization. According to Taylor (1998) employee commitment depends on how satisfied they are with leadership and this to a large extent can be attributed to the relationship between the leadership of the organization and the employees. It is important to note that, people are becoming a source of competitive advantage for most organizations so the commitment of employees is critical to the success of the organization (Ulrich, 2000). According to Wexley and Yukl (1984), the reactions of employees to their leaders will usually depend on the characteristics of the employees as well as on the characteristics of the leaders.

The great management guru Peter F Drucker (1999), once said “The greatest competitive advantage of the United States is that it attracts top knowledge workers from around the world—not just because they earn more money but because they are treated as colleagues, not as subordinates”. From Drucker’s assertion one could say that employees are treated fairly by the leadership of organisations in the USA that make skilled employees desire to go there. This cannot be said to be the same for other countries, especially in developing countries such as Ghana where turnover rate is high in many organisations.

The relationship between employees’ commitment and leadership styles has been studied in many settings but has not been specific to skilled employees in lesser developed countries such as the Sub Saharan African Countries. This research focuses on skilled employees’ commitment, since it is the loss of these personnel that have the greatest effect on organizational performance.

## **1.2 Problem Discussion and Motivation of the Study**

Previous researchers such as Kanter (1982) and Pavett and Lau (1983) pointed out that an important component of successful management is the ability to influence others. Also other research work have argued that, committed employees are more motivated and dedicated towards meeting and achieving organizational goals (Pfeffer, 1998).

It is possible to argue that employee's turnover could have a positive impact on organizational performance if staff lost is non-skilled and/or non-committed or weary old personnel whose replacement could inject innovation into the organization and reduce stagnation

Attracting and retaining skilled employees is a major problem in developing countries such as Ghana where organizations not only compete among themselves for the few skilled labour, but also compete with the advanced countries for the same personnel due to migration. It could be argued that factors that could affect such employees' commitment include salary, other job opportunities, career development opportunities and working conditions/environment. However, in order to retain skilled employees in the global competitive market, there is the need to understand the issues that affect commitment to an organisation in order to address them properly. The focus of this research is to understand relationship of leadership styles on skilled employees' commitment. In the process, the other factors as highlighted above would also be explored to determine the extent of their impact on the subject.

## **1.3 Problem Formulation and Purpose**

According to Nijhof, de Jong and Beukhof (1998), the achievement of an organization does not only rely on how the organization utilizes its human capitals and competencies but also on how it instills commitment to the organization. The biggest challenge for an organization is to improve the sense of commitment in the employees to avoid high turnover especially of skilled employees and improve productivity. The aim of this research is to investigate the relationship between leadership style and skilled employees' commitment. In the course of the investigation, the following questions would be addressed:

- What leadership styles (out of transformational, transactional and laissez faire) are exhibited by the leaders of the organization?

- What types of commitment is exhibited by the skilled employees of the organization?
- To what extent do the leadership styles identified influence or relate to the commitment of the skilled employees in the organization which is set in a developing country such as Ghana?

#### **1.4 Limitations of the study**

The following limitations would be envisaged in the course of the study:

- Sensitivity on the part of some respondents in giving out company information.
- Reluctance of respondents to answering survey questions.
- Fear of intimidation by respondents of their leaders for speaking the truth.

To overcome these concerns, respondents, would be assured of anonymity and confidentiality.

#### **1.5 Thesis Structure.**

The study would be presented in five main chapters:

The first chapter states the background of the study as well as the problem statement, the objective and scope of work as well as limitation of the study.

The second chapter would deal with review of literature that is related to the thesis topic.

The third chapter also would describe the methodology employed in the investigation of the relationship between leadership styles and the commitment of employees to the organization as well as methods of data collection and analysis. The administration of the questionnaires and the history and formulation of the questionnaires as well as interviews would be discussed.

The fourth chapter would be the results of the research and the analysis of the data obtained.

The fifth and last chapter would be the discussion and conclusions drawn from the findings, and recommendations for further research. Limitations of the study would also be discussed.

## CHAPTER TWO

### THEORY

#### 2.1 Introduction of Leadership

Today's business environment has created a need for leaders who can meet the challenges and demands of organizations. Despite the many writings on the topic, leadership has presented a major challenge to practitioners and researchers interested in understanding the nature of leadership (Northouse, 2001).

Giving one specific definition of leadership is a very complex task and there are a number of views on the nature of leadership in the literature making it wide with no generally acceptable definite definition (Bass, 1985). Bass, approaches leadership in terms of styles and has described three well known styles of leadership, laissez-faire, transactional, and transformational leadership. Other literature defined leadership as a position, a person, a behavioural act, a relationship or a process and others too define it as a process of influencing a group of individuals to achieve a common goal. Rauch and Behling (1984) and Hsieh (1993) all regarded leadership as the process of influencing a group to move towards the goal. This research will adapt Bass' approach of leadership (i.e. in terms of styles) as it describes the various leadership styles in detail.

#### 2.2 Leadership Characteristics.

Early leadership theories concentrated on the characteristics of successful leaders, their traits, behavior, power, influence and situational approaches whilst recent ones have focused on the role of followers and the correlated nature of leadership. In recent times, leadership characteristics have shifted to leadership styles/behaviours.

Bass and Avolio (1994; 1997) have developed the Full Range Leadership (FRL) model which describes leaders as utilising a wide range of the different forms of leader behaviors. Starting with transformational leader behaviors to transactional leader behaviors reaching then to the lowest leader interaction of laissez-faire leader behavior, each of these leadership styles have been described to have a direct effect on individual and organizational level outcomes. This section will review each approach.

### **2.2.1 The Transformational Leadership Style**

Yukl (1989) defined transformational leadership as the process of influencing major changes in attitudes and assumptions of organizational members and building commitment for the organizational mission and objectives. The relationship between a transformational leader and followers is characterized by pride and respect (Bass & Avolio, 1990a). They indicated that instead of a simple exchange and agreement, transformational leaders provide a vision and a sense of mission, inspire pride, and gain respect and trust through charisma.

Bass and colleagues (Avolio, Bass & Jung, 1995; 1999) have identified that, transformational leadership exhibit some various types of behavioural components: idealized influence (attributes and behavior); inspirational motivation; intellectual stimulation and individualized consideration. Idealized influence attributes occur when followers identify with and emulate those leaders who are trusted and seen as having an attainable mission and vision. Idealized influence behavior refers to leader behavior which results in followers identifying with leader and wanting to emulate him/her, the leader is trusted and respected. He/she maintains high moral standards and the followers seek to emulate him/her. With inspirational motivation the leader expressly and characteristically emphasizes to subordinates the need to perform well and helps to accomplish the organizational goals. Bass and Avolio (1994) pointed out that leaders adopting this behavior have an ability to strengthen their followers' responses and explain important ideas in simple ways. Also with intellectual stimulation, the leader stimulates the subordinates' understanding of the problems and identification of their own beliefs and standards. Finally, individualized consideration with which the leader treats followers as individuals but all are treated equitably. Individual's needs are recognized and assignments are delegated to followers to provide learning opportunities.

Transformational leaders are change agents and visionaries encouraging individuals and having the ability to deal with complexity, ambiguity and uncertainty (Tichy & Devanna

1996) and also tend to be more acceptable to employees and affect employee job satisfaction level and innovativeness.

### **2.2.2 The Transactional Leadership Style**

Bass (1990a) explained transactional leadership as an exchange relationship between leader and follower and is grounded in the social learning and social exchange theories, which recognize

the reciprocal nature of leadership. Bass and Avolio (1997) described transactional leadership to communicate with their subordinates to explain how a task must be done and let them know that there will be rewards for a job done well and identified some types of behavior inherent to transactional leadership in terms of two characteristics: the use of contingent rewards and management by exception (active/passive).

They described contingent reward as the reward that the leader will bestow on the subordinate once the latter has achieved goals that were agreed to. 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 (1985a) therefore argues that by providing contingent rewards, a transactional leader might inspire a reasonable degree of involvement, loyalty, commitment and performance from subordinates. They again indicated that, transactional leaders may also rely on active management by exception which occurs when the leader monitors followers to ensure mistakes are not made, but otherwise, allows the status quo to exist without being addressed. In passive management by exception, the leader intervenes only when things go wrong and subordinates receive contingent punishment in response to obvious discrepancies from the standard performance whiles in active management, subordinates are monitored and then corrected if necessary in order for them to perform effectively. In general, one can conclude that transactional leadership is an exchange relationship that involves the reward of effort, productivity and loyalty and the focus is on role clarification.

### **2.2.3 The Laissez-Faire Leadership Style**

Deluga (1990) 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. It can therefore be concluded that, Laissez-faire style of leadership represents a non-transactional kind of leadership style in which necessary decisions are not made, actions are delayed, leadership responsibilities ignored, and authority unused. A leader displaying this form of non-leadership is perceived as not caring at all about others' issues.

### **2.3 Introduction and Definition of Organizational Commitment.**

According to Mathieu and Zajac (1990), if organizational commitment is intact then there will be relatively no turnover. Employees with sense of organizational commitment are less likely to engage in withdrawal behavior and more willing to accept change (Iverson and Buttigieg, 1998).

It is therefore important for managers and leaders to pay more attention to the employee's organizational commitment. Some researchers suggest that organizational commitment continues to be a powerful attitudinal response in employees and the benefits of organizational commitment have well been documented including satisfaction, performance, lower turnover and lower absenteeism.

Organizational commitment is a highly desirable trait that employers want in an employee; Some authors such as Porter, Crampton and Smith, 1976; Mowday and McDade, (1979) suggest that commitment is the psychological bond an individual has with an organization given the contribution a highly trained and committed employee can make to organizational productivity, keeping such an employee should be a high priority for the organization. However, Scholl (1981) indicates that the way organizational commitment is defined depends on the approach to commitment that one is adhering to and accordingly, organizational commitment is defined either as an employee attitude or as a force that binds an employee to an organization.

However, According to Suliman and Isles (2000a), there are currently four main approaches to conceptualizing and exploring organizational commitment and these are the attitudinal approach, the behavioural approach, the normative approach and the multidimensional approach. The main focus of this study is on organizational commitment as a multidimensional concept that represents the relationship between an employee and employer therefore, Meyer and Allen's (1991) multi-dimensional approach to organizational commitment is discussed as well as characteristics of the employee, organizational characteristics and work characteristics on organizational commitment.

## **2.4 The Multidimensional Concept of Commitment**

The focus of this study is on organizational commitment as a multidimensional concept representing the relationship between an employee and an employer. Various researchers support the notion that, organizational commitment should be seen as a multidimensional concept. Angle and Perry (1981) indicated that different factors within the organization will influence the development of different components of organizational commitment. Other organizational factors that can possibly have an influence on the development of organizational commitment include trust and leadership behavior.

O'Reilly and Chatman (1986) added to the notion that organizational commitment should be seen as a multidimensional construct by developing their multidimensional approach based on the assumption that commitment represents an attitude towards the organization, and the fact that various mechanisms can lead to development of attitudes. They argue that commitment could take three distinct forms that is compliance, identification and internalization taking Kelman's (1958) work as their basis.

Meyer and Allen (1984), based on Becker's side-bet theory, introduced the dimension of continuance commitment to the already existing dimension of affective commitment. As a result, organizational commitment was regarded as a bidimensional concept that included an attitudinal aspect as well as a behavioural aspect. In 1990, Allen and Meyer added a third component, that is, normative commitment to their two dimensions of organizational commitment and proposed that commitment as a psychological attachment may take the following three forms: the affective, continuance and normative forms which has become the most popular multi-dimensional approach to organizational commitment.

## **2.5 The Three Component Model of Organizational Commitment**

The three-component model of organizational commitment by Meyer and his colleagues (1990; 1991; 1997 and 2001) is the most popular approach to organizational commitment; it incorporates affective, continuance and normative commitment as its dimensions and the focus of this study therefore each of the components would be reviewed next.

### **2.5.1 Affective Commitment**

This according to Allen and Meyer (1990) is an emotional attachment to an organization in which an employee identifies with and enjoys membership in the organization. Thus, affective commitment consists of three dimensions: development of an emotional involvement with an organization, identification with an organization, and a desire to maintain its membership.

Antecedent variables which are variables about the organization and the employee's experiences that influence the development of the organizational commitment once the individual has selected membership in an organization and which is associated with affective commitment are in three

major forms, that is, personal characteristics, organizational characteristics and work experiences (Meyer and Allen 1991). According to them, the relationship between demographic variables and affective commitment are neither strong nor consistent. For organizational characteristics, Meyer and Allen (1991) explains that, employees who perceive a high level of support from the organization are more likely to feel an obligation to repay the organization in terms of affective commitment and characteristics that can induce perceptions of organizational support to induce organizational commitment includes structure, culture and organizational level policies.

Because of affective commitments' relationship with desirable work behaviors such as increased productivity, personnel stability, lower absenteeism rate, job satisfaction and organizational citizenship, it is the most widely discussed form of psychological attachment to an employing organization (Mowday, Porter & Steers, 1982).

### **2.5.2 Continuance Commitment**

Continuance commitment is the second organizational commitment dimension by Allen and Meyer (1990) which is based on the idea that the investments, or side bets, an employee makes in an organization as they remain in it, such as time, job effort, work friendships, organization specific skills, and political deals, constitute costly sunk costs that discourages them from external employment alternatives (Jaros, et al., 1993) and is known as Becker's (1960) side-bet theory. The employee feels compelled to commit to the organization because the monetary, social, psychological, and other costs associated with leaving are high. 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 therefore the decision to stay in an organization and retain the created benefit.

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.

Meyer & Allen, 1991 summarizes two types of antecedent variables associated with continuance commitment to include investments and employment alternatives. Investments can also take the form of time devoted to a particular career track or development of work groups or even friendship networks (Romzek, 1990). Romzek again indicated that, investment factors such as promotion prospects, development of work group networks, performance bonuses, the accrual of vacation and sick leave, family-friendly policies and retirement benefits get employees to feel that they have made big investments in the organization. Unlike affective commitment, which involves emotional attachment, continuance commitment reflects a calculation of the costs of leaving versus the benefits of staying.

### **2.5.3 Normative Commitment**

The third of Allen and Meyer's (1990) dimensions of organizational commitment is normative commitment which indicates an employee's sense of duty to remain in an organization. Randall and Driscoll (1997) also added that, normative commitment is an employee's moral commitment that manifests itself when an organization provides moral and financial support for the employee's development. This explains that, when employees start to feel that the organization has spent either too much time or money in developing and training them, they might feel obligated to stay with the organization especially, individuals whose organization paid for their tuition while they were improving qualifications.

In general, normative commitment is most likely when individuals find it difficult to reciprocate the organization's investment in them. This type of commitment differs from continuance commitment, because it is not dependent on the personal calculations of sunken costs.

The aspects of organizational commitments differ only on the basis of their underlying motives and outcomes and the consequences of employee commitment to the organization will affect the ability of organizations to retain its most valuable human resource (Price, 1997).

## **2.6 Relationship between Leadership Styles and Employees Commitment**

According to Wexley and Yukl (1984), the reactions of employees to their leaders will usually depend on the characteristics of the employees as well as on the characteristics of the leaders. Employee commitment is influenced by the internal organizational environment, including organizational climate, leadership types and personnel relationships while the quality of the leader and employee relationship or the lack of it has a great influence on the employee's commitment to the organization (Chen and Spector 1991). Employees are more satisfied with leaders who are supportive than with those who are either indifferent or critical towards subordinates (Yukl 1971) as this was indicated by Wilkinson & Wagner (1993) that is, it is stressful for employees to work with a leader who has a hostile behavior and is unsupportive. If subordinates are not capable of how to perform the work by themselves they will prefer a leader who will provide adequate guidance and instructions (Wexley & Yukl 1984). It is therefore important to note that, followers can influence leaders just as leaders can influence followers as various authors agree that, leadership is a critical factor in the success or failure of an organization and can contribute to an employee's desire to remain committed to the organization (Bass 1997).

## CHAPTER THREE

### METHOD

#### 3.1 Study Population and Area

This study focuses on Ghana Oil Palm Development Company Limited (G. O.P. D. C. Ltd) leaders and employees as the population of interest and the company as the case study organization. G. O. P. D. C. Ltd is an agro–industrial company specialized in the organic cultivation of oil palm and in the extraction of crude palm oil, palm kernel oil and refined oil. ([www.gopdc-ltd.com](http://www.gopdc-ltd.com)). The case study organization is in the Kwaebibirim district and located in the Eastern Region of Ghana. The vision of G. O. P. D. C. Ltd top management is to promote growth. As such the company not only focuses on production but also on quality presentations, good marketing attributes and human resources development. The organization has total staff population of about two hundred and fifty (250) including managers (leaders) and supervisors (skilled employees) as well as junior staff workers. The study population comprises of managers from the four departments and the skilled employees working under them. This company was selected for this research because of the recent high turnover rate. The geographical location also made it more convenient and cost effective for us the researchers.

#### 3.2 Method and Technique

The aim of this research is to investigate the relationship between leadership style and skilled employees' commitment and to know whether the leadership styles identified has any influence on skilled employee's commitment to remain in the organization.

For many years, leadership researches have been conducted using quantitative methodologies, and almost exclusively using questionnaires. According to Parry, K. W. (1998) “leadership was a process that needed to be understood by talking with people and by observing how people interacted. And not only was leadership better understood by interviewing and observing participants, but that questionnaire research really had the potential to trivialize the leadership phenomenon at best, and misrepresent it at worst”. Parry therefore advocated for grounded theory by promoting qualitative research methodology. Therefore to conduct this research and to be able to answer our question and again to ensure validity and reliability, a combination of quantitative and qualitative methods, that is, methodological triangulation was used. Triangulation is one of the ways of ensuring validity that is, using different methods to arrive at the same conclusion.

According to Guion (2002), "Validity, in qualitative research, relates to whether the findings of your study are true and certain." True" in the sense that, your findings accurately reflect the real situation. "Certain" in the sense that, your findings are backed by evidence. He identified five different triangulation methods, namely;

1. Data Triangulation Method which involves the use of different sources of data/information to be used in research.
2. Investigator triangulation which involves using several different investigators/evaluators in an evaluation project.
3. Theory triangulation which involves the use of multiple professional perspectives to interpret a single set of data/information.
4. Methodological triangulation which involves the use of multiple qualitative and/or quantitative methods to study a research. If the conclusions from each of the methods are the same, then validity is established.
5. Environmental Triangulation which involves the use of different locations, settings and other key factors related to the environment in which the study took place, such as time of the day, day of the week or season of the year. The key is identifying which environmental factor, if any, may influence the information you received during the study.

Since our research was a case study of a particular organization, the other types of triangulation methods would be inappropriate therefore our choice for methodological triangulation. After the leadership styles and employees commitment were identified using questionnaires, semi structured interviews were conducted to further explore other factors which the close ended questionnaires could not delve into that could influence the employees decision to remain in the organization.

Two questionnaires were used to obtain information and identify the leadership styles and employees' commitment, that is, the Multifactor Leadership Questionnaire (MLQ) and the Organizational Commitment Questionnaire (OCQ) developed by Bass and Avolio (1997) and Meyer and Allen (1997) respectively. These were used because they have been tested in many different organisational settings and found to be reliable (Pruijn and Boucher, 1994). Bass (1990) proved the content and concurrent validity of the MLQ, Avolio and Bass (1997) also proved the construct validity of the MLQ and further reliability of the MLQ whilst Den Hartog, Van Muijen and Koopman (1997) also investigated the internal consistency of the MLQ subscales.

After the leadership styles and employees commitment were identified, semi structured interviews were conducted to further explore other factors which the close ended questionnaires could not delve into that could influence the employees decision to remain in the organization.

### **3.3 Data Collection and Sampling Procedure**

The four departments within the organization are; the agriculture, technical, finance and cooperate departments. The departments are made up of fifteen managers who comprised our leaders in this study and three to six supervisors or professionals under each leader consisting of agronomists, mechanical and electrical engineers, accountants, administrators and others comprising our skilled employees. According to Bless and Higson-Smith (2000) random sampling technique provides equal opportunity of selection for each element in the population and is an effective means of gaining data. For the questionnaires, we used this method to select three skilled employees under each of the fifteen leaders whiles for the managers, we selected all the managers of the four departments due to small numbers. A total of fifteen leaders and forty-five skilled employees were given the questionnaires. Nyengane (2007) adaptation of a 45-items latest version of MLQ consisting of two versions known as ‘rater’ and ‘self rater’ versions was used and filled by both a leader and two to three skilled employees under him. For the OCQ, Nyengane (2007) adaptation of Meyer and Allen’s (1997) 12-items three dimensional commitment measure was administered all in order to identify the leader’s leadership style and how their worker’s perceived them as well as the worker’s own commitment to the organization. This was to discern the ‘types’ of leaders, as classified by the MLQ. To conduct the semi structured interviews, quota sampling which is a specific and purposive form of sampling was used to select leaders from each leadership style category and two employees per leader.

### **3.4 The Questionnaires**

Two questionnaires as can be seen from appendix C and D were used to identify the leadership styles and organizational commitment as stated above. The questionnaires used contained statements that identify and measure the key aspects of leadership behaviors. Each respondent was required to assess and testify how frequently the behaviors described by each of the statements are exhibited by their leader and the leader to do same. Each statement corresponds to one of the nine components of transformational, transactional or laissez-faire leadership factors as illustrated in table 3.1. It also comprises a 5 point Likert scale and the respondents were instructed during the administration of the questionnaires to mark the most suitable answer. The scale ranges

from 0 to 4 as follows: 0 = Not at all; 1 = Once in a while; 2 = Sometimes; 3 = Fairly often and 4 = Frequently if not always.

The OCQ also comprises a 5 point Likert scale and the respondents were instructed to mark the most suitable answer. The scale ranges from 0 to 4 as follows: 0 = Strongly Disagree; 1 = Disagree; 2 = Neutral; 3 = Agree; 4 = Strongly Agree. The questionnaires administered were checked for completeness and stored for analysis.

### **3.5 The Analysis**

Responses to the questionnaires were coded and captured in Microsoft EXCEL spreadsheet with respect to Leader, Rater and Organizational Commitment variables. The managers were numbered L-01 to L-14. Their employees were numbered L01-E01, L01-E02, L01-E03 and so on, until L14-E03. In this way the employees were linked to the managers. All leadership variables hold a sample size of 54, while all commitment variables, where leaders did not rate themselves, have a sample size of 40. The leadership subscales were coded as shown in table 3.1 and employees' commitment as AC for affective commitment, NC for normative commitment and CC as continuance commitment. Using Microsoft Excel's capabilities, data collected was sorted and refined to help identify the various leadership styles and kind of employees commitment associated with the leadership styles identified. Using the MLQ, leaders scoring high for the sub factors of the three leadership styles were associated with that particular leadership style and same was done for the OCQ to help us identify the various leadership styles and employees commitment. Responses and data from the extensive notes taken from the semi structured interviews from both leaders and skilled employees of various leadership styles and employees commitment identified were reconstituted into complete sentences immediately after the interviews and were grouped to help further explain the relationship in line with the aim of the study. That is, we associated the responses coming from the identified leaders with their respective employees and considering our theory discussed earlier, a relationship was concluded.

**Table 3.1 Leadership Sub factors for Multifactor Leadership Questionnaire and their codes.**

<b>LEADERSHIP STYLE</b>	<b>LEADERSHIP SUBFACTOR</b>	<b>EXCEL CODE</b>
Transformational Leadership	Idealized Influence (Attribute)	IIA
	Idealized Influence (Behaviour)	IIB
	Inspirational Motivation	IM
	Intellectual Stimulation	IS
	Individualized Consideration	IC
Transactional Leadership	Contingent Reward	CR
	Management-By-Exception(Active)	MEA
	Management-By-Exception(Passive)	MEP
Laissez-faire	Laissez-faire	LF

## CHAPTER FOUR

### EMPIRICAL FINDINGS

#### **4.1 Questionnaire Findings concerning leadership styles and employee commitment.**

Employees of the selected leaders indicated from the questionnaires that their leader possessed at least one of the leadership styles being investigated. Some of the employees and their leaders rated their leaders 3 or above (on a 5-point scale), in response to statements concerning transformational factors like idealized influence, inspirational motivation, intellectual stimulation and individualized consideration. Some also rated their leaders high in statements concerning transactional factors like contingent rewards and management by exception. These groups of employees also rated their own commitment levels. Details of the ratings can be found in tables 4.1 and 4.2 while a summary of the relationship between the leadership styles and employees commitment obtained from the questionnaires ratings can be found below in table 4.3. The relationship between the identified leadership styles and their employees' commitment can be found graphically in figures 4.1 to 4.3. Overall, for most employees (about 92%) in all the four departments of the organization, there was general alignment between leader's leadership factor's and workers' perceptions of those factors.

Figures 4.1 A-C below indicates that, from the data obtained, there is a positive relationship between Transformational leadership and affective commitment and a negative relationship between Transformational leadership and normative commitment and continuance commitment. Figures 4.2 A-C below indicates that, there is a positive relationship between Transactional leadership and normative commitment and a negative relationship between Transactional leadership and affective commitment and continuance commitment. Figures 4.3 A-C below also indicates that there is a positive relationship between Laissez-faire leadership and continuance commitment and a negative relationship between Laissez-faire leadership and affective commitment and normative commitment.

**Table 4.1 Results from the Multifactor Leadership Questionnaires**

Dimension	E01 - E03 & L1	E01 - E03 & L2	E01 - E03 & L3	E01 - E02 & L4	E01 - E03 & L5	E01 - E02 & L6	E01 - E03 & L7	E01 - E03 & L8	E01 - E03 & L9	E01 - E03 & L10	E01 - E03 & L11	E01 - E03 & L12	E01 - E03 & L13	E01 - E03 & L14
IIA	20	16	16	40	20	20	32	20	12	36	24	28	32	24
IIB	32	28	24	32	16	28	44	16	12	36	20	20	36	24
IM	28	16	12	32	16	36	36	16	16	40	12	28	32	20
IS	24	12	12	36	20	24	24	24	12	32	12	24	20	28
IC	32	8	12	24	16	28	24	8	8	32	16	24	12	24
<b>Total for Transformational</b>	<b>136</b>	<b>80</b>	<b>76</b>	<b>164</b>	<b>88</b>	<b>136</b>	<b>160</b>	<b>84</b>	<b>60</b>	<b>176</b>	<b>84</b>	<b>124</b>	<b>132</b>	<b>120</b>
CR	24	32	40	16	36	20	32	36	12	36	36	24	24	28
MEA	44	40	40	32	52	32	28	28	12	36	48	28	28	32
MEP	24	36	36	24	32	16	16	44	16	20	28	36	32	24
<b>Total for Transactional</b>	<b>92</b>	<b>108</b>	<b>116</b>	<b>72</b>	<b>120</b>	<b>68</b>	<b>76</b>	<b>108</b>	<b>40</b>	<b>92</b>	<b>112</b>	<b>88</b>	<b>84</b>	<b>84</b>
<b>Laissez Faire</b>	<b>32</b>	<b>20</b>	<b>28</b>	<b>28</b>	<b>16</b>	<b>24</b>	<b>16</b>	<b>24</b>	<b>64</b>	<b>16</b>	<b>16</b>	<b>28</b>	<b>32</b>	<b>40</b>

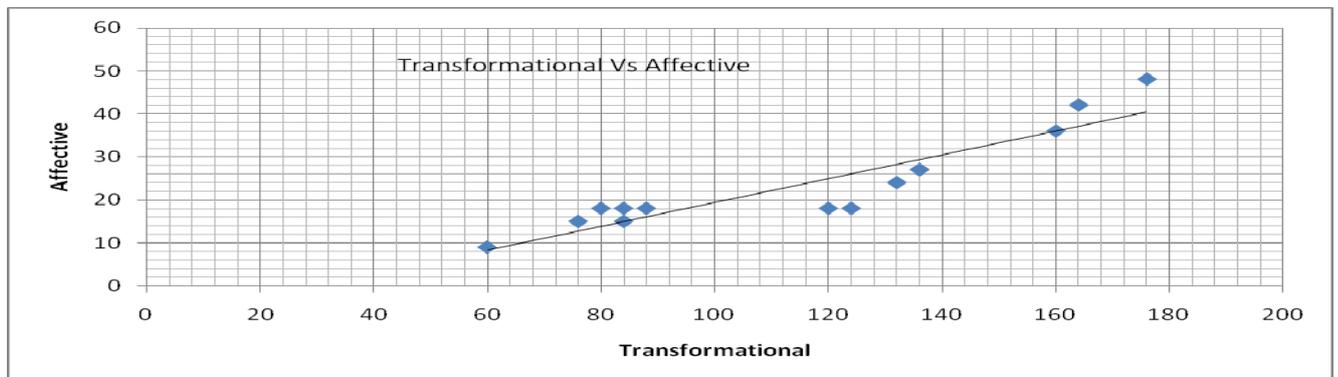
**Table 4.2 Organizational Commitment Questionnaire Coding and rating for Employees of various Leaders**

Organizational Commitment	E01 - E03 of L1	E01 - E03 of L2	E01 - E03 of L3	E01 - E02 of L4	E01 - E03 of L5	E01 - E02 of L6	E01 - E03 of L7	E01 - E03 of L8	E01 - E03 of L9	E01 - E03 of L10	E01 - E03 of L11	E01 - E03 of L12	E01 - E03 of L13	E01 - E03 of L14
AC	27	18	15	42	18	27	36	18	9	48	15	18	24	18
NC	15	36	36	15	27	15	15	30	15	15	21	27	15	27
CC	12	12	6	9	12	6	9	12	33	9	12	12	6	12

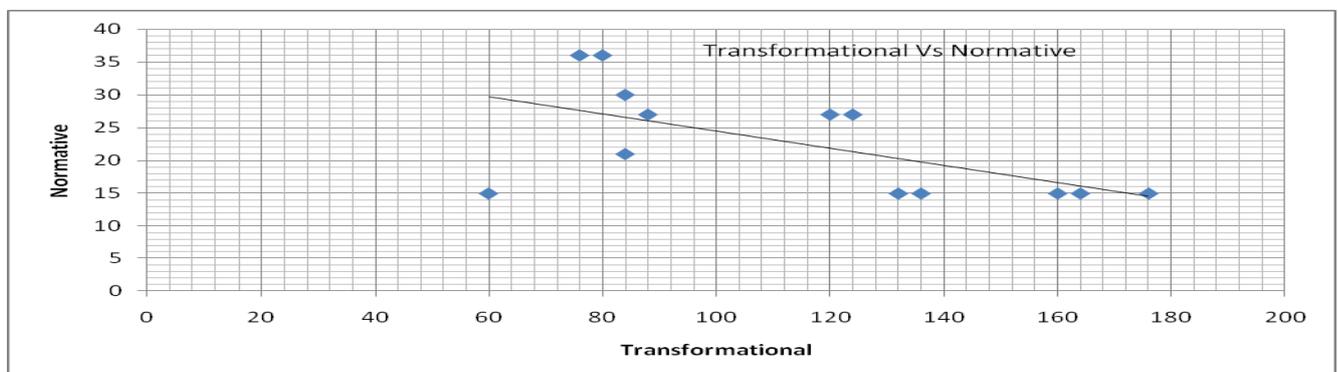
**TABLE 4.3 Summary of the relationship between Leadership Styles and Employees Commitment**

Organization al Commitment / Leadership Styles	E0 1- E0 3 of L1	E0 1- E0 3 of L2	E0 1- E0 3 of L3	E0 1- E0 2 of L4	E0 1- E0 3 of L5	E0 1- E0 2 of L6	E0 1- E0 3 of L7	E0 1- E0 3 of L8	E0 1- E0 3 of L9	E0 1- E0 3 of L1 0	E0 1- E0 3 of L1 1	E0 1- E0 3 of L1 2	E0 1- E0 3 of L1 3	E0 1- E0 3 of L1 4
Transformational	136	80	76	164	88	136	160	84	60	176	84	124	132	120
Transactional	92	108	116	72	120	68	76	108	40	92	112	88	84	84
Laissez Faire	32	20	28	28	16	24	16	24	64	16	16	28	32	40
Affective Commitment	27	18	15	42	18	27	36	18	9	48	15	18	24	18
Normative Commitment	15	36	36	15	27	15	15	30	15	15	21	27	15	27
Continuance Commitment	12	12	6	9	12	6	9	12	33	9	12	12	6	12

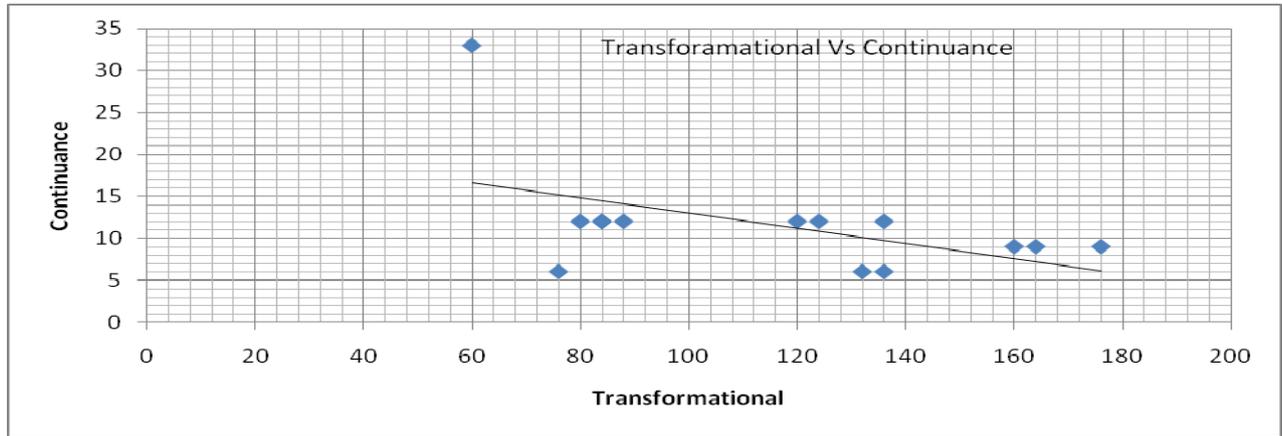
### GRAPHICAL REPRESENTATIONS OF QUESTIONNAIRE RESULTS



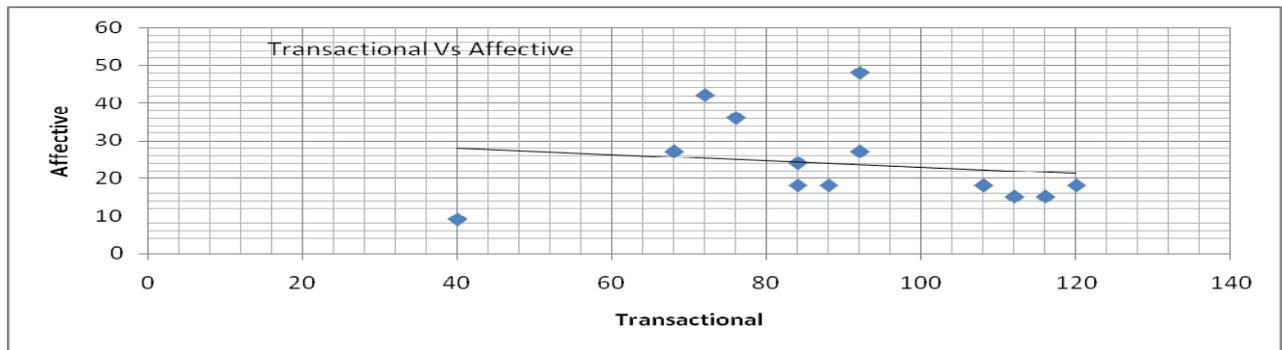
**FIG 4.1A Relationship between Transformational Leadership & Affective Commitment**



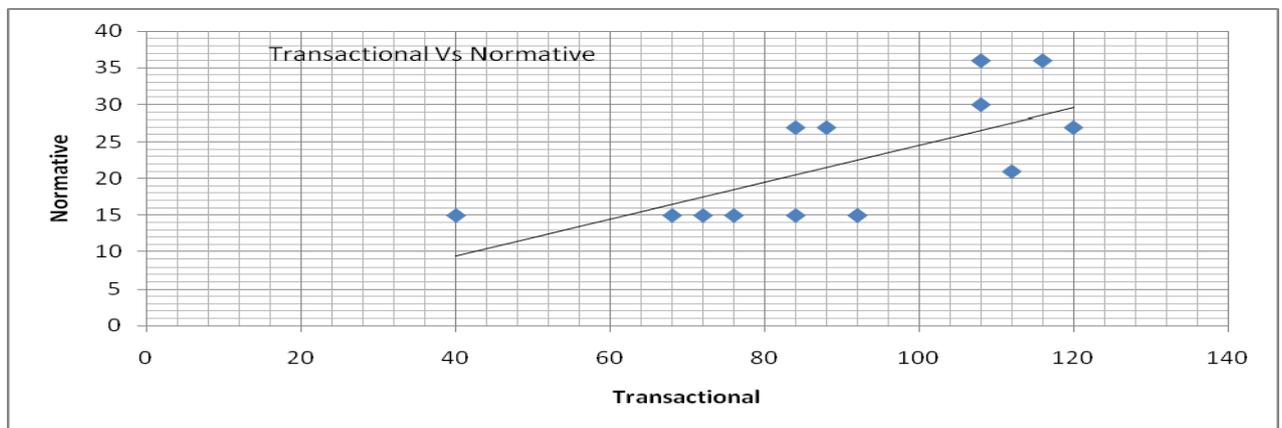
**FIG 4.1B Relationship between Transformational Leadership & Normative Commitment**



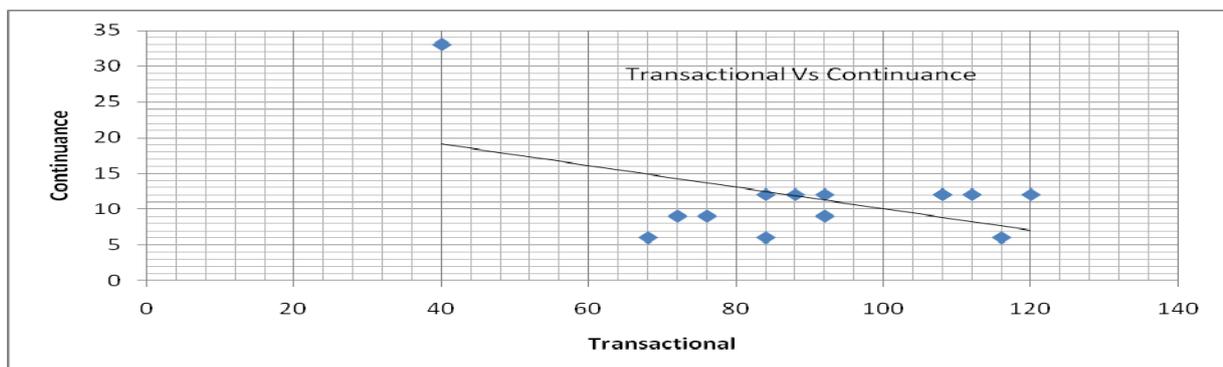
**FIG 4.1C Relationship between Transformational Leadership & Continuance Commitment**



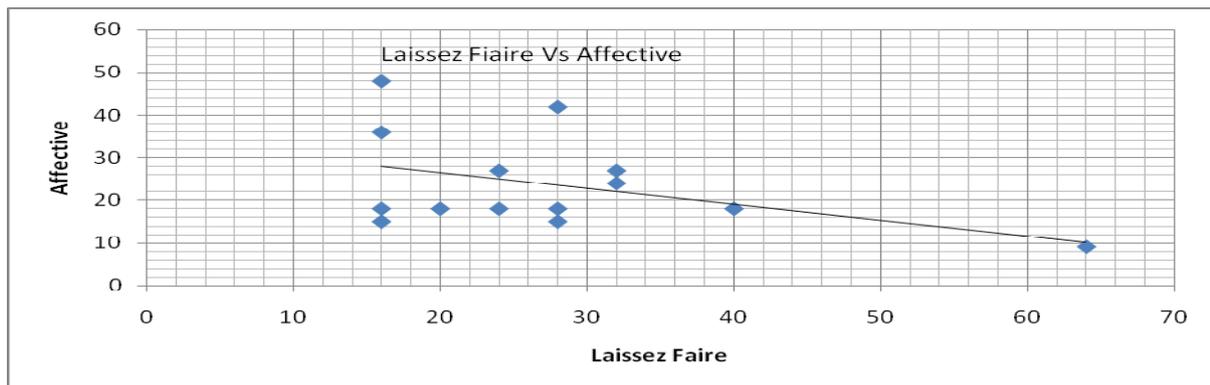
**FIG 4.2A Relationship between Transactional Leadership & Affective Commitment**



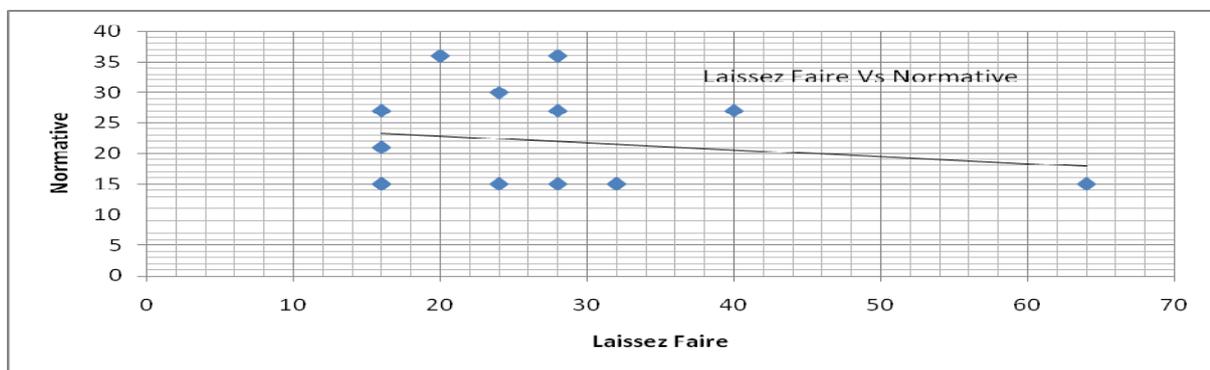
**FIG 4.2B Relationship between Transactional Leadership & Normative Commitment**



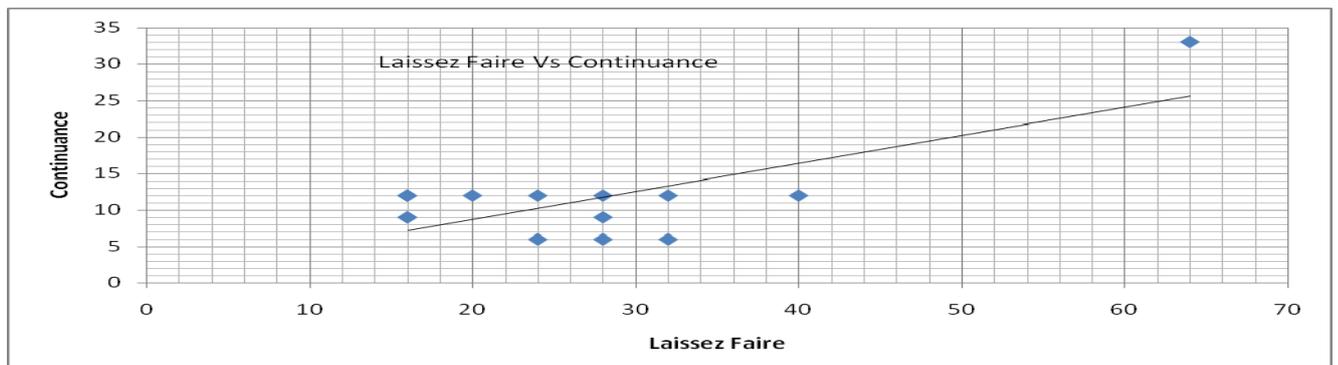
**FIG 4.2C Relationship between Transactional Leadership & Continuance Commitment**



**FIG 4.3A Relationship between Laissez-Faire Leadership & Affective Commitment**



**FIG 4.3B Relationship between Laissez-Faire Leadership & Normative Commitment**



**FIG 4.3C Relationship between Laissez-Faire Leadership & Continuance Commitment**

## **4.2 Interview findings concerning leadership styles and employee commitment**

It was revealed that the employees assess their leader's leadership styles by watching their actions, especially their dealings with themselves and the work they do and also based on the appreciation they demonstrate towards them. Leaders indicated that actions used to enhance their employee's commitment to the organization included reward, motivation and leadership behaviors and relationship with employees. The research identified three leaders with the three leadership styles and their employees. Sections 4.2.1 to 4.2.3 below expatiate on the interviews conducted.

### **4.2.1 The Transformational Leader and his employees**

A leader from the cooperate department who was rated as a transformational leader commented on leadership style regarding relationship, behavior and motivation of employees and explained that, he personally goes beyond self interest for his group and said,

“I have no way of building confidence and respect in my employees towards me and work than being an example to them. I do things personally for them even if it is from my pocket for their comfort at work I also lead by example, being punctual at work, I spend most of my time at work teaching and coaching them as well as developing individual strengths and letting them realize their sense of purpose”.

That is making the organization a destination employment for all his employees. He later added that, as much as they are to meet targets and deadlines, he does not push his staff beyond their limit and believes more results could be achieved through encouragement and not only through pressure on employees. His employees mentioned that they would strongly consider leaving if this leader left because everyone is motivated by him. This leader is tied in a very personal way to his employees' commitment to the organization. His leadership style is strongly related to his employees' decision to leave or stay in the organization. This leader and his employees indicated the relationship between a transformational leader and his followers as that of pride and respect as explained by Bass and Avolio (1990a). This finding is also supported by Tichy & Devanna (1996), who explained that Transformational leaders are change agents and visionaries encouraging individuals and also tend to be more acceptable to employees and affect employee job satisfaction level and innovativeness.

#### 4.2.2 The Transactional Leader and his employees

A leader from the Agric department rated highest as a transactional leader indicated that, he expresses his appreciation for his employees by instituting incentive programs, rewarding specific employee behaviors, including attendance rather than rewarding productivity as all is related to an “industry thing”. Explaining further, he said he gives his staff some hours off on company time when goals and targets are achieved on time as a form of reward. For leader’s value regarding working behavior, he commented that,

“I want people who are able to take responsibility and know the framework within which they can act and that if you do your job, you would have all the support in the world from me”.

Employees to this leader, perceived their leader as seeking ideas and being willing to let them learn. They explained that with this, no one is being full of him or herself in the company. People know that they are part of the organization and that, they are not better than anyone else. It is like a family as one employee admitted that,

“I worked at another company that had a strict leader but I like the leadership here, team-oriented since this has a relationship to my reason for changing jobs”.

This style and behavior is explained by Bass (1985a), as showing passive management by exception, whereby a leader intervenes only when things go wrong, thus, transactional leadership been an exchange relationship that involves the reward of effort, productivity and loyalty and the focus being on role clarification.

#### 4.2.3 The Laissez-faire Leader and his employees

A leader from the technical department rated highest as laissez-faire, commented on the leadership style regarding employee rewards. He puts it as the most important employee reward being salary which he indicated was not enough but also puts it as an “*industry thing*” since the company’s priority is to make profit and said he hopes his employees derive some fulfillment in addition to their salaries and also made constant reference to the budget which he was supposed to work within. His employees connected their leader's focus on growth and success with his disregard for the organization's employees. They also talked about high employee turnover under him which causes no connection or relationship with the leader whether to stay or leave. They explained that they are there because they want to be there and not because of him.

On working behavior, the leader expressed that; “when we have a problem, I say let us look at the facts, let us analyze it, and look at options but you the employee bring some options too”.

His employees too indicated that, they believed he didn't want to be bothered with the realities of work and saw their leader as distancing himself from his work most of the time and that, solving problems is all that matters. He also stated that his employees did not mind working like that with him because they were so committed to their work and the organization however, this was not confirmed by his employees. These findings agree with Deluga (1990) about laissez-faire leader being an extreme passive leader who is reluctant to influence subordinates' considerable freedom, to the point of abdicating his/her responsibilities and no relationship exchange between the leader and the followers.

### 4.3 Other Findings

Other factors were also identified to influence further the decision by an employee to remain in the organization. The interview revealed some specific issues tended to further explain the skilled worker's decision to remain in their employment though related to their having a continuance, normative or affective commitment. These included the stages of the employee's working lives, how many employment options they perceived themselves as having and their sense of devotion to their organization and family.

**Stages of Life:** Age was highlighted as directly influencing decision to remain in an organization. For the stages in their life, an employee stated that, he was in his fifties and thought he had passed the point of going to another organization because he was approaching retirement.

**Employment options:** For other employment options available, employees saw themselves as having options of moving on if the opportunity arose. Another one confirmed that in five years time, he sees himself as working part time or doing something more fulfilling for himself.

**Devotion to organization/family:** On devotion to their organization and family, one high-level skilled employee, with outstanding credentials who has stayed for twenty years commented that what holds him there are salary, health care and job satisfaction. To him this was so powerful and coupled with the cost of moving with his families, he seemed willing to endure any leadership relationship style.

## CHAPTER FIVE

### ANALYSIS

#### 5.1 Response rate

As indicated in Table 5.1, of the 15 leaders surveyed in the sample, 14 managers successfully completed and returned the questionnaires, resulting in a response rate of 93%. A total of 40 skilled employees' completed and returned their questionnaires out of the 45 employees surveyed, resulting in a response rate of 89%. Finally, the total sample size, including leaders and their corresponding raters, equals 54 respondents, amounting to a total response rate of approximately 90%.

**Table 5.1 Population, Sample Figures and Response Rates for the Questionnaires**

	<b>Managers(Leaders)</b>	<b>Subordinates(Skilled Employees)</b>
<b>Population</b>	15	75
<b>Sample</b>	15	45
<b>Response</b>	14	40

#### 5.2 The Leadership styles and employee commitment.

The above results as explained from the previous chapter suggest that there is a relationship between leadership behaviors and commitment, that is, affective commitment, continuance commitment and normative commitment.

Eight groups of employees identified with affective commitment rated their leaders high for transformational leadership behaviors like idealized influence, inspirational motivation, intellectual stimulation and individualized consideration. This relationship is confirmed by fig 4.1A.

The study also depicted that five groups showing normative commitment rated their leaders high for transactional leadership behaviors like contingent rewards and management by exception, and that, they related positively to this leadership style. This is also shown in fig 4.2B.

Employees showing continuance commitment rated their leader high for laissez-faire leadership behaviors and related positively to this type of leadership style (fig 4.3C).

The findings that transformational and transactional leadership behaviors have a relationship with affective commitment and normative commitment than with continuance commitment which is related to laissez-faire leadership is appropriate and is supported by theory which explain that employees who stay with an organization do so because they feel obligated or want to and do not exhibit the same enthusiasm as employees who stay with an organization because they feel the need to stay (Meyer & Allen, 1997). According to them, this is critical to an organization as affective and normative commitment results in better performance and more meaningful contributions than continuance commitment (Meyer & Allen, 1997).

### **5.3 The impact of other factors on leadership styles and employee commitment**

Findings emerging from this study concerning the relationship between leadership style and employee commitment indicated that, although employees to a large extent are satisfied with the leadership (thirteen out of fourteen groups), that alone did not explain the employee's commitment to remain with the organization. The interviews revealed other issues that tended to also explain the skilled worker's decision to remain in their employment which may be unrelated to having a continuance, normative or affective commitment. These included the stages of the employee's working lives, how many employment options they perceived themselves as having and their sense of devotion to their organization and family. All this is not to say that leadership styles had no relationship on employee's decisions to remain to the organization. That is, as stated by Wexley and Yukl (1984), the reactions of employees to their leaders will usually depend on the characteristics of the employees as well as on the characteristics of the leaders. Chen and Spector (1991) also explained that, the quality of the leader and employee relationship or the lack of it has a great influence on the employee's commitment to the organization.

However, since we are looking at commitment as a multidimensional concept representing a relationship between an employee and an employer, from the various researchers in our theory, we would agree with Meyer and Allen's (1990) proposal that commitment is a

psychological attachment and may take the following three forms: the affective, continuance and normative forms, in addition proposals from Angle and Perry (1981) are also confirmed, that is, that different factors within the organization will influence the development of different components of organizational commitment, thus, organizational factors including trust and leadership behavior can possibly have an influence on the development of organizational commitment.

## CHAPTER SIX

### CONCLUSIONS AND IMPLICATIONS

#### 6.1 Conclusions.

The main objective of this study was to investigate the relationship between leadership style and skilled employees' commitment. The study and other theoretical sources support the notion that, there is a relationship between leadership styles (transformational, transactional and laissez-faire) with employees' (affective, normative and continuance) commitments respectively. However, in the case of GOPDC it was found that other factors (other than leadership styles) could be the reason why the employees leave the organization.

The relationships as described both by our secondary sources and our findings mean that transformational leadership behaviors do explain some of the reasons why employees desire to stay with the organization. Walumbwa and Lawler (2003) explain that leaders exhibiting transformational leadership styles are more effective in achieving significantly higher commitment levels. Therefore one of the reasons why there is a negative relationship between transformational leadership behaviour and normative or continuance commitment (fig 4.1C) could be the fact that some skilled employees derive their rewards from inward standards of excellence, and from the intrinsic satisfaction of their task and that they are committed to the task, not the job. It is also possible that because they have degrees or diplomas, they can easily move from one company to another (Toffler, 1990). One would then say that, because this study has shown/confirmed that transformational leadership has positive relationship with the employee's desire to stay with the company, the organization should attempt to develop this leadership style as committed employees are most desirable.

Again from our primary and secondary sources, transactional leadership behaviors also explain some of the reasons why employees feel obligated or needing to stay with the organization and lastly, it also indicates that, laissez-faire leadership behaviors explains how some employees feel about not wanting to stay with the organization or stays after a calculation of the costs of leaving versus the benefits of staying. That is, waiting for

problems to become serious before taking action, may not be related to how employees feel about having to stay with the organization as laissez-faire involves no feedback. The longer leaders wait to deliver negative feedback about tasks, the greater the negative effect on skilled employee's performance and hence commitment (Bass, 1997).

Since the results obtained suggest that, some leaders exhibited transformational, transactional and laissez faire leadership styles and their employee groups also showed affective, normative and continuance commitments respectively, the employee groups showing either affective or normative commitment means that the behaviours and styles of leadership cannot be said to account for the current high skilled employee turnover rate for this organization and could even be said to be very positive for staff retention for GOPDC. The skilled employees know that they are part of a team, but they still prefer the company to have confidence in their capabilities so that they can earn greater independence. Therefore other factors identified to further impact on decision to either remain or leave the organization such as other employment options and commitment to the organization or family seemed to be primarily influential. Dunham, Grube and Castaneda (1994) added that relationships could vary based on employees' perceptions of their ability to find another job with similar characteristics or the fear of loss that commits the person to the organization as also suggested by Meyer & Allen (1997), this will need to be explored further in order to find a solution to the current problem.

In conclusion the high turnover rate at GOPDC cannot be attributed to the styles of leadership but rather on other influential factors which need to be studied further.

## **6.2 Recommendations**

If an organization requires their employees to develop organizational commitment, our recommendation would therefore be that;

There should be comprehensive training provided that will encourage leadership to exhibit leadership behaviors (transformational and transactional) that would build commitment.

Leadership within the organization should demonstrate their commitment to the employees by sharing information, provide for the development and growth of employees within the organization and policies that would improve employees' reward. In this era of high skilled employees' turnover, leaders need to communicate to their employees the sense that the organization respects them and values the contributions that they make.

All this would improve the leaders' leadership styles that would in effect improve the employees' sense of leaving or remaining within the organization.

### **6.3 Recommendations for the area of further research**

Further research could be performed to investigate other factors (e.g. other employment options and associated benefits) that influence individual employee's decision, irrespective of leadership style to either remain or leave an organization.

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## APPENDICES

### APPENDIX A: LEADERSHIP INTERVIEW GUIDE FOR LEADERS

Thank you for taking time to allow me to interview you. As you know, we are looking for “The relationship between leadership styles and employee’s commitment to this organization” that is, we are trying to determine how leaders themselves influence those who work under them as a thesis for our MBA program. We have some few questions we would like you to answer for us so we can achieve our aim.

1. How will you know if you are successful?
2. Please tell us about how you spend your time as a leader at this department. Specifically, what percentage of your time do you spend on tasks, what percentage with people.

*Important:* Keep this short. You do not want a description of their time, but just a brief indicator to reveal their task/people orientation and their internal/external focus.

3. Please describe a situation that would induce you to leave this position.
4. What qualities do you look for in your employees?
5. How do you reward your employees?
6. What kind of relationship do you want with your employees?

*Important:* What do they say their relationship with their employees is like? What is their view on their actual relationship?

7. Is there anything else you would want to discuss with us?

**Thank you for your cooperation. If we need any clarification, we will call later.**

## **APPENDIX B: INTERVIEW GUIDE FOR EMPLOYEES.**

Thank you for taking time to allow me to interview you. As you know, we are looking for “The relationship between leadership styles and employee’s commitment to this organization” that is, we are trying to determine how leaders themselves influence those who work under them as a thesis for our MBA program. We have some few questions we would like you to answer for us so we can achieve our aim.

1. Please describe your job briefly to us and how long you have been here?
2. Where were you before?

*Important:* To know for how long and what did they did before and if possible, why they left.

3. What are your expectations concerning the job in your life?
4. What is the importance of your leader in relation to your job?

*Important:* Note their motivations. How important is their leaders’ behavior to their commitment to work and the organization.

5. What would induce you to leave this organization?
6. What and where do you see yourself in five years?

Please note that, the following are some few questions we would like to ask about your leader

7. How well do you feel you know your leader?
8. How important do you believe your relationship to him at work is?
10. Briefly describe your interactions with him?

11. Is there anything else you would want to discuss with us?

**Thank you for your cooperation. If we need clarification we will call later.**

## APPENDIX C: MULTIFACTOR LEADERSHIP QUESTIONNAIRE (RATER)

RATER: .....

Rater (MLQ) SOURCE: ADAPTED FROM NYENGANE H. M. (2007)

By **Bernard M. Bass** and **Bruce J. Avolio**

PLEASE KINDLY TAKE SOME TIME OFF YOUR BUSY SCHEDULE TO RESPOND TO THESE QUESTIONS WHICH WOULD BE USED FOR ACADEMIC PURPOSE: A THESIS TO BE SUBMITTED TO THE SCHOOL OF MANAGEMENT, BLEKINGE INSTITUTE OF TECHNOLOGY, SWEDEN, FOR THE AWARD OF MBA DEGREE. THANK YOU

Forty-five descriptive statements are listed on the following pages. Judge how frequently each statement fits the person you are describing.

Use the following rating scale:

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 me with assistance in exchange for my efforts
2. Re-examines critical assumptions to question whether they are appropriate
3. Fails to interfere until problems become serious
4. Focuses attention on irregularities, mistakes, exceptions, and deviations from standards
5. Avoids getting involved when important issues arise
6. Talks about their most important values and beliefs
7. Is absent when needed
8. Seeks differing perspectives when solving problems

9. Talks optimistically about the future
10. Instills pride in me for being associated with him/her
11. Discusses in specific terms who is responsible for achieving performance targets
12. Waits for things to go wrong before taking action
13. Talks enthusiastically about what needs to be accomplished
14. Specifies the importance of having a strong sense of purpose
15. Spends time teaching and coaching
16. Makes clear what one can expect to receive when performance goals are achieved
17. Shows that he/she is a firm believer in 'if it ain't broke, don't fix it:'
18. Goes beyond self-interest for the good of the group
19. Treats me as an individual rather than just as a member of a group
20. Demonstrates that problems must become chronic before taking action
21. Acts in ways that builds my respect
22. Concentrates his/her full attention on dealing with mistakes, complaints, and failures
23. Considers the moral and ethical consequences of decisions
24. Keeps track of all mistakes
25. Displays a sense of power and confidence
26. Articulates a compelling vision of the future
27. Directs my attention toward failures to meet standards
28. Avoids making decisions

29. Considers me as having different needs, abilities, and aspirations from others
30. Gets me to look at problems from many different angles
31. Helps me to develop my strengths
32. Suggests new ways of looking at how to complete assignments
33. Delays responding to urgent questions
34. Emphasizes the importance of having a collective sense of mission
35. Expresses satisfaction when I meet expectations
36. Expresses confidence that goals will be achieved
37. Is effective in meeting my job-related needs
38. Uses methods of leadership that are satisfying
39. Gets me to do more than I expected to do
40. Is effective in representing me to higher authority
41. Works with me in a satisfactory way
42. Heightens my desire to succeed
43. Is effective in meeting organizational requirements
44. Increases my willingness to try harder
45. Leads a group that is effective

**Thank you for your co-operation**

APPENDIX D: MULTIFACTOR LEADERSHIP QUESTIONNAIRE (LEADER)

LEADER: .....

Leader (MLQ) SOURCE: ADAPTED FROM NYENGANE H. M. (2007)

By Bernard M. Bass and Bruce J. Avolio

PLEASE KINDLY TAKE SOME TIME OFF YOUR BUSY SCHEDULE TO RESPOND TO THESE QUESTIONS WHICH WOULD BE USED FOR ACADEMIC PURPOSE: A THESIS TO BE SUBMITTED TO THE SCHOOL OF MANAGEMENT, BLEKINGE INSTITUTE OF TECHNOLOGY, SWEDEN, FOR THE AWARD OF MBA DEGREE. THANK YOU

Use the following rating scale:

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 their efforts
2. I re-examine critical assumptions to question whether they are appropriate
3. I fail to interfere until problems become serious
4. I focus attention on irregularities, mistakes, exceptions, and deviations from standards
5. I avoid getting involved when important issues arise
6. I talk about my most important values and beliefs
7. I am absent when needed
8. I seek differing perspectives when solving problems
9. I talk optimistically about the future
10. I instill pride in others for being associated with me
11. I discuss in specific terms who is responsible for achieving performance targets

<b>0</b> Not at all	<b>1</b> Once in a while	<b>2</b> Sometimes	<b>3</b> Fairly Often	<b>4</b> Frequently if not always
------------------------	-----------------------------	-----------------------	--------------------------	--------------------------------------

- |  |                      |
|--|----------------------|
| 12. I wait for things to go wrong before taking action   | <input type="text"/> |
| 13. I talk enthusiastically about what needs to be accomplished                                | <input type="text"/> |
| 14. I specify the importance of having a strong sense of purpose                               | <input type="text"/> |
| 15. I spend time teaching and coaching   | <input type="text"/> |
| 16. I make clear what one can expect to receive when performance goals are achieved            | <input type="text"/> |
| 17. I show that I am a firm believer in 'If it ain't broke, don't fix it.'                     | <input type="text"/> |
| 18. I go beyond self-interest for the good of the group  | <input type="text"/> |
| 19. I treat others as individuals rather than just as a member of a group                      | <input type="text"/> |
| 20. I demonstrate that problems must become chronic before I take action                       | <input type="text"/> |
| 21. I act in ways that build others' respect for me  | <input type="text"/> |
| 22. I concentrate my full attention on dealing with mistakes, complaints, and failures         | <input type="text"/> |
| 23. I consider the moral and ethical consequences of decisions                                 | <input type="text"/> |
| 24. I keep track of all mistakes   | <input type="text"/> |
| 25. I display a sense of power and confidence  | <input type="text"/> |
| 26. I articulate a compelling vision of the future   | <input type="text"/> |
| 27. I direct my attention toward failures to meet standards                                    | <input type="text"/> |
| 28. I avoid making decisions   | <input type="text"/> |
| 29. I consider an individual as having different needs, abilities, and aspirations from others | <input type="text"/> |
| 30. I get others to look at problems from many different angles                                | <input type="text"/> |
| 31. I help others to develop their strengths   | <input type="text"/> |
|  | <input type="text"/> |

<b>0</b> Not at all	<b>1</b> Once in a while	<b>2</b> Sometimes	<b>3</b> Fairly Often	<b>4</b> Frequently if not always
------------------------	-----------------------------	-----------------------	--------------------------	--------------------------------------

- |  |                      |
|--|----------------------|
| 32. I suggest new ways of looking at how to complete assignments       | <input type="text"/> |
| 33. I delay responding to urgent questions                             | <input type="text"/> |
| 34. I emphasize the importance of having a collective sense of mission | <input type="text"/> |
| 35. I express satisfaction when others meet expectations               | <input type="text"/> |
| 36. I express confidence that goals will be achieved                   | <input type="text"/> |
| 37. I am effective in meeting others' job-related needs                | <input type="text"/> |
| 38. I use methods of leadership that are satisfying                    | <input type="text"/> |
| 39. I get others to do more than they expected to do                   | <input type="text"/> |
| 40. I am effective in representing others to higher authority          | <input type="text"/> |
| 41. I work with others in a satisfactory way                           | <input type="text"/> |
| 42. I heighten others' desire to succeed                               | <input type="text"/> |
| 43. I am effective in meeting organizational requirements              | <input type="text"/> |
| 44. I increase others' willingness to try harder                       | <input type="text"/> |
| 45. I lead a group that is effective                                   | <input type="text"/> |

**Thank you for your co-operation**

**APPENDIX E: ORGANISATIONAL COMMITMENT QUESTIONNAIRE**

**NO.....**

**OCQ SOURCE: ADAPTED FROM NYENGANE H. M. (2007)**

PLEASE KINDLY TAKE SOME TIME OFF YOUR BUSY SCHEDULE TO RESPOND TO THESE QUESTIONS WHICH WOULD BE USED FOR ACADEMIC PURPOSE: A THESIS TO BE SUBMITTED TO THE SCHOOL OF MANAGEMENT, BLEKINGE INSTITUTE OF TECHNOLOGY, SWEDEN, FOR THE AWARD OF MBA DEGREE. THANK YOU

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

12. I would not leave this organization right now because I have a sense of obligation to the people in it

**Thank you for your co-operation**

**APPENDIX F: MULTIFACTOR LEADERSHIP QUESTIONNAIRE SCORING KEY**

<b>Description</b>	<b>Leadership Factors</b>	<b>Raw Factors</b>	<b>#</b>	<b>#</b>	<b>#</b>	<b>#</b>	
Constructive transaction	Transformational	Idealised Influence (Attributes)	10	18	21	25	
	Transformational	Idealised Influence (Behaviours)	6	14	23	34	
	Transformational	Inspirational Motivation	9	13	26	36	
	Transformational	Intellectual Stimulation	2	8	30	32	
	Transformational	Individualized Consideration	15	19	29	31	
	Transactional	Contingent Reward	1	11	16	35	
	Corrective transaction	Transactional	Management by Exception (Active)	4	22	24	27
			Management by Exception (Passive)	3	12	17	20
Corrective transaction	Non- Transactional	Laissez-Faire	5	7	28	33	

SOURCE: ADAPTED FROM NYENGANE H. M. (2007)

## APPENDIX G: ORGANISATIONAL COMMITMENT QUESTIONNAIRE

### SCORING KEY

<b>Organizational Commitment Factor</b>	<b>#</b>	<b>#</b>	<b>#</b>	<b>#</b>
Affective Commitment	1	4	9	10
Normative Commitment	7	8	11	12
Continuance Commitment	2	3	5	6

SOURCE: ADAPTED FROM NYENGANE H.M. (2007)

