

UNIVERSITY OF CAPE COAST

EXTENT TO WHICH LEADERSHIP STYLES AFFECT THE
COMMITMENT LEVEL OF STAFF OF THE EASTERN REGIONAL
HOSPITAL, KOFORIDUA

DORCAS OPPONG-AMEYAW

2017

UNIVERSITY OF CAPE COAST

EXTENT TO WHICH LEADERSHIP STYLES AFFECT THE
COMMITMENT LEVEL OF STAFF OF THE EASTERN REGIONAL
HOSPITAL, KOFORIDUA

BY

DORCAS OPPONG-AMEYAW

Dissertation submitted to Department of Human Resource Management,
School of Business, College of Humanities and Legal Studies, University of
Cape Coast in partial fulfillment of the requirement for the award of Master of
Business Administration Degree in Management

OCTOBER 2017

DECLARATION

Candidate's Declaration

I hereby declare that this dissertation is the result of my own original research and that no part of it has been presented for another degree in this university or elsewhere.

Candidate's Signature.....Date.....

Name: Dorcas Oppong-Ameyaw

Supervisor's Declaration

I hereby declare that the preparation and presentation of the dissertation were supervised in accordance with the guidelines on supervision of dissertation laid down by the University of Cape Coast.

Supervisor's Signature.....Date.....

Name: Mr. Dominic Owusu

ABSTRACT

This work was designed find out the extent to which leadership styles affect the commitment level of staff of the Eastern Regional Hospital, Koforidua. The study used a stratified sampling technique, where the respondents were grouped to form homogeneous strata being senior and junior staff. Systematic sampling was then used to select respondents from each stratum. A sample of one hundred and ten (110) employees was selected from a total population of eight hundred and twenty-seven (827) employees of the Hospital. The instruments used for the study were questionnaires. The data was analyzed using analysis package called Statistical Package for Social Sciences (SPSS). The data was summarized into statistical tables, graphs, charts to make interpretation easier. Percentages and charts were used to. Among the main findings of the study were: management allowed the staff to make decisions in exhibit laissez faire leadership behaviour, weak positive correlation between the leadership variable and employee's affective commitment and moderate positive correlation between the leadership variable and employee's continuance commitment. The main recommendations were; management through its research department should conduct periodic research into the leadership needs of employees of the hospital. The management should put in measures to further improve affective commitment level of staff.

ACKNOWLEDGEMENTS

I would like to express my heartfelt gratitude to my supervisor, Mr. Dominic Owusu of the Department of Marketing and Supply Chain Management, School of Business Studies, College of Humanities and Legal Studies, University of Cape Coast for his guidance, advice, encouragement and the goodwill with which she guided this work.

I am very much appreciative. I am also grateful to the management of Eastern Regional Hospital, Koforidua for their support throughout this research work.

DEDICATION

To my dearest family

TABLE OF CONTENTS

Content	Page
DECLARATION	ii
ABSTRACT	iii
ACKNOWLEDGEMENTS	iv
DEDICATION	v
TABLE OF CONTENTS	vi
LIST OF TABLES	x
CHAPTER ONE: INTRODUCTION	
Background to the Study	1
Statement of the Problem	3
Purpose of the Study	4
Objectives of the Study	4
Research Questions	5
Significance of the Study	5
Delimitation of the Study	6
Limitation	6
Organization of the Study	6
CHAPTER TWO: LITERATURE REVIEW	
Introduction	8
The concept of leadership	8
Leadership styles	9
The authoritarian style of leadership	10
Democratic leadership style	11
The transactional and transformational leadership style	12

Key dimensions of transformational leadership	14
Key dimensions of transactional leadership	15
Key Dimensions of Laissez-Faire Leadership Style	16
Theoretical Review	17
Contingency / Situational Theories	17
Fiedler's Contingency Theory	19
Full Range Leadership Theory	19
Idealized Influence (II)	20
Individualized Influence (Attribute)	20
Individualized Influence (Behaviour)	20
Inspirational Motivation (IM)	21
Intellectual Stimulation (IS)	21
Individualized Consideration(IC)	21
Components of Transactional Leadership Theory	22
Contingent Reward (CR)	22
Management-by-Exception (Active)	22
Management-by-Exception (Passive)	22
Components of Laissez-faire Leadership Style	23
Leadership Role/Responsibilities	24
Reasons for adopting a particular leadership style	26
Concept of Commitment	27
Affective Commitment	29
Normative commitment	31
Continuance commitment	32
Chapter summary	33

CHAPTER THREE: RESEARCH METHODS

Introduction	34
Research Approach	34
Research Design	35
Study Area	36
Population	37
Sample Size	37
Sampling Procedure	38
Sources of Data	38
Data Collection Instruments	39
Transactional Leadership Style Sub Constructs	41
Laissez-Faire Leadership Style Construct	41
Data Collection Procedure	42
Data Analysis Procedure	42
Ethical Issues	42
Field Work	43
Field Challenges	43
Conclusion	44

CHAPTER FOUR: RESULTS AND DISCUSSION

Introduction	45
Demographic characteristics of respondents	45
Leadership Styles Exhibited by the Management of the Eastern Regional Hospital	47
Effect of Leadership Styles of Management of Eastern Regional Hospital on the Affective Commitment Level of Staff of the Hospital	53

Effect of Leadership Styles of Management of Eastern Regional Hospital on the Normative Commitment Level of Staff of the Hospital	56
Influence of Leadership Style on Employees' Continuance Commitment at the Eastern Regional Hospital	59
Summary of Key Findings	62
CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	
Introduction	64
Summary	64
Summary of Key Findings	65
Conclusions	66
Recommendations	67
Suggestion for Further Research	68
REFERENCES	69
APPENDICES	83
APPENDIX A	83
APPENDIX B	90

LIST OF TABLES

Table		Page
1	The borders that exist between a leader and a manager	25
2	Cronbach's alpha for the leadership scales	39
3	Transformational Leadership Sub Constructs Items	41
4	Transactional Leadership Sub Constructs Items	41
5	Laissez- Faire Leadership Construct items	41
6	Demographic characteristics of Respondents	46
7	Transformational Leadership Styles at the hospital	48
8	Transactional Leadership Styles by Management	51
9	Laisse-Faire Leadership Style by Management	52
10	Model Summary leadership styles on the affective commitment	54
11	ANOVA ^a	54
12	Coefficients ^a	55
13	Model Summary leadership styles on the normative commitment	57
14	ANOVA ^a	57
15	Coefficients ^a	58
16	Model Summary leadership styles on the continuance commitment	60
14	ANOVA	60
15	Coefficients	61

CHAPTER ONE

INTRODUCTION

Background to the Study

Leadership is usually referred to as the act and responsibility of guiding other people to work together to achieve the aspirations of a group, organization or an institution (Selznick, 2011). There are many leadership styles that are employed in the governing of countries, groups, organizations and institutions throughout the world (Walumbwa & Lawler, 2003). The leadership styles used by management may depend on the institution or the organization, or even the person who is given the authority to guide others towards the achievement of the goals and the visions of the organization (Davenport, 2010).

Obviously, every manager in their management and operations uses a particular leadership style that this style is actually a set of his behaviour patterns that frequently occurs during the constant organisational working and others knows him by it and as managers of the organisation are in very cooperation with the staff, the leadership style of these managers has a significant impact on staff commitment (Rahim, 2010). The type of leadership style differs from person to person and from organization to organization (Goleman Boyatzis & McKee, 2002). According to the literature the success of an organization or institution depends to a large extent, on the leadership styles.

There has been much evidence that suggests that leadership style is positively associated with work attitudes and behaviours at both an individual and organizational level (Dumdum, Lowe & Avolio, 2002). Many studies have shown that transformational and transactional leadership style is related to

employees' organizational commitment (Marmaya, Torsiman & Balakrishnan, 2011). In particular, there is considerable research now available suggesting that transformational leadership is positively associated with organizational commitment in a variety of organizational settings and cultures (Garg & Ramjee, 2013; Muterera, 2008; Avolio et al., 2004; Bono & Judge, 2003; Walumbwa & Lawler, 2003; Dumdum et al., 2002).

Nowadays, the problem of leadership has been the topic of many businesses in Africa and Ghana to be precise and organisations need effective and efficient managers to be able to lift the commitment level of employees in their organisations (Gerencser, Van, Napolitano & Kelly, 2008). Director, as the official representative of the organisation, is headed for coordination and improved commitment in the organisation and its success is dependent on his leadership style (Kanter, 2003). Appropriate behavioural pattern of the director in each organisation creates a strong morale in the staff and increases their commitment rate from their profession (Tepper & Taylor, 2003). The leadership styles exhibited at Koforidua hospital to some extent is on the low level and this has called for this study.

Employee commitment refers to the drive, and passion with which an employee tackles a job (Welch, 2011). This is seen in their behaviour, and it is a function of hard work, and loyalty. The benefits of organizational commitment have been well documented in the extant management literature (Davenport, 2010). Many researchers have argued that committed employees are less likely to develop patterns of delay or to be chronically absent from work (Davenport, 2010). According to Gbadamosi (2003), the more favorable an individual's attitudes toward the organization, the greater the individual's acceptance of the goals of the organization, as well as their willingness to

exert more effort on behalf of the organization. Getting employees' commitment can lead to beneficial consequences such as improved efficiency and effectiveness, increased performance, and productivity, and decreased turnover and absenteeism at both the individual and organizational levels (Fiorita, Bozeman, Young & Meurs, 2007).

Understanding of how public sector employees, like the hospital staff, become committed to their work, and to what degree various factors contribute to their level of commitment, is really important (Kasimu, 2016). There is the need for measuring employee commitment periodically to provide management the right insights that could guide their decision making purposes (Awang, Ahmad & Zin, 2010).

Statement of the Problem

Amongst all the different factors that have an influence on employee commitment, leadership can be seen as one of the most important (Lok & Crawford, 2004). A number of different studies (Mohammad & Hossein, 2006; Sellgren, Ekvall & Tomson, 2007), which were carried out in a number of different countries, western nations, concluded that there is a positive correlation between leadership styles and employee commitment. Review of various past studies cover different aspects of leadership and its relationship with organisational commitment (Sabir, Sohail & Khan, 2011). Despite this, not enough empirical research studies on the drivers of organizational commitment among workers in the hospital have been explored and published (Bagraim, 2002).

Though studies have found out the commitment and leadership styles are related, the focus of unit of analysis in those studies ignored one key sector

of the economy the health sector. Hospitals play key role in contributing to the growth of the nation. A healthy nation is key to the success of the nation (Shokane, Stanz & Slabbert, 2004). However, studies on leadership and commitment have ignored this sector despite the significant contribution of the sector to the economy. For this reason the current study focus on the hospital staff of Koforidua to either affirm or contradict earlier findings on the effect of leadership styles on the commitment of staff of the hospital. Therefore this study seeks to find the relationship between leadership styles and employee commitment in the Eastern Regional hospital in order to draw conclusions that can be used to upgrade the commitment levels of employees in the health sector in general, and the Eastern Regional hospital in particular.

Purpose of the Study

The purpose of the study is to find out the extent to which leadership styles affect the commitment level of staff of the Koforidua hospital

Objectives of the Study

Specifically, the study seeks to:

1. To find out the leadership styles being exhibited by the management of the Eastern Regional Hospital, Koforidua.
2. To assess the effect of leadership styles of management of Eastern Regional Hospital, Koforidua on the affective commitment level of staff of the hospital.
3. To assess the effect of leadership styles of management of Eastern Regional Hospital, Koforidua on the normative commitment level of staff of the hospital.
4. To assess the effect of leadership styles of management of Eastern

Regional Hospital, Koforidua on the continuance commitment level of staff of the hospital.

Research Questions

Based on objectives the following research questions have been formulated for answering:

1. What are the leadership styles exhibited by management of the Eastern Regional Hospital, Koforidua?
2. What is the effect of leadership styles of management of Eastern Regional Hospital, Koforidua on the affective commitment level of staff of the hospital?
3. What is the effect of leadership styles of management of Eastern Regional Hospital, Koforidua on the normative commitment level of staff of the hospital?
4. What is the effect of leadership styles of management of Eastern Regional Hospital, Koforidua on the continuance commitment level of staff of the hospital?

Significance of the Study

The result of the study will bring out the factors that influence the commitment levels of employees in the hospital, thereby revealing the problems affecting productivity. This will help plan and develop strategies to solve the problems by the management of the hospital. It will also serve as a valuable material to those interested in researching in similar areas. The findings could also be an addition to the literature on the effects of leadership styles and Ghana's policy on leadership styles and employee commitment.

Additionally, the findings will also point out areas that need further study in the same field to improve upon the leadership in not only the government hospitals, but also in other sectors of the economy.

Delimitation of the Study

Several issues affect hospital staffs across the country. However, this study was limited to leadership styles and employee commitment. This is due to the fact that less research of this area in the sector. The study was limited to only Eastern Regional Hospital, Koforidua. Respondents included: all staff of the hospital. The study focused on relationship between leadership styles and employee commitment in the Eastern Regional hospital. Also, the study was limited to only Eastern Regional Hospital, Koforidua due to limited time and the practical impossibility of using all hospital staffs across the country.

Limitation

Time constraints coupled with academic requirements and rising economic cost, posed a major setback for the study. It would have been prudent to conduct the survey region-wide instead of concentrating on only the Eastern Regional Hospital, Koforidua. This stems from the fact that there is resource constrain and this makes it impossible for the study to be conducted in the whole region. The researcher thus chose only Eastern Regional Hospital, Koforidua to meet the deadline for the programme.

Organization of the Study

The organization of this study has been dictated by the requirements of the institution to which it is presented for the award of the certificate. The study is organized under five chapters. Chapter One deals with the background

which identifies the problem area and the problems to be investigated. The research objectives, research questions are also discussed in this chapter. Chapter Two reviews related literature. Literature is reviewed alongside the theoretical framework that supports the study. Literature is reviewed from primary sources, documentaries, conference proceedings, seminar papers, and other relevant literature dully cited and acknowledged. Terms that are strong and unfamiliar are also defined and explained under this chapter. Chapter Three discusses the methodology of the study. It describes the research design and instruments for the collections of data, it also describes the processes and procedures adopted for data collection for the study. This chapter also describes the population for the study, sampling and sampling techniques and sample size. Chapter Four presents the analysis of data. Chapter Five discusses the summary, conclusion and recommendations of the study.

CHAPTER TWO

LITERATURE REVIEW

Introduction

This chapter presents the views, thoughts and findings of other related research works. In order to ensure that there is goodness of fit in the entire study, the organization of this study has been done to link the topic, the introduction, the research questions and objectives. The materials reviewed include books, journals, and research articles. This review carefully examines the thoughts and various positions of the researchers and research institutions and organizations, linking them to the existing literature. This review is second to the preliminary one, which was used to identify the literature gaps, modification of the research topic and the objectives of the study. The chapter ends with a theoretical framework, which shows the relationship among the variables of the study.

The concept of leadership

A review of the concept of leadership is most significant to the study. It provides parameters within which leaders will be identified on the field, as the review of literature on the concept will generate enquiries into areas such as the definition of leadership, approaches adopted to identify an individual as a leader, and their peculiar roles, just to mention but a few. The concept has many definitions and classifications at any given time. There are over 350 definitions of leadership (Bass, 1990). It is therefore difficult to accept only one definition (Cheng, 2003). All these definitions gear at painting a picture of what leadership is to be or what it means to be a leader. Mihelic, Lipicnik and Tekavcic (2010) indicate that leadership has long intrigued humankind

and has been the topic of extensive literature for centuries. Leadership according to (Northhouse, 2015; Rowe, 2007) is seen as a process by which a person influences others to accomplish an objective and directs the organisation in a way that makes it more cohesive and coherent.

Smith (2000) posits that leadership is a process of influencing an individual or group in efforts towards achieving a goal. Bass (1990) in his opinion describes leadership as a process of interaction among individuals and groups that includes a structured and restructured situation, members, expectations and perceptions. Robbins, Bradley and Spicer (2001) indicate that leadership is the ability of an individual to influence the behaviour of a group to achieve organisational goals. Indeed, leadership has been described as a process of social influence in which one person can enlist the aid and support of others in the accomplishment of a common task (Chemers, 2000).

Leadership styles

From the review of related literature on the concept of leadership it has been established that leaders may adopt different approaches when dealing with their staff. These approaches adopted are called his or her leadership style according to all commentators on the field including (Martindale, 2011) and (Foster, 2002). They see a leadership style as a leader's style of providing direction, implementing plans, and motivating people. Hollander and Julian (1969) set out to identify different styles of leadership. They found the authoritarian, democratic and laissez-fair styles of leadership, which has been in existence to date. This finding has inspired further study, which identified more specific types of leadership such as transactional and transformational leadership styles.

The authoritarian style of leadership

Leaders who employ the authoritarian leadership style according to (Martindale, 2011), are known as autocratic leaders. He reiterates that their style is characterised by strict and close control over their followers. This is achieved by keeping close regulation of policies and procedures given to followers. Under this style, Houghton, Neck and Manz (2003) assert that leaders provide clear expectations for what needs to be done, when it should be done, and how it should be done. There is also a clear division between the leader and the followers as leaders make sure to only create a distinct professional relationship (Aldoory & Toth, 2004). Authoritarian leaders make decisions independently with little or no input from the rest of the group. Authoritarian leaders, according to Dwirosanti (2017), have a focus on efficiency, as other styles, such as a democratic style may be seen as a hindrance on progress. An abuse of this style is usually viewed as controlling, bossy, and dictatorial as opined by writers on the style including (Martindale, 2011).

Authoritarian leadership is best applied to situations where there is little time for group decision-making or where the leader is the most knowledgeable member of the group, (Foster, 2002). In summary, authoritarian traits include individual setting of goals, one-way and downward communication and a total strict control. Authoritarian cluster encompasses being arbitrary, controlling, power-oriented, coercive, punitive, and close-minded.

Democratic leadership style

This style of leadership is also known as participative leadership. In this style leaders offer guidance to group members, but they also participate in this group and allow input from other group members. Participative leaders encourage group members to participate, but retain the final say over the decision-making process. Group members feel engaged in the process and are more motivated and creative. Foster (2002) and Woods and Woods (2010) amongst others find this leadership style to be one of the most effective and creates higher productivity, better contributions from group members and increased group morale. They explain that democratic leadership can lead to better ideas and more creative solutions to problems because group members are encouraged to share their thoughts and ideas.

While democratic leadership is one of the most effective leadership styles, it does have some potential downsides (Goleman, 2000). The above mentioned sources among others reiterate that in situations where roles are unclear or time is of the essence, democratic leadership can lead to communication failures and uncompleted projects. Woods and Woods (2010) assert that democratic leadership works best in situations where group members are skilled and eager to share their knowledge. It is also important to have plenty of time to allow people to contribute, develop a plan and then vote on the best course of action.

In summary, the democratic leadership style reflects concern about the followers in many different ways. Leadership is considerate, democratic, consultative and participative, employee-centred, concerned with people, concerned with maintenance of good working relations, supportive and

oriented toward facilitating interaction, relationship oriented, and oriented toward group decision making as reiterated by (Bass, 2008).

The transactional and transformational leadership style

In this study, transactional, transformational and Laissez-faire leadership styles will be dwelt on since this style is the most recent and commonly used by researchers in the current literature (Pawar, 2003). Fairhurst (2008) also pointed out that transformational leadership would be more relevant to the study of entrepreneur and SMEs. Transactional and transformational leadership theory was first developed by Burns and Leadership (1978). They established the idea of transactional leadership and highlighted that transactional leaders are those who intend to influence followers by appealing to their own self-interests whereas transformational leaders inspire followers to work for common goals and achieving higher level self-actualization needs instead of self-interest through instilling a clear mission and vision and building up trust and confidence among them (Burns, 1978).

Taking on the initial ideas developed by (Bass, 2008) has refined Burns view on the transactional and transformational leadership with a proposed theory of transformational leadership. He asserted that an effective leader with transformational attributes and abilities has the ability to transform his/her organisation to greater heights and to achieve greater performance (Bass, 1990). Based on the earlier constructs of transformational and transactional leadership behaviour developed by Burns (1978) and Bass (1990) added the laissez-faire leadership construct and later used the label

“full range leadership theory” (Bass, 1999) to represent the transformational, transactional and laissez-faire leadership theory.

According to Bass (1999), a transactional leader pursues a cost-benefit economic exchange to meet subordinates current material and psychic needs in return for contracted services rendered by the subordinate. Transactional leaders provide direction and motivate employees by instituting goals and by clarifying task requirements (Riaz & Haider, 2010). There exists an agreed exchange process between the leader and the followers in order to achieve the necessary standard of performance (Bass, Avolio, Jung & Berson, 2003). Most transactional leaders are risk averse, and perform well in a stable and predictable environment (Bass, 1990).

Contrary to transactional leadership, Bass (1999) defined transformational leadership as the process whereby leaders employ the collective interest of an organisation and its employees to achieve outcomes beyond ordinary performance. Leaders affect and transform organisations by increasing employee’s awareness on the importance of the task and its value, elevate interest on the organisational goals instead of their personal interests and focus on their higher-order needs (Arham, 2014). This type of leader is attentive to the needs and motives of followers and tries to help followers reach their full potential (Northouse, 2007). Ahmad and Tajasom (2011) wrote that this type of leader inspires employees to go beyond their own self-interests for the benefit of the organisation. They are not only concerned about the situational factors the organisation faces, they pay attention to the individual issues and developmental needs, they inspire employees to look at old problem with a new perspective and they are able to extract extra effort

from the employees through their ability to stimulate and inspire followers to achieve organisational goals.

Key dimensions of transformational leadership

Transformational leadership is defined as a process whereby leaders broaden and raise the interest of their employees (Walumbwa, Wang, Lawler & Shi, 2004). It occurs when they generate awareness and acceptance of the purpose and mission of the organisation and when they help their employees to look beyond their own self-interest for the benefit of the group (Bass, 1999; Daft, 2008). There are five dimensions of transformational leadership. These are idealized influence (Attribute), Idealized Influence (Behaviour), inspirational motivation, intellectual stimulation and individualized consideration. (Avolio & Bass, 2002).

With a transformational leader, the follower feels trust, admiration, loyalty and respect towards the leader, and he/she is motivated to do more than what he/she was originally expected to do (Bass, 2008; Carson, J. B., Tesluk & Marrone, 2007). The transformational leader encourages followers to think critically and seek new ways to approach their jobs, resulting in intellectual stimulation (Bass, 1999). As a result, there is an increase in their level of satisfaction, and commitment to the goals of their organisation (Podsakoff, Bommer, Podsakoff & MacKenzie, 2006). A leader high in transformational behaviour can achieve maximum performance from his followers because he or she is able to inspire followers to raise their criteria for success and develop innovative problem-solving skills (Bass, 1999; Yammarino & Bass, 1990). An idealized influence leader provides vision and sense of mission, instills pride and develops respect and trust among employees (Bass, 1990). The

leaders inspire and excite employees with the idea that they are able to accomplish great things by putting in extra effort (Avolio & Bass, 2002). Inspirational leaders communicate high expectations, use symbols to focus effort and convey important purposes to employees in simple ways about what needs to be done (Muenjohn & Armstrong, 2008). They articulate shared goals and develop a mutual understanding of what is right and important in simple ways to their employees (Avolio & Bass, 2004). Intellectual stimulation involves leaders encouraging intelligence, rationality and careful problem solving (Bass, 1990). This type of leaders encourages innovative thinking and allows employees to develop the capacity to solve problems unforeseen by them (Avolio & Bass, 2004). The individualized consideration aspect of transformational leadership means leaders provide personal attention and treat each employee individually Bass, (1990). Leaders spend time coaching and to giving advice and pay close attention to differences among the employees (Muenjohn & Armstrong, 2008).

Key dimensions of transactional leadership

Transactional leadership can be referred to as the type of leadership where the leaders explain what is required from the employees and what compensation they will get when they accomplish these requirements. It is a transaction between leaders and followers (Bass, 1990). The three dimensions of transactional leadership that will be used in this study are contingent reward, management-by-exception (active) and management-by-exception (passive). Contingent reward refers to the exchange of rewards for efforts, promises rewards for excellent performance, acknowledge accomplishments and punishments for poor performance (Bass, 1999; Muenjohn & Armstrong,

2008). In the management-by-exception (active) mode, leaders act as monitors to search and watch for deviations from rules and standards and take corrective actions (Bass, 1990; 1999; Muenjohn & Armstrong, 2008). In the management-by-exception (passive) mode, leaders will only intervene when procedures are not followed and standards are not met (Bass, 1990, 1999).

Transactional leadership involves an exchange process that results in follower compliance with leader request but not likely to generate enthusiasm and commitment to task objective (Bass, 2000). Based on transactional leadership theory, a leader focuses on having internal actors perform the tasks required for the organisation to reach its desired goals (Boehnke, Bontis, Distefano & Distefano, 2003). In doing this, the objective of the transactional leader is to ensure that the path to goal attainment is clearly understood by the internal actors, to remove potential barrier within the system, and to motivate the actors to achieve the predetermined goals (Obiwuru, Okwu, Akpa & Nwankwere, 2011). 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 being out of 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 (Yukl, Gordon and Taber, 2002).

Key Dimensions of Laissez-Faire Leadership Style

The terminology is borrowed from the French language and literally means let them do what they wish (Amuzu-Kpeglo, 2005). This is the style in which anything goes, so to speak. There are no hard and fast rules. The leader

grants complete freedom or autonomy to the staff and members of the organisation. Some have said that this style of leadership is witnessed in situations where the wrong person is put in charge, and knowing that people put him in that position as a favour, he in turn refuses to take actions lest he offends the stakeholders. Others also believe that the one who leads in this manner feels too overwhelmed by the position he has and so believing that it is risky to act, ends up producing more risky effects by his inaction. (Boachie-Mensah, 2006) confirms this by stating that, the leader allows individual decisions without participation. In this style, since there are hardly any clear goals, vision or policies, the leader believes that his major role is simply to supply the needed materials to the staff, and only acts when asked or forced by circumstances. Kerns (2004) discussed the relationship of values to organisational leadership, and his study was hugely in support of the laissez-faire style in bridging the gap between the employer and employee where his concern was solely on the fact that laissez-faire would create a positive environment through which employees and employers felt like a family regardless of their positions

Theoretical Review

Quite a number of theories underlie the present study. In this session the researcher seeks to review literature on relevant theories. Among them are contingency theory and full range theories.

Contingency / Situational Theories

The premise of this approach is that, different situations demand different kinds of leadership as opined by Northouse (2007). The model suggests that there is no universally acceptable style of leadership. A particular

style may prove valid in one situation yet ineffective in another. Serious examination of situational approach theories began in the late 1960s by Hersey and Blanchard and Redden. Situational approaches continued to be revised from 1970s through the 1990s. One of these path-goal theories examines how leaders use employee motivation to enhance performance and satisfaction. Another approach of contingency theory focuses on the match between the leader's style and specific situational variables (Rowe, 2007).

Whilst behavioural theories may point managers to develop particular leadership behaviours, they give little guidance as to what constitutes effective leadership in different situations. For practitioners, Conger and Riggio (2007) it leaves open the question of what leadership practices will best suit specific contexts. Indeed, the researcher can conclude that no contingency or situational theories were developed to indicate that the style to be used is contingent upon such factors as the people, the place, the time, the task, the organisation and other environmental variables as confirmed by (Kotter, 2013).

Clearly, the major difference between behavioural and contingency or situational leadership theories is that behavioural theories attempt to determine the one best leadership style for that situation. Contingency leadership theories contend that there is no one best leadership style for all situations. Behavioural theories contribute to contingency theories because their basic leadership styles are used in contingency leadership model. Some of the contingency theories include path-goal, Hersey and Blanchard and Fielder's Contingency theories but only Fielders Contingency theory will be reviewed in this study.

Fiedler's Contingency Theory

Fiedler's contingency theory suggests that there is no single best way for managers to lead. Different situations require appropriate leadership styles, contingent on the factors that impinge on that situation. For instance, in a highly routine-based (Mechanistic) environment where repetitive tasks are the norm and worker autonomy is minimal (such as factory production line), a relatively direct environment with skilled, creative staff (such as a software development firm) may require a more flexible, participative leadership. Fiedler looked at three factors that could define the conditions of a managerial task, leader-member relations: how well do the manager and the employees get along, and how much guidance do the employees need, task Structure: is the job highly structured, fairly structured, or somewhere in between? Position Power: How much authority does the manager poses.

The model has been criticized as follows:

Fieldler's use of the same set of result from the same completed studies to rebuild and support his conclusion has been criticized. His theory is known to fit known results rather than being tested by new research methodology. It did not explain the interpersonal behaviour or the different effect on members of the group. (Graen & Lau, 2005). The model does not predict leadership effectiveness (Hughes, 2005).

Full Range Leadership Theory

The study is based on this theory. The theory viewed leadership behaviour as a multi-dimensional construct where leaders may act transformational, transactional and/or laissez-faire depending on the interaction among all variables, including leaders, followers, situation, work

environment and all related factors. The founder of this theory was (Burns 1978). Bass and Avolio, (2002) expanded on Burn's work which comprises three styles: transformational, transactional and laissez-faire styles of leadership. Within the transformational leadership construct, (Bass & Avolio, 2002) identified five components of leadership behaviours which include: idealized influence (Attribute), Idealized influence (Behaviour), Inspirational motivation, intellectual stimulation, and individualized consideration. The three components of transactional leadership include: contingent reward, management-by-exception (Active) and Management-by-Exception (Passive).

Idealized Influence (II)

It indicates whether leaders hold subordinate's trust, maintain their faith and respect, show dedication to them, appeal to their hopes and dreams and act as their role model. Leaders who exercise these behaviours are admired, respected and trusted (Bass, 1990).

Individualized Influence (Attribute)

It relies on the attribution of charisma to the leader. If a leader is thought to display certain positive attributes (e.g perceived power, focus on higher-order ideals and values). His or her followers will develop an emotional tie to their leader. This relationship then consists of trust and confidence. It's the follower's perception of the leader's power, confidence and inspirational ideas.

Individualized Influence (Behaviour)

It emphasizes a collective sense of mission and values, as well as acting upon these values. Behaviour that reveal the leader's values and beliefs,

ethical and moral values and vision. It appropriates behaviour for followers, power is used only when necessary and never for personal gain (Huges, 2005).

Inspirational Motivation (IM)

Measures the degree to which leaders provide a vision, use appropriate symbols and images to help others focus on their work and try to make others feel their work is important. Followers are motivated to achieve objectives that have previously been thought unattainable. The leader raises expectations of and communicates confidence in followers that encourages the achievement of ambitious goals, enthusiasm and optimism (Huges, 2005).

Intellectual Stimulation (IS)

Leaders encourage others to be creative in looking at old problems in new ways, create an environment that is tolerant of seemingly extreme positions and nurture people to question their own values and beliefs and those of the organisation. The leader does not publicly criticise follower's mistakes. Followers are encouraged to try new approaches and have the right to fail (Huges, 2005). Intellectual stimulation is referred to as a leader that promotes a culture that encourages and reward risk taking which facilitates the innovation process and reflects the value that top management places on employee ideas.

Individualized Consideration(IC)

It indicates how leaders show interest in others well-being, assign projects individually and pay attention to those who seem less involved in the group. Leaders act as mentors and pay attention to individual needs for growth

and achievement. The leader listens and delegates tasks as a means of developing followers and offers direction or support as needed (Sager, 2009)

Components of Transactional Leadership Theory

Bass and Avolio (2002) identified three components of transactional leadership as follows: Contingent Reward, Management-by-Exception (Active) and Management-by-Exception (Passive).

Contingent Reward (CR)

Leaders tell others what to do in order to be rewarded, emphasize what leaders expect from them and recognize their accomplishments. Leaders provide tangible or intangible support and resources to followers in exchange for their efforts and performance (Walumbwa, Avolio & Zhu, 2008)

Management-by-Exception (Active)

This is a corrective transaction that occurs when followers deviate from the norm. The leader's active vigilance is to ensure that goals and standards are met (Jacobson Jr, 2009) it involves an interaction between leader and follower that emphasizes a more proactive positive exchange.

Management-by-Exception (Passive)

This is similar to management by exception (active) however, passive leaders do not actively monitor performance but wait till deviations occur and then implement a corrective action. Leaders allow the status quo to exist and if things go wrong they put in place some corrective measures.

Components of Laissez-faire Leadership Style

This is also known in some circles as delegative or free rein leadership. Little or no guidance is offered to group members and leave decision-making up to group members (Bens, 2006). Laissez-faire or free rein leadership style; in this style the leader does not, but leaves the group entirely to itself the leader gives the maximum independence to subordinates, actually they are free to make their own policies and methods (Nwagwu, 2014). The leader plays a passive role in group affairs and usually takes part in decision when things are initiated by the team (Astin & Astin, 2000). While this style can be effective in situations where group members are highly qualified in an area of expertise, it often leads to poorly defined roles and a lack of motivation (Cherry, 2006). This is an effective style to use when followers are highly skilled, experienced and educated; when followers have pride in their work and drive to do it successfully on their own; and when outside experts such as staff specialist or consultants are being used.

However, this style proves ineffective when followers feel insecure at the unavailability of a leader and when the leader cannot and will not provide regular feedback to their followers (Davidovitz, Mikulincer, Shaver, Izsak, & Popper, 2007). Full range leadership theory was adopted because it is supported by empirical research and is deemed more successful in determining effective leadership. It is against this background that the researcher adopted this theory in identifying the leadership styles exhibited by the leaders of the Eastern Regional Hospital, Koforidua.

Leadership Role/Responsibilities

The researcher delved into literature on the evidence that underlies the role of a leader. In the earlier review of the concept of leadership it came to light that the key words describing leadership are: change, vision, communication, proactive, high risk, aligning and motivating people. In a more concise sense to lead is to provide guidance. Leaders set the direction and get people to follow them. Leadership is about inspiring individuals to give of their best to achieve a desired result, gaining their commitment and motivating them to achieve defined goals (Carson, Tesluk & Marrone, 2007). As simplified by Schultz (2010), leaders have three essential roles. They have to define task, making known what the group is expected to do and to achieve the task, in the bid to ensure that the group's purpose is fulfilled.

Management on the other hand is a set of well-known processes like planning, budgeting, structuring jobs measuring performance, rationality and control, reactive and risk averse and problem solving which helps an organisation to predictably do what it knows how to do well. Ivancevich, Konopaske and Matteson, (2007). Management hence helps in the production of goods and services as promised, of consistent quality on budget, day after day and week after week. In organisations of any size and complexity, this is an enormously difficult task as opined by (Kotter, 2013). Table 1 presents the borders that exist between leaders and managers in reference to specific subjects.

Table 1: The borders that exist between a leader and a manager

SUBJECT	LEADER	MANAGER
Essence	Change	Stability
Focus	Leading people	Managing Work
Have	Followers	Subordinates
Horizon	Long term	Short term
Seeks	Vision	Objectives
Approach	Sets direction	Plans detail
Decision	Facilitates	Makes
Power	Personal Charisma	Formal authority
Culture	Shapes	Enacts
Energy	Passion	Control

Source: Kotter (1990)

Clearly, leadership and management is not the same thing but they are necessarily linked and complementary. The differences in the roles are significant and there is a scope for potential tension and conflict between them. Kotter, (1990) made an invaluable statement to settle the confusion between the two concepts. He alludes that leaders are not necessarily managers but if they are in charge of resources, especially people, they have to act like managers to the extent that the use of resources has to be organised, planned and controlled. Leadership and management hence must go hand in hand. Any effort to separate the two is likely to cause more problems than it solves. Kotter, (2013) cautions that, overemphasis on these managerial aspects of the role may prejudice leadership and the requirement to initiate and deliver change.

Reasons for adopting a particular leadership style

Different authors have given different reasons why managers adapt a particular leadership style. For example Clarke and Pratt (1985) as reported by Kumar and Hsiao (2007) posited that different styles of managerial leadership styles are required at different stages of business; which is champion tank commander, housekeeper and lemon squeezer. The authors indicated that as a new venture develops, it needs a champion to fight for and defend the seedling business. The champion must be able to drive a small team to win orders, provide a wide range of leadership skills and have the dash and energy to deal with a range of different matters. This means at the introductory stage of the life cycle of the business the champion leadership style is required. Further, as the organisation enters its growth stage, the leader must develop a strong, supportive team and have leadership qualities to be able to drive into readily exploitable parts of its market, the task leadership style is required. As the business runs up against boundaries erected by other growing business it enters the mature stage. The housekeeper has to ensure the efficient and economic management of the organisation. Although the mature stage might last for many years, sometimes an organisation goes into premature decline. At this stage the need is for the kind of a leader who can extract the maximum benefit from the situation. The lemon squeezer needs to be both tough and innovative in order to cut costs and improve productivity and staffing levels.

Boachie-Mensah (2006) cited in Mullins and Bortel (2010) is of the view that, national culture may also influence the choice of leadership style. Social, economic and political environment affect the leadership relationship, together with the attitudes and needs of followers. Nevertheless, there are

several variables that underpin the effectiveness of leadership in work organisation. These variables include the characteristics of the manager, personality, attitudes, and abilities, nature of work, culture of the organisation, value systems and the personal credibility of the manager. The author indicated that these variables may explain the leadership style that may be exhibited at a particular time.

Concept of Commitment

It has been perceived that a committed worker can have a positive impact on the performance of the organization. Because of the perceived impact a committed worker can have, the subject of employee commitment has become an interested paradigm of inquiry among many researchers, with the increased competition. In a similar study, Dale and Fox (2008) contended that there is a positive linkage between leadership style and employee commitment. Nearly two decades ago, Meyer and Allen, (1997) conducted a study and have found out that employee commitment is identified as psychological state that binds individual to the manager, occupation and organization. Other researchers, Meyer and Herscovitch (2001) who also agreed with Meyer and Allen, (1997) suggested that commitment binds an individual to a course of action of relevance to one or more targets. Their research made an important contribution towards defining employee commitment in the form of three bases which are affective, normative, and continuance. These three types of commitment are reflections of such attributes as emotional ties, perceived obligation and perceived sunk costs in relation to a target, respectively (Allen & Meyer, 1997).

A review of related literature shows that there are two well-known ideas about commitment in research studies, having their genesis in the early 1970s. The first view is developed by Porter, Steers, Mowday, and Boulian (1974) which elucidated commitment as the involvement of an individual and power of identification with a certain organization. The second view states and argues that an individual concentrates his early investments on an action and if the action stops he loses his investments. This view is founded on the Becker's side-bets view and handles commitment as the tendency to maintain membership in the organization (Allen & Meyer, 1997). However, these studies were not carried out in health institutions, and the findings of same study but in different institutions could differ. This present study finds out whether there could be differences in the findings. Employee commitment has also been perceived as the strong desire that helps to maintain within the organization or the institution, the willingness of employees to exert a strong belief in and acceptance of an organization's goals and values and considerable effort on behalf of the organization (Hunt & Morgan, 1994). For instance, according to Mowday (1979), employee commitment has a multidimensional structure and it is concerned with the relative strength of an employee's identification and participation in a particular institution or organization. Thus, Mowday reported that employee commitment is marked by at least three factors:

1. A strong desire to maintain membership within the same organization;
2. A strong belief in and acceptance of an organization's goals and values;

3. The willingness to apply considerable effort on behalf of the organization (Savery & Syme, 1996). His report agreed with Hunt and Morgan's view.

Organizational commitment is defined in multiple ways. Organizational commitment refers to the employee's emotional attachment to, identification with, and involvement in the organization and it is generally considered as a three dimensional construct comprising affective commitment, continuance commitment and normative commitment (Boehman, 2006). Dixon and Pastore (2003) adds that the concept of organizational commitment refers to the extent to which an employee feels a sense of allegiance to his or her employer organization. Manetje and Martins (2009) indicate that an employee who is engaged to the organization is emotionally, cognitively and personally committed to the organization and its goals by exceeding the basic requirements and expectations of the job. A review of related literature shows that there are different components of employee commitment. These commitment components all have their success factors behind them. These include affective, continuance and normative.

Affective Commitment

Affective commitment is one specific form of employee commitment that has been considered by many researchers as the most beneficial in enhancing organizational effectiveness. That is to say that in fact, of the three components, affective commitment has been found to be the most consistent and strongest predictor of positive organizational outcomes; and high affective commitment is associated with decreased turnover intentions (Wasti, 2003), contributes to higher productivity and competitive advantage for an

organization (Deery & Iverson, 1996). The affective commitment of employees and their emotional bond to their organization have been regarded as an important determinant of dedication and loyalty in every institution or organization. Employees in the organization that have high affective commitment are having a sense of belonging and identification that increase their engagement in the organization's activities, their willingness to pursue the organization's goals and their desire to stay with the organization (Meyer & Allen, 1997). Additionally, studies have found relations between affective commitment and absenteeism, performance and turnover rate in the organization (Mathieu & Zajac, 1990). Concerning backgrounds of affective commitment, Meyer and Allen suggested that work experiences such as organizational rewards, supervisor support and procedural justice have demonstrated stronger relationships with affective commitment.

The theory of Organizational support proposed by Whitener (1997) is one of the theories that may help explain employees' emotional commitment to their organization. This approach assumes that employees in an organization form general beliefs on how much the organization appreciates their contributions and concerns about their well-being in order to meet socio emotional needs and to assess the organization's readiness to reward increased efforts. Thus, perceived organizational support may be motivated by employees' predisposition to attribute humanlike characteristics to the organization (Eisenberger, Huntington, Hutchison & Sowa, 1986). Thus, they operate on the basis of the 'spirit' of reciprocity. On the basis of reciprocity form, perceived organizational support would create a felt obligation to care about the organization's welfares and help the organization achieve its values

and objectives. Felt obligation plays a role in mediating part of the relationship of perceived organizational support with affective commitment and performance (Eisenberger, Armeli, Rexwinkel, Lynch & Rhoades, 2001). Perceived organizational support would also increase affective commitment by fulfilling employee's needs for esteem, approval and affiliation, leading to the incorporation of organizational membership and role status into social identity.

This form of commitment emphasizes an individual employee's identification and involvement in the things of the organization (Mowday, Porter & Steers, 2013). Employees high in affective commitment show emotional attachment, identification with and engagement in the work place. Employees with a strong affective commitment remain with the organization because they ought to. This would explain why these employees are less likely to involve in withdrawal behaviour and more likely accepting change (Meyer & Allen, 1997).

Normative commitment

Another component of commitment is the normative commitment. This explains the employee's sense of obligation towards the organization. It asserts that employees remain with the organization because they feel they ought to be usually accompanied with high levels of normative commitment. Thus, in this, socialization and exchange have a vital role in the development of normative commitment. According to Cohen (2007), normative commitment develops from normative beliefs. These normative beliefs are internalized through pre- entry (familial and cultural) and post entry (organizational) socialization processes. The centre of the relationships can be concluded as the beliefs and instrumental beliefs concerning organization-

related behaviours results in employee commitment and instrumental motivation, respectively. Commitment and instrumental motivation, in turn, simultaneously determine organizational-related behaviours and intentions. Fishbein and Ajzen (2000) proposed that an individual's behaviour depends on the individual's evaluation with respect to the act, his or her intention to perform a function, the person's subjective norm or perception of all the normative pressures regarding the behaviour. Meyer and Allen (1997) applied this concept to employee commitment.

Continuance commitment

Yet, another component and type of Continuance commitment relates to an employee's evaluation of comparing the costs of leaving the organization and the costs of staying. With this, employees who perceived that the costs of leaving the organization are greater than the costs of staying will remain within the organization because they need to. According to some studies, anything that increases the cost of leaving the organization results in the development of continuance commitment (Meyer & Allen, 1997). Becker (1960), one of the early researchers on this subject argued that continuance commitment as a trend to engage in consistent lines of activity is based on the individual's assessment of the costs associated with discontinuing the activity. In explaining this, Becker argued that if an employee moves to a new job, they have to spend an amount of time to acquire self-investment again. This self-investment according to some researchers is the amount of valuable resources such as effort, energy, and time that an employee has spent in the organization for its well-being (Allen & Meyer, 1997). So, it means that if an employee is lacking of transferability of job skills and knowledge, the costs of leaving the

organization will also increase, because it is difficult for the employee to find an alternative jobs that match (Becker, 1960).

Chapter summary

This chapter has discussed literature on the areas captured under the study. The chapter discussed the overview of leadership and further highlighted some related leadership styles (authoritarian, democratic and laissez-faire). This section discussed the various styles leaders exhibit in their management. The chapter also captured literature on transformation and transactional leadership theory. It highlighted the issue on conventional exchange relationship in which follower compliance is exchanged for expected rewards and leaders raise followers' consciousness levels about the importance and value of designated outcomes and ways of achieving them.

The chapter also discussed transactional leadership and how followers are motivated by appealing to their self-interest. The chapter further highlighted leadership and employee commitment. It also showed leadership style and leaders outcome. The chapter also captured literature on corporate leadership style and employee commitment. Lastly, the chapter captured literature on the types of commitment being affective, normative and continuance.

CHAPTER THREE

RESEARCH METHODS

Introduction

This chapter describes the procedures by which data required for the study were collected and analysed. It presents the chosen methodology, justifying its appropriateness for the study's objectives (Boohene, 2006). It enables comparison with other studies thereby deepening understanding of the work plan while enhancing possible replication of the study in future (Pallant, 2007). It further involves discussions and comparison of the strengths, weaknesses, similarities and differences between the chosen methodology and others, ensuring consistency with accepted academic practice (Tabachnick & Fidell, 2007). Specifically, it covers the approaches to research, study design, population, sample and sampling techniques, research instruments, validity and reliability of the instrument, data collection procedure and data analysis.

Research Approach

The research approach adopted in this study was the quantitative. This was deemed necessary as it allows for data to be quantified. Further the approach also allows for use of statistical tools in analysing questionnaire quantitatively thereby making it easy for generalisation of findings. Again the quantitative approach was chosen because it covers a wide area of situations. Looking at the number of respondents the approach was deemed to be necessary. The quantitative approach deals in numbers, logic and an objective stance. Quantitative research focuses on numeric and unchanging data and detailed, convergent reasoning rather than divergent reasoning (i.e., the

generation of a variety of ideas about a research problem in a spontaneous, free-flowing manner).

The researcher used this approach based on its strengths that are of relevance to this study. Typical with the approach, it usually thrives on data gathered using structured research instruments, which in the case of this study presents as questionnaires. The researcher employed the approach because the study can be replicated given higher reliability.

Research Design

The research design employed in this study was the descriptive survey method. Descriptive research involves collecting data in order to address research questions concerning the current status of the subject of study. It also determines and reports the way things are. As stated by Fraenkel and Wallen (2000), the descriptive survey allows for obtaining answers from a large group of people to a carefully designed and administered questionnaire and since the study relied on questionnaire as the data collection instrument the approach was therefore deemed to be necessary. The design has an advantage of producing many responses from a wide range of respondents. It also provides more accurate pictures of events and seeks to explain people's perception and behaviour on the basic data gathered at a point in time. It is appropriate when a researcher attempts to describe some aspects of a population by selecting unbiased samples of individuals who asked to complete questionnaires, interviews or tests (Fraenkel & Wallen, 2000).

It is preferred because of the economy of the design and the rapid turnaround in data collection (Creswell, 2012). Saunders, Lewis and Thornhill (2003) stated that a survey design is perceived as authoritative by people in

general. This, according to them, is because it is easily understood. They point further that the survey method has an advantage of offering greater opportunity for the researcher to retain control of the research process. According to Kumar and Phrommathed (2005), the survey type attempts to neutralise the researchers or to eliminate, as much as possible their influence on the research to the extent that they become disembodied abstractions and depersonalized.

The big advantage of descriptive survey design is that it has the potential to provide a lot of information obtain from quite large sample of individuals. Sarantakos (2005) was, however, of the view that the survey type restricts experience in two ways. These are; first, by directing research to what is perceived by the senses and second, by employing only standardized tools based on quantifiable data to test hypothesis. The researcher realizes that the descriptive survey would help in obtaining meaningful result. The design was adopted for the study because it concerned eliciting information from respondents in order to describe the existing relationship between leadership styles and employee commitment of Eastern Regional Hospital in Koforidua. Further, the number of respondents chosen for the study also necessitated the use of descriptive survey as it allows for a wide range of response from a number of respondents.

Study Area

The unit of study is the Eastern Regional hospital located in Koforidua. It is a Ghana Health Service Secondary level referral center for Eastern Region with a population of about 2.6 million. It is a 340 bed capacity hospital that

serves as a referral center for the 26 district hospitals as well as CHAG and private facilities in the region.

The Hospital has about thirty-eight departments/unit and the personnel have worked at the various departments and units as well as those on transfer. In light of this, they have enough experience to provide answers to the questionnaire. The Personnel of the Hospital comprises of both senior and junior staff blended in different sections and officers performing varying duties.

Population

According to Rubin and Babbie (2001), target population is the theoretically specified aggregation of study elements. The target population of the study consisted of all employees of the Eastern Regional Hospital; male and female, senior and junior staff, mechanised and non-mechanised, young and old staff, and totalling 827. These employees were chosen for the study because the focus of the study was to look at the perception employees about various leadership styles of managers and how these leadership styles affect employee's commitment to organisation.

Sample Size

Given that the entire population of the Eastern Regional Hospital as about eight hundred and twenty-seven (827), it is rational to get a sample for the study. According to Bartlett, Kotrlik and Higgins (2001), sample size can be determined either by calculation using statistical formulas or by reference to the tables which set out recommended sample sizes for given populations. Based on the table developed by Bartlett, Kotrlik and Higgins (2001) a eight

hundred (800) population, with five percent (5%) margin of error, the sample size should be one hundred and four (104). However, to ensure a rise in total validity, a sample of one hundred and ten (110) employees was selected from a total population of eight hundred and twenty-seven (827) employees of the Hospital.

Sampling Procedure

Through the stratified sampling technique, the respondents were grouped to form homogeneous strata being senior and junior staff. Systematic sampling was used to select respondents from each stratum. With the systematic sampling technique, after the first respondent was randomly selected, all the remaining respondents were selected based on the subsequent N^{th} count (Malhotra & Birk, 2007). According to Hasson, Keeney and McKenna (2000) the use systematic sampling technique is appropriate when the ordering of the elements is related to the characteristic of interest and provides the ease of increasing the representativeness of the sample.

Sources of Data

Numerous methods are used in research work to gather data. It is, however vital to note that the selection of a particular method has to be decided upon in the context of one's research problem. The frequently used methods are questionnaire, interviewing, observation, participant observation, journals, public reports, documentary evidence etc. which falls under primary and secondary source of data collection. A primary research was collected from Eastern Regional Hospital to find out the opinions or perception of employees about leadership styles of management and the commitment levels

of employee of Eastern Regional hospital. The instrument used in the collection of the primary data was questionnaire.

Data Collection Instruments

The instrumentation adopted for this study was questionnaires. It consisted mainly of closed ended questions. Items on the questionnaires totaled 43 and was grouped into 4 sections. ‘A’, ‘B’, ‘C’ and D. Section A looked at the background characteristics of respondents. It considered the gender, age, academic qualification, working experience and job title.

Section B was on items relating to characteristics of leadership styles. The Multifactor Leadership Questionnaires (MLQ) developed by Bass and Avolio (1985) and revised by Ramey, (2002) was adopted and modified to measure the extent to which leaders demonstrate behaviours associated with transactional, transformational and laissez-faire leadership. This instrument has been used in many studies and has proven reliable and valid. This leadership instrument has been used in both industrial and service setting as reported in table 2.

Table 2: Cronbach’s alpha for the leadership scales

Variable	Cronbach’s Alpha
Transformational	0.92
Transactional	0.98
Laissez-faire	0.94

Source: Ramey, 2002

Table 2: shows high reliability analysis of Cronbach’s alpha coefficient value for all the scales. The nine subscales of the MLQ was explained and re-arranged for respondents to easily understand when filling the questionnaires.

Likert scales ratings from '1' lowest agreement to '5' highest agreement was used. Scaling is achieved by ensuring that high-scoring and low-scoring individuals differ in their responses on each of the items selected for inclusion in the index (Scheuren, 2004). Likert scales are the most reliable and widely used scale in measuring people's attitudes, opinions and beliefs. The Multi-factor Leadership Questionnaires had subscales on the three main leadership styles. The five components of transformational leadership were: (i) attributed idealized influence, (ii) Behaviourial idealized influence, (iii) Intellectual stimulation, (iv) individualized consideration and (v) inspirational motivation. The three components of transactional included (i) contingent reward, (ii) Management by exception (active) and (iii) management by exception (passive). The questionnaire had a rating scale of 1 to 5, '1' indicating lowest agreement and 5 indicating highest agreement.

Section C also rated the leadership characteristic. It seeks to know why Leaders adopt a particular type of leadership style as perceived by employees. Finally section D assessed the commitment level of the employees.

The Multi-factor leadership questionnaires adopted from Bass and Avolio (2002) was re-arranged and each sub construct explained for respondents to easily understand when responding. Table 3 summarizes the various items that were used to determine each category subscale that constitutes transformational leadership.

Table 3: Transformational Leadership Sub Constructs Items

Leadership Sub Construct	Items
Idealized Influence (Behaviour)	1,2, 3 and 4
Idealized Influence (Attribute)	5, 6, 7 and 8
Inspirational Motivation	9, 10, 11 and 12
Intellectual Stimulation	13, 14, 15, 16
Individual Consideration	17, 18, 19 and 20

Source: Field survey, Oppong-Ameyaw (2015).

Transactional Leadership Style Sub Constructs

From the questionnaire administered, Transactional leadership is categorized into the following subscales: Contingent reward, Management by Exception (Active) and Management by Exception (Passive).

Table 4: Transactional Leadership Sub Constructs Items

Leadership Sub-Construct	Items
Contingent Reward	21, 22, 23 and 24
Management by Exception (Active)	25, 26, 27 and 28
Management by Exception (Passive)	29, 30, 31 and 32

Source: Field survey, Oppong-Ameyaw (2015).

Laissez-Faire Leadership Style Construct

The table summarizes the various questions that are used to determine Laissez faire leadership construct.

Table 5: Laissez- Faire Leadership Construct items

	Items
Laissez faire	33, 34, 35, 36

Source: Field survey, Oppong-Ameyaw (2015).

Data Collection Procedure

The purpose of the study was explained to the respondents and this paved way for the retrieval of the questionnaires from respondent without difficulty. After formal permission for the data collection has been granted by management of Eastern Regional Hospital, Koforidua. The questionnaires were self-administered to the qualified respondents who were systematically selected to participate in the study. This mode of primary data collection provided the opportunity for the researcher to establishing rapport with the respondents, thereby ensuring higher recovery rate (Leedy & Ormrod, 2010).

The survey was administered on 1st August, 2017 and collected on 22nd August, 2017. Each participant was provided with a questionnaire and a brief background to the study. 100% response rate was recorded, meaning all the distributed questionnaires were completely filled by the respondents and returned accordingly.

Data Analysis Procedure

Data collected from the questionnaire were to make inference and entered into an analysis package called Statistical Package for Social Sciences (SPSS). This was done by keying responses into the data entering program electronically. The data was summarized into statistical tables, graphs, charts to make interpretation easier. Percentages and charts were used to compare in order to establish connection between the set of data collected to make sense out of it.

Ethical Issues

In order to ensure strict compliance to ethical standards of research, an introductory letter together with the present researcher's student identity card

was submitted to the employees of the Hospital during the time scheduled for data collection. A clause, assuring respondents of anonymity and confidentiality, was also captured in the introductory paragraph of the questionnaire. These were some of the steps taken to ensure adherence to accepted ethical standards and practices to ensure respect for participants as well as to ensure trust and confidence in the integrity of the study.

Field Work

The researcher first visited Hospital and with the help of an introductory letter (see Appendix A) obtained from the Head, Department of Human Resource Management to inform them of the intention to conduct a study using their organisation. After approval was given, a total of 120 questionnaires were distributed to respondents. The employees were given 10 and 5 minutes to respond to the questionnaires. The researcher used 3 weeks to collect the questionnaires.

Field Challenges

Some challenges were encountered in the course of carrying out the research. Nonetheless, much effort was taken to minimise their effects on the validity and reliability of the findings of the study. Some of the challenges encountered were that, it took a lot of effort and much convincing from the researcher for the employees of hospital respond to the questionnaires.

Another challenge encountered was the relatively long length of time it took the researcher to retrieve the questionnaires. Several visits and phone calls were made to some of the respondents before finally, being able to retrieve the completed questionnaires. In addition, the study depended on the

information provided by the respondents through their responses to the questionnaire.

Conclusion

This chapter presented specific research methodology used in the study. It covered research design, population, sample and sampling procedure, instruments used, data collection procedure as well as data analysis procedure. It also provided justification for the methods and data instruments employed in the study. The next chapter (Chapter Four) discusses the results of the study.

CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

This chapter of the study presents the findings emanating from the data collected from the self-administered questionnaires. The discussions include the interpretation of the findings in reference to previous findings and theories. The chapter is organised into two main parts. The first part deals with the background characteristics of respondents and covers areas such as respondents' sex, age, work experience and their level of education.

The second part is devoted to responses given by the respondents in accordance with the purpose of the study. It tackles the specific research objectives based on data collected. The discussions focused on leadership style and its effect on staff affective, normative and continuance commitment of the Eastern Regional Hospital, Koforidua. One hundred and ten (110) questionnaires were retrieved from the staff of the hospital.

Demographic characteristics of respondents

Before the main analysis, information relating to gender, level of education, age, work experience and employment status of respondents were captured. These are discussed below.

Table 6: Demographic characteristics of Respondents

Variables	Sub-scale	N	%
Gender	Male	40	36.4
	Female	70	63.6
Age range	18 – 28 years	45	40.9
	29-39 years	56	50.9
	40-49 years	06	05.5
	50 - 59 years	03	02.7
Work experience	1 month - 10 years	92	83.6
	11 – 20 years	11	10.0
	31- 40 years	07	06.4
Highest Educational level	SSSCE/WASSCE	02	01.8
	Diploma	63	57.3
	1 st Degree	37	33.6
	Masters	08	07.3

Source: Field survey, Oppong-Ameyaw (2015).

Table 6 shows that, out of 110 respondents, 40 (36.4%) of the respondents are males while 70 (63.6%) are females. In this analysis, there is no basis to conclude that those with the highest frequency are more important or make a valid conclusion compared to their counterparts with low frequency. It is only an indication that the sample has more females than males. Table 6 also shows the age profile of the respondents in years, 45 respondents representing 40.9% are aged between 18 – 29 years, 56 representing 50.9% are aged between 29 - 39 years, 6 representing 05.5% are aged between 40 - 49 years, and 3 representing 02.7% aged 50 - 59 years.

This shows that majority of the respondents are in the youthful age with 97.3% between the ages of 18 and 49 years. People in the youthful ages are considered more energetic. This is because energy level is very important for all work, particularly in today’s competitive business environment that needs people in the middle ages to set fruitful paths for the future generation.

Comparatively, most young business people possess some level of education needed for successful business management.

With respect to respondents' working experience, table 6, revealed that, 92 (83.6%) have working experience between 1 month - 10 years, 11 (10%) have working experience between 11 – 20 years, and 07 (06.4%) with 31- 40 years working experience. The highest representation was 92 (82.6%), which implied that most staff had enough experience at their work stations to help them execute their duties satisfactorily. Also the study sought to know the highest education level of the respondents and table 6 revealed that 2 (1.8%) of the respondents have SSSCE/WASSCE, 63 (57.33%) have diploma, 37 (33.6%) have 1st degree and 8 (7.3%) have Masters Degree.

Leadership Styles Exhibited by the Management of the Eastern Regional Hospital

The second section of the chapter presents the results pertaining to the specific objectives of the study. With the help of the SPSS Version 22.0, means, standard deviations and simple regression analysis were used to tackle the objectives. The first objective of the study was to find the leadership styles of management of Eastern Regional Hospital. The leadership variables were made up of three constructs – transformational, transnational and laissez faire. Table 7 present responses on transformational leadership style exhibited by the management of Eastern Regional Hospital, Koforidua, table 8 presenting transnational leadership style and lastly table 9 presenting laissez faire leadership style. The responses to the items were measured with five-point numerical scale such that one (1) represents the least agreement to the issues while five (5) represents the strongest agreement to the issues.

The main variables were evaluated in terms of descriptive statistics such as mean and standard deviation. The results are presented in Table 7. The relevant mean values presented in Table 7 were interpreted using mean values obtain from five-point Likert scale items. The mid-point for the scale of agreement or disagreement to a statement was 3.00. Thus, any mean score below 3.00 indicated a disagreement to a statement while any score equal to or above 3.00 indicated an agreement. Table 7 therefore presents the respondents view on the leadership styles of management of Eastern Regional Hospital, Koforidua.

Table 7: Transformational Leadership Styles of Management of Koforidua hospital

Statements	Std.	
	Mean	Deviation
My leader specifies the importance of having a strong sense of purpose.	3.7455	.99942
My leader considers the moral and ethical consequences of his/her decisions	4.0000	.95783
My leader emphasizes the importance of having a collective team spirits	3.9273	1.03790
My leader talks about their most important values and beliefs	3.7000	1.23815
My leader instils pride in staff for being associated with him/her	3.5182	1.21709
My leader sacrifices his/her self-interest for the good of the group	3.4909	1.13933
My leader displays sense of power and confidence	3.9636	.83421
Table 7 continued		
My leader have leadership skills that build my respect	3.6818	1.05736
My leader talks enthusiastically when setting goals and objectives to accomplished	3.8273	.93710
My leader talks optimistically about the future	3.6364	.92595

Table 7 continued

My leader articulates a compelling vision of the future	3.6273	.99410
My leader shows confidence that goals will be achieved.	3.9455	.79950
My leader re-examines critical assumptions to questions to set	3.5636	1.00938
My leader seeks different perspectives when solving problems	3.6000	1.08535
My leader gets staff to look at problems from different angles	3.7273	1.09970
My leader suggests new ways of looking at how to complete a schedule	3.6364	1.02023
My leader spends time teaching and coaching staff.	3.5091	1.17891
My leader treats me as an individual rather than just as a member of a group.	3.1818	1.11027
My leader suggests new ways of looking at how to complete assignments.	3.3818	1.12504
My leader considers staff individual special need, abilities and aspirations.	3.2636	1.08938

Source: Field survey, Oppong-Ameyaw (2015).

As presented in Table 7, the respondents agreed that their leader specifies the importance of having a strong sense of purpose (Mean = 3.7455; Std. Dev. = 0.9994). Also, their leader considers the moral and ethical consequences of his/her decisions (Mean = 4.0000; Std. Dev. = 0.9578). The respondents asserted that their leader emphasizes the importance of having a collective team spirits (Mean = 3.9273; Std. Dev. = 1.0379). Further, their leader talks about their most important values and beliefs (Mean = 3.7000; Std. Dev. = 1.2381). Their leader instils pride in staff for being associated with him/her (Mean = 3.5182; Std. Dev. = 1.2171).

Leaders sacrifices his/her self-interest for the good of the group (Mean = 3.4909; Std. Dev. = 1.1393). Their leaders talk enthusiastically when setting

goals and objectives to accomplished (Mean = 3.8273; Std Dev = 0.9371). Also, their leader articulates a compelling vision of the future (Mean = 3.6273; Std Dev = .9941). Their leader shows confidence that goals will be achieved (Mean = 3.9455; Std Dev = 0.7995). Leaders seeks different perspectives when solving problems (Mean = 3.6000; Std Dev = 1.0854). Leader gets staff to look at problems from different angles (Mean = 3.7273; Std Dev = 1.09970). Lastly, leaders spend time teaching and coaching staff (Mean = 3.5091; Std Dev = 1.1789).

From the results it could be observed that management and leaders at the Eastern Regional Hospital, Koforidua exhibit transformational leadership style which the staffs of the hospital show assent to such style. The results are in line with Daft (2008) who asserted that transformational leaders generate awareness and acceptance of the purpose and mission of the organisation and they help their employees to look beyond their own self-interest for the benefit of the group (hospital at large). According to Bass, 2008; Katz and Kahn, 2004, the followers of transformational leader feels trust, admiration, loyalty and respect towards the leader, and he/she is motivated to do more than what he/she was originally expected to do.

Also, according to Bass (1999), the staffs of the hospital are going think critically and seek new ways to approach their jobs, which result in intellectual stimulation. As a result, Podsakoff et al, (2006), asserted that there is going to be an increase in staff level of satisfaction, and commitment to the goals of their organization. In the same vain, Yammarino and Bass (1990) added that such transformational leadership style can achieve maximum

commitment from staffs because management is able to inspire followers to raise their criteria for success and develop innovative problem-solving skills.

The relevant mean values presented in Table 8 were interpreted using interpretations of mean values obtain from four-point Likert scale items for Transactional Leadership Styles exhibited by Management of Eastern Regional Hospital, Koforidua. The mean value ranges are as follow: strongly disagree (1.0 – 1.5), disagree (1.6 – 2.0), agree (2.1 – 3.0) and strongly agree (3.1 – 4.0). The results are presented in Table 8.

Table 8: Transactional Leadership Styles exhibited by Management of Eastern Regional Hospital, Koforidua

Statements	Mean	Std. Deviation
My leader provides staff with assistance in exchange of their efforts	3.2364	1.11641
My leader discusses in specific terms who is responsible for achieving performance targets.	3.3909	1.11779
Table 8 continued		
My leader makes clear what staff can expect to receive when performance goals are achieved	3.4273	1.23005
My leader concentrates his/her full attention on dealing with mistakes, complaints and failures.	3.5091	1.18666
My leader directs staff attention towards failures to meet standards	3.5545	1.11361
My leader interfere whenever problems arise	3.3000	1.43961

Source: Field survey, Oppong-Ameyaw (2015).

According to Table 8, the respondents agreed that their leader provides staff with assistance in exchange of their efforts (Mean = 3.2364; Std. Dev. = 1.11641). Likewise, their leader discusses in specific terms who is responsible for achieving performance targets (Mean = 3.3909; Std. Dev. =

1.1178). The respondents declared that their leader makes clear what staff can expect to receive when performance goals are achieved (Mean = 3.4273; Std. Dev. = 1.2301). Their leaders concentrate his/her full attention on dealing with mistakes, complaints and failures. (Mean = 3.5091; Std. Dev. = 1.1867). Leaders direct staff attention towards failures to meet standards (Mean = 3.5545; Std. Dev. = 1.1136). Their leader interfere whenever problems arise (Mean = 3.0345; Std. Dev. = 1.43961).

The result shows that management of the regional hospital exhibit a good transnational leadership behaviour which will result in staff of the hospital complying with the request of management according to Bass (2000). Also, where management focus on what is expected of staff, the hospital would be able to reach it desired goal (Boehnke, Bontis, Distefano & Distefano, 2003). Management interference whenever problems arise may help in taking corrective action as quickly as possible when they occur (Yukl, Gordon & Taber, 2002).

Table 9: Laissez-Faire Leadership Style exhibited by Management exhibited by Eastern Regional Hospital, Koforidua

Statements	Mean	Std. Deviation
My leader only get involved when important issues arise	3.0364	1.31280
My leader is present when needed	3.1000	1.33375
My leader allow us to make decisions	3.3273	1.38212
My leader do not delay responding to urgent questions	3.2091	1.36197

Source: Field survey, Oppong-Ameyaw (2015).

With reference to Table 9, the respondents expressed that their leader only get involved when important issues arise (Mean = 3.0364; Std. Dev. = 1.31280). Equally, their leader is present when needed (Mean = 3.1000; Std. Dev. = 1.3338). The respondents declared that their leader allow us to make decisions (Mean = 3.3273; Std. Dev. = 1.3821). Their leader do not delay responding to urgent questions. (Mean = 3.2091; Std. Dev. = 1.3620). Affirming to Kerns (2004) who discussed the relationship of values to organisational leadership, and his study hugely in support of the laissez-faire style in bridging the gap between the employer and employee where his concern was solely on the fact that laissez-faire would create a positive environment through which employees and employers felt like a family regardless of their positions. Therefore the staff of the hospital will be committed since they will feel like family.

Effect of Leadership Styles of Management of Eastern Regional Hospital on the Affective Commitment Level of Staff of the Hospital

The second objective of the study was to assess the effect of leadership styles of management of Eastern Regional Hospital, Koforidua on the affective commitment level of staff of the hospital. In order to determine the extent to which leadership styles exhibited at the hospital affect the affective commitment of staff, simple linear regression analysis was found to be more appropriate. The result of the simple linear regression analysis indicates how well the leadership styles effect on staff's affective commitment. It also indicates how much unique variance in the independent variables (leadership styles) explains the dependent variable (affective commitment). Table 10 therefore presents the analysis of the influence.

Table 10: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.165 ^a	.207	.018	5.51867

a. Predictors: (Constant), Leadership styles

Source: Field survey, Oppong-Ameyaw (2015).

According to table 10, model summary indicates that the independent variable (leadership) met the entry requirement for the equation. The *R* (.165^a) shows weak positive correlation between the predictive variable (leadership) and the dependent variable (affective commitment). The *R*-square value indicates that 20.7% of the variance in employees' affective commitment is explained by the leadership styles exhibited at the Koforidua hospital. This implies that the employees are likely to be emotionally attached to the workplace. It implies that the remaining 79.3% of affective commitment at the hospital is explained by other variables apart from the leadership. These other variables may include role autonomy, trust in workers, individual learning and employee participation. Also, to assess the statistical significance of the result it is necessary to test that multiple *R* in the population equals 0. The result in this model reaches statistical significance for leadership (Sig =.004), this really means $p < .05$.

Table 11: ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	91.701	1	91.701	3.011	.004 ^b
	Residual	3289.218	108	30.456		
	Total	3380.918	109			

a. Dependent Variable: Affective Commitment

b. Predictors: (Constant), Leadership styles

Source: Field survey, Oppong-Ameyaw (2015).

Table 11 shows result of the influence of leadership on affective commitment at the Eastern Regional Hospital, Koforidua. From the Table 11, a p-value (Sig) of 0.004 implies that there is a linear relationship between leadership and affective commitment, hence meets the requirement to proceed with the analysis. In other words, there was a significant influence leadership on affective commitment at the hospital. The result also shows that 20.7% contribution of leadership on affective commitment at the hospital in Table 10 was significant. This implies that the management of the Eastern Regional Hospital, Koforidua can continue to use promotion to increase the affective commitment at the hospital.

Furthermore, to determine how well the leadership predict (influence) affective commitment at the Eastern Regional Hospital, Koforidua, Table 12 shows the independent variable contribution to affective commitment. The β value indicates the relative influence of the independent variable on affective commitment at the hospital. Table 12 presents a model of the regression analysis. In the model the leadership was the independent variable while employees' affective commitment is treated as the dependent variable.

Table 12: Coefficients^a

Model		Unstandardized		Standardized		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	18.713	3.335		5.611	.000
	Leadership	.049	.028	.207	1.735	.004

a. Dependent Variable: Affective Commitment

Source: Field survey, Oppong-Ameyaw (2015).

To find out how well leadership contribute to affective commitment, it is imperative to look at their statistical significance and beta (β) values.

According to Table 12, leadership (independent variable) makes a statistically significant contribution (0.004). This is because the p-value is less than the acceptable margin error of 0.05. Also, when the value has been converted to the same scale (Standardise Coefficients) so as to compare, employee leadership contributed 20.7% (Beta = .207) to the prediction of affective commitment. This means that leadership of employees makes a positive unique contribution to explaining the affective commitment variable.

Therefore according to Wasti (2003), there would be decrease turnover intentions in the hospital and staff would contribute to higher productivity as a result of being committed (Deery & Iverson, 1996). The result again will propel a sense of belongingness and identification that will increase their engagement in the hospital's activities, their willingness to pursue the goals and their desire to stay with the hospital (Meyer & Allen, 1997).

Effect of Leadership Styles of Management of Eastern Regional Hospital on the Normative Commitment Level of Staff of the Hospital

The third objective of the study was to assess the effect of leadership styles of management of Eastern Regional Hospital, Koforidua on the normative commitment level of staff of the hospital. In order to determine the extent to which leadership styles exhibited at the hospital affect the normative commitment of staff, also, simple linear regression analysis was found to be more appropriate. The result of the simple linear regression analysis indicates how well the leadership styles effect on staff's affective commitment. It also indicates how much unique variance in the independent variables (leadership styles) explains the dependent variable (affective commitment). Table 13 therefore presents the analysis of the influence.

Table 13: Model Summary

Model	R	R Square	Adjusted Square	RStd. Error of the Estimate
1	.369 ^a	.345	.064	6.20207

a. Predictors: (Constant), Leadership

Source: Field survey, Oppong-Ameyaw (2015).

According to table 13, model summary indicates that the independent variable (leadership) met the entry requirement for the equation. The R (.369^a) shows moderately a positive correlation between the predictive variable (leadership) and the dependent variable (normative commitment). The R -square value indicates that 34.5% of the variance in employees' normative commitment is explained by the leadership variable at the hospital. This implies that the remaining 65.5% of normative commitment at the hospital is explained by other variables apart from the leadership styles which were not captured under model.

Also, to assess the statistical significance of the result it is necessary to test that multiple R in the population equals 0. The result in this model reaches statistical significance for leadership (Sig =.004), this really means $p < .05$

Table 14: ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	325.301	1	325.301	8.457	.004 ^b
	Residual	4154.299	108	38.466		
	Total	4479.600	109			

a. Dependent Variable: Normative Commitment

b. Predictors: (Constant), Leadership

Source: Field survey, Oppong-Ameyaw (2015).

Table 14 shows result of the influence of promotion on normative commitment at the Eastern Regional Hospital. From the Table 14, a p-value (Sig) of 0.004 implies that there is a linear relationship between leadership and normative commitment, hence meets the requirement to proceed with the analysis. In other words, there was a significant influence of leadership on normative commitment at the hospital. The result also shows that 36.9% contribution of leadership on normative commitment at the library in Table 14 was significant. This implies again that the management of the hospital can linger to use leadership to increase the normative commitment.

Additionally, to decide how well the leadership predict (influence) normative commitment at the Eastern Regional Hospital, Koforidua, Table 15 shows the independent variable contribution to normative commitment. The β value indicates the relative influence of the independent variable on normative commitment at the hospital. Table 15 presents a model of the regression analysis. In the model the leadership was the independent variable while employees' normative commitment was treated as the dependent variable.

Table 15: Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	T	Sig.
1	(Constant)	12.037	3.748		3.211	.000
	Leadership	.093	.032	.369	2.908	.004

a. Dependent Variable: Normative Commitment

Source: Field survey, Oppong-Ameyaw (2015).

To find out how well leadership contribute to normative commitment, it is imperative to look at their statistical significance and beta (β) values. According to table 16, leadership (independent variable) makes a statistically significant contribution (0.004). This is because the p-value is less than the acceptable margin error of 0.05. Also, when the value of has been converted to the same scale (Standardise Coefficients) so as to compare, leadership contributed 36.9% (Beta = .369) to the prediction of normative commitment. This means that leadership exhibited at the hospital makes a positive unique contribution to explaining the normative commitment of the employees.

The result according to Wiener (1982), can conclude that such commitment level will simultaneously determine organizational-related behaviours and intentions in the hospital.

Influence of Leadership Style on Employees' Continuance Commitment at the Eastern Regional Hospital

The fourth research objective sought to analyse the influence of employee promotion on employees' continuance commitment for employees at the Eastern Regional Hospital, Koforidua. In order to determine the extent to which leadership at the hospital influence continuance commitment of employees, the simple linear regression was found to be more appropriate. The result of the regression indicates how well the leadership influence employee continuance commitment. It also indicates how much unique variance in the independent variables (leadership) explains the dependent variable (continuance commitment).

Table 16: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.483 ^a	.234	.015	7.65259

a. Predictors: (Constant), Leadership
 Source: Field survey, Oppong-Ameyaw (2015).

According to Table 16, model summary indicates that the independent variable met the entry requirement for the equation. The *R* (.483^a) shows the substantial correlation between the predictive variable (leadership) and the dependent variable (continuance commitment). The *R*-square value indicates that 23.4% of the variance in employees' continuance commitment is explained by the leadership variable at the hospital. This implies that the remaining 76.6% of employee commitment at the hospital is explained by other variables apart from the leadership styles which were not taken in the model.

Also, to assess the statistical significance of the result it is necessary to test that multiple *R* in the population equals 0. The result in this model reaches statistical significance for employee promotion (Sig =.000), this really means $p < .05$.

Table 17: ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	60.964	1	60.964	1.041	.000 ^b
	Residual	6324.709	108	58.562		
	Total	6385.673	109			

a. Dependent Variable: Continuance Commitment

b. Predictors: (Constant), Leadership
 Source: Field survey, Oppong-Ameyaw (2015).

Table 17 shows result of the influence of leadership on continuance commitment at the Eastern Regional Hospital, Koforidua. From the Table 17,

a p-value (Sig) of 0.000 implies that there is a linear relationship between leadership and continuance commitment, hence meets the requirement to proceed with the analysis. In other words, there was a significant influence leadership on continuance commitment at the hospital. The result also shows that 23.4% contribution of leadership to continuance commitment at the hospital was significant. This implies that the management of the hospital can continue to use leadership to increase employee commitment at the hospital.

Furthermore, to determine how well the leadership predict (influence) continuance commitment at the Hospital, Table 18 shows the independent variable contribution to continuance commitment. The β value indicates the relative influence of the independent variable on continuance commitment at the hospital. Table 18 presents a model of the regression analysis. In the model the leadership was the independent variable while employees' continuance commitment is treated as the dependent variable.

Table 18: Coefficients^a

Model		Unstandardized		Standardized		
		Coefficients		Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	18.486	4.625		3.997	.000
	Leadership	.040	.039	.461	1.020	.002

a. Dependent Variable: Continuance Commitment

Source: Field survey, Opong-Ameyaw (2015).

To find out how well leadership contribute to continuance commitment, it is imperative to look at their statistical significance and beta (β) values. According to Table 18, both leadership (independent variable) make a statistically significant contribution (0.000). This is because the p-

value is less than the acceptable margin error of 0.05. Also, when the value of has been converted to the same scale (Standardise Coefficients) so as to compare it, leadership contributed 46.1% (Beta = .461) to the prediction of continuance commitment. This means that promotion of employees makes a positive unique contribution to explaining the continuance commitment variable.

The result is in line with the assertion of Gathungu, Iravo, Namusonge (2015) who echoed that monetary compensation is necessary, but not sufficient, to commit employees in an organisation. Thus, people will want to continue to work for companies that offer good leadership behaviour despite receiving wages and salaries. The direction of the influence of leadership and employee commitment is positive, indicating that when leadership variable increase by one unit employee continuance commitment will increase by 0.461 (46.1%) units and vice versa.

Summary of Key Findings

The study established that majority of the staff assented that their leaders concentrate his/her full attention on dealing with mistakes, complaints and failures. Also there was a weak positive correlation between the leadership variable and employee's affective commitment at the hospital, which indicates that weak variance in affective commitment, is explained by leadership at the hospital with a statistically significant effect of the leadership on affective commitment at the hospital. There was a medium positive correlation between the leadership variable and employee's normative commitment at the hospital. Lastly, there was a moderate positive correlation between the leadership variable and employee's continuance commitment at the hospital. Leaders of

Eastern Regional Hospital, Koforidua should continue to exhibit right leadership behaviour to enhance the commitment level of workers at the hospital.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

This chapter summarizes the main findings of the study. A general conclusion from the issues is also presented. On the basis of the findings and conclusions adduced, recommendations or suggestions that will help enhance better the extent to which leadership styles influences staff commitment at the Eastern Regional Hospital, Koforidua. The chapter finally ends with recommendation for future research.

Summary

The primary purpose of this study was to find out the extent to which leadership styles affect the commitment level of staff of the Eastern Regional Hospital, Koforidua. The secondary purposes were to (1) find out the leadership styles being exhibited by the management of the Eastern Regional Hospital, Koforidua., (2) assess the effect of leadership styles of management of Eastern Regional Hospital, Koforidua on the affective commitment level of staff of the hospital, (3) to assess the effect of leadership styles of management of Eastern Regional Hospital, Koforidua on the normative commitment level of staff of the hospital and (4) the effect of leadership styles of management of Eastern Regional Hospital, Koforidua on the continuance commitment level of staff of the hospital.

A total of 110 respondents were randomly sampled for the study. Questionnaires were employed as instrument for collecting data for the study. The study used SPSS version 22.0 to analyse the collected data. The researcher personally collected the data required for the study. Both

descriptive and inferential statistics were used to analyse the data to address the stated objectives of the study. Descriptive statistics used were frequencies, percentages, means and standard deviations. Inferential statistics employed was the simple regression.

Summary of Key Findings

With respect to the first research objective which entailed finding out the leadership styles being exhibited by the management of the Eastern Regional Hospital, Koforidua. The following key findings emerged:

1. The study established that most of the respondents consented with how management of Eastern Regional Hospital, Koforidua exhibit both transformational, transnational and laissez faire leadership styles.. Majority of the staff assented that their leaders concentrate his/her full attention on dealing with mistakes, complaints and failures.
2. The staff also affirmed that their leader talks about their most important values and beliefs.
3. The study further established that management allow the staff to make decisions in exhibit laissez faire leadership behaviour.

The second research objective sought to assess assess the effect of leadership styles of management of Eastern Regional Hospital, Koforidua on the affective commitment level of staff of the hospital. The following are the key findings:

There was a weak positive correlation between the leadership variable and employee's affective commitment at the hospital, which indicates that weak variance in affective commitment, is explained by leadership at the hospital

with a statistically significant effect of the leadership on affective commitment at the hospital.

The third research objectives sought to assess the effect of leadership styles of management of Eastern Regional Hospital, Koforidua on the normative commitment level of staff of the hospital. The following are key findings:

There was a medium positive correlation between the leadership variable and employee's normative commitment at the hospital, which indicates that moderate variance in normative commitment, is explained by employee leadership at the hospital library with a statistically significant effect of the leadership on normative commitment at the hospital.

The fourth research objectives sought to assess the effect of leadership styles of management of Eastern Regional Hospital, Koforidua on the continuance commitment level of staff of the hospital. The following are key findings:

There was a moderate positive correlation between the leadership variable and employee's continuance commitment at the hospital, which indicates that adequate variance in continuance commitment, is explained by leadership at the hospital with a statistically significant effect of the leadership on continuance commitment at the Eastern Regional Hospital, Koforidua.

Conclusions

From the findings of the study, a number of conclusions can be drawn. Staff of the Eastern Regional Hospital, Koforidua acclaimed that the leadership is very important for enhancing their affective, normative and continuance commitment. The staff professed that there is a good transformational, transaccnational and laissez faire leadership behaviour or styles demonstrated at the Eastern Regional Hospital at Koforidua. The

implication is that the nature of these issues could affect their commitment level positively.

It can also be concluded that there was a statistically significant relationship between leadership and employee commitment (affective, normative and continuance) at the Eastern Regional Hospital, Koforidua. Which would implies that an improvement in the leadership exercise of the management will motivate more staff to be committed.

Recommendations

Based on the findings and conclusions drawn from this study, a number of policy measures could be adopted to ensure that, best leadership issues are followed in order to gain commitment of staff who can help the hospital to achieve its strategic goals. The following recommendations are made to the management of the hospital.

1. The study recommends that management of the hospital should maintain credibility in the implementation of the various leadership practices to enhance staff commitment. These may include ensuring system updates in measuring effectiveness of their leadership behaviours shown.
2. The management of the hospital should continue the institution of measures to further improve affective commitment level of staff the hospital so as to fully engage the staff of the hospital.
3. The study further recommends that management through its research department should conduct periodic research into the leadership needs of employees of the hospital. This will help management of the hospital to be always abreast with the issues for

leadership. Through that, specific programmes could be introduced to suit leadership needs of staff at any point in time. Once those needs are met, commitment among staff of the hospital will be increased.

Suggestion for Further Research

Going by the findings of the study, the recommendations and the conclusion made, the following suggestions are made for future researcher; a similar research could be conducted on other districts in the Eastern Region to compare the effect of leadership styles on the commitment level of staff other district in Eastern Region and that of other teaching hospitals in the Country.

REFERENCES

- Ahmad, Z. A., & Tajasom, A. (2011). In search of a leadership framework for innovation in Malaysia. *Development (AHRD)*, 3, 6.
- Ajzen, I., & Fishbein, M. (2000). Attitudes and the attitude-behaviour relation: Reasoned and automatic processes. *European review of social psychology*, 11(1), 1-33.
- Aldoory, L., & Toth, E. (2004). Leadership and gender in public relations: Perceived effectiveness of transformational and transactional leadership styles. *Journal of Public Relations Research*, 16(2), 157-183.
- Amuzu-Kpeglo, A. (2005). Approaches to administrative theory in education. *Unpublished monograph*.
- Arham, A. F. (2014). Leadership and performance: The case of Malaysian SMEs in the services sector. *International Journal of Asian Social Science*, 4(3), 343-355.
- Armstrong, A., & Muenjohn, N. (2008). The ethical dimension in transformational leadership. *Journal of Business Systems, Governance and Ethics*, 3(3), 21-35.
- Astin, A. W., & Astin, H. S. (2000). Leadership Reconsidered: Engaging Higher Education in Social Change.
- Avolio, B. J., & Bass, B. M. (2004). *MLQ: Multifactor leadership questionnaire*. Mind Garden.
- Avolio, B. J., Zhu, W., Koh, W., & Bhatia, P. (2004). Transformational leadership and organizational commitment: Mediating role of

- psychological empowerment and moderating role of structural distance. *Journal of organizational behaviour*, 25(8), 951-968.
- Awang, Z., Ahmad, J. H., & Zin, N. M. (2010). Modelling job satisfaction and work commitment among lecturers: A case of UiTM Kelantan. *Journal of Statistical Modeling and Analytics*, 1(2), 45-59.
- Bagram, J. J. (2002). Organizational commitment amongst South African knowledge workers: Some preliminary findings. In *8th national conference of the Psychological Society of South Africa (PsySSA8)*, Cape Town, South Africa.
- Bartlett, J., Kotrlik, J., Higgins, C., & Williams, H. (2001). Exploring factors associated with research productivity of business faculty at National Association of Business Teacher Education. *Published Report*.
- Bass, B. M. (1990). From transactional to transformational leadership: Learning to share the vision. *Organizational dynamics*, 18(3), 19-31.
- Bass, B. M. (1999). Two decades of research and development in transformational leadership. *European journal of work and organizational psychology*, 8(1), 9-32.
- Bass, B. M. (2008). *The Bass Handbook of Leadership: Theory, Research, and Managerial Applications*. 4th ed.
- Bass, B. M., Avolio, B. J., Jung, D. I., & Berson, Y. (2003). Predicting unit performance by assessing transformational and transactional leadership. *Journal of applied psychology*, 88(2), 207.
- Becker, H. S. (1960). Notes on the concept of commitment. *American journal of Sociology*, 66(1), 32-40.

- Bens, I. (2006). *Facilitating to lead!: Leadership strategies for a networked world*. John Wiley & Sons.
- Boachie-Mensah, F. O. (2006). *Essentials of management 1st ed.*
- Boehman, J. (2006). *Affective, continuance, and normative commitment among student affairs professionals, 10(2), 287- 291.*
- Boehnke, K., Bontis, N., DiStefano, J. J., & DiStefano, A. C. (2003). Transformational leadership: An examination of cross-national differences and similarities. *Leadership & Organization Development Journal, 24(1), 5-15.*
- Bono, J. E., & Judge, T. A. (2003). Self-concordance at work: Toward understanding the motivational effects of transformational leaders. *Academy of Management Journal, 46(5), 554-571.*
- Boohene, R., Kotey, B., & Sheridan, A. (2006). Why do male owner-managers perform better than female owner-managers: An investigation in a transition economy context. In *ICSB World Conference in Melbourne, Australia.*
- Burns, J. M. (1978). Row. *New York, 280.*
- Carson, J. B., Tesluk, P. E., & Marrone, J. A. (2007). Shared leadership in teams: An investigation of antecedent conditions and performance. *Academy of management Journal, 50(5), 1217-1234.*
- Chemers, M. M. (2000). Leadership research and theory: A functional integration. *Group Dynamics: Theory, research, and practice, 4(1), 27.*
- Cheng, Y. C. (2003). School leadership and three waves of education reforms. *Cambridge Journal of Education, 33(3), 417-439.*
- Cherry, K. A. (2006). *Leadership styles, 21(2), 215.*

- Clarke, C., & Pratt, S. (1985). Leadership's four part progress. *Management Today*, 84-86.
- Cohen, A. (2007). Commitment before and after: An evaluation and reconceptualization of organizational commitment. *Human resource management review*, 17(3), 336-354.
- Conger, J. A., & Riggio, R. (2007). The practice of leadership. *San Francisco: Josey-Bass*.
- Creswell, J. (2012). W. (1994). Research design: Qualitative and quantitative approaches. *Thousand Oaks* 88(2), 207.
- Daft, R. L. (2008). The Leadership Experience: South-Western. *Cincinnati, OH*.
- Dale, K., & Fox, M. L. (2008). Leadership style and organizational commitment: Mediating effect of role stress. *Journal of Managerial Issues*, 109-130.
- Davenport, J. (2010). Leadership style and organizational commitment: the moderating effect of locus of control. In *ASBBS Annual Conference: Las Vegas* (Vol. 17, No. 1, pp. 277-290).
- Davidovitz, R., Mikulincer, M., Shaver, P. R., Izsak, R., & Popper, M. (2007). Leaders as attachment figures: leaders' attachment orientations predict leadership-related mental representations and followers' performance and mental health. *Journal of Personality and social Psychology*, 93(4), 632.
- Deery, M. A., & Iverson, R. D. (1996). Enhancing productivity: intervention strategies for employee turnover. *Productivity management in hospitality and tourism*, 68-95.

- Dixon, M. A., & Pastore, D. L. (2003). An Empirical investigation of the satisfaction, commitment, and performance of NCAA Division III coaches. *Research Quarterly for Exercise and Sport*, 74, 85.
- Dumdum, U. R., Lowe, K. B., & Avolio, B. J. (2013). A meta-analysis of transformational and transactional leadership correlates of effectiveness and satisfaction: An update and extension. In *Transformational and Charismatic Leadership: The Road Ahead 10th Anniversary Edition* (pp. 39-70). Emerald Group Publishing Limited.
- Dwirosanti, N. (2017). Impact of Transformational Leadership, Personality and Job Involvement to Organizational Citizenship Behaviour. *IJHCM (International Journal of Human Capital Management)*, 1(02), 27-36.
- Eisenberger, R., Armeli, S., Rexwinkel, B., Lynch, P. D., & Rhoades, L. (2001). Reciprocation of perceived organizational support. *Journal of applied psychology*, 86(1), 42.
- Eisenberger, R., Huntington, R., Hutchison, S., & Sowa, D. (1986). Perceived organizational support. *Journal of Applied Psychology*, 71(3), 500.
- Fairhurst, G. T. (2008). Discursive leadership: A communication alternative to leadership psychology. *Management Communication Quarterly*, 21(4), 510-521.
- Fiorita, J. A., Bozeman, D. P., Young, A., & Meurs, J. A. (2007). Organization Commitment. *Human Resources Practices and Organization Characteristic. Journal of Managerial*, (19), 2.
- Foster, D. E. (2002). A method of comparing follower satisfaction with the authoritarian, democratic, and laissez-faire styles of leadership. *Communication Teacher*, 16(2), 4-6.

- Fraenkel, J. R., & Wallen, W. E. (2000). *How to design and evaluate educational research*, 88(2), 207.
- Garg, A. K., & Ramjee, D. (2013). The relationship between leadership styles and employee commitment at a parastatal company in South Africa. *The International Business & Economics Research Journal (Online)*, 12(11), 1411.
- Gbadamosi, G. (2003). HRM and the commitment rhetoric: challenges for Africa. *Management Decision*, 41(3), 274-280.
- Gerencser, M., Van Lee, R., Napolitano, F., & Kelly, C. (2008). *Megacommunities: How leaders of government, business and non-profits can tackle today's global challenges together*. St. Martin's Press.
- Goleman, D. (2000). Leadership that gets results. *Harvard business review*, 78(2), 4-17.
- Goleman, D., Boyatzis, R. E., & McKee, A. (2002). *The new leaders: Transforming the art of leadership into the science of results* (p. 14). London: Little, Brown.
- Graen, G. B., & Lau, D. (2005). Proper levels of analysis, hierarchical linear models, and leadership theories. *Global organizing designs*, 235-269.
- Hasson, G., Keeney, H. & McKenna, S. (2000). *How to design and evaluate educational research*, 45(1),183.
- Hollander, E. P., & Julian, J. W. (1969). Contemporary trends in the analysis of leadership processes. *Psychological bulletin*, 71(5), 387.

- Houghton, J. D., Neck, C. P., & Manz, C. C. (2003). Self-leadership and superleadership. *Shared leadership: Reframing the hows and whys of leadership*, 123-140.
- Hughes, L. W. (2005). Developing transparent relationships through humor in the authentic leader-follower relationship. *Authentic leadership theory and practice: Origins, effects and development*, 3, 83-106.
- Ivancevich, J. M. (2007). Leadership style and organizational commitment: Mediating effect of role stress. *Journal of Managerial Issues*, 109-130.
- Jacobson Jr, D. G. (2009). *Why commanders lead: A study in leadership motivations of Air Force officers* (Doctoral dissertation, Capella University).
- Kanter, R. M. (2003). *Challenge of organizational change: How companies experience it and leaders guide it*. Simon and Schuster.
- Kasimu, P. (2016). *The Influence of Employee Perception of the Leader's Path-Goal Leadership Behaviours on Organizational Commitment: A Case Study of East African Breweries Limited (EABL)* (Doctoral dissertation, United States International University-Africa).
- Kerns, C. D. (2004). Strengthening values centered leadership. *Graziadio Business Report*, 7(2).
- Kotter, J. P. (1990). How leadership differs from management. *New York: Free Press*, 240, 59-68.
- Kotter, J. P. (2013). Management is (still) not leadership. *Harvard Business Review*, 9.

- Kumar, S., & Hsiao, J. K. (2007). Engineers learn “soft skills the hard way”:
Planting a seed of leadership in engineering classes. *Leadership and Management in Engineering*, 7(1), 18-23.
- Kumar, S., & Phrommathed, P. (2005). *Research methodology* (pp. 43-50). Springer US.
- Leedy, F. (2010). *Research methods for business. A practical guide*. Pearson Education.
- Lok, P., & Crawford, J. (2004). The effect of organisational culture and leadership style on job satisfaction and organisational commitment: A cross-national comparison. *Journal of management development*, 23(4), 321-338.
- Malhotra, F. & Birk, B. (2007). Seriousness checks are useful to improve data validity in online research. *Behaviour research methods*, 45(2), 527-535.
- Manetje, O., & Martins, N. (2009). The relationship between organisational culture and organisational commitment.
- Marmaya, N. H., Torsiman, M. H. N. M., & Balakrishnan, B. K. (2011). Employees' perceptions of Malaysian managers' leadership styles and organizational commitment. *African Journal of Business Management*, 5(5), 1584.
- Martindale, N. (2011). Leadership styles: How to handle the different personas. *Strategic Communication Management*, 15(8), 32-35.
- Mathieu, J. E., & Zajac, D. M. (1990). A review and meta-analysis of the antecedents, correlates, and consequences of organizational commitment. *Psychological bulletin*, 108(2), 171.

- Meyer, J. P., & Herscovitch, L. (2001). Commitment in the workplace: Toward a general model. *Human resource management review*, 11(3), 299-326.
- Meyer, J. P., Allen, N. J., & Allen, N. J. (1997). *Commitment in the workplace*. Sage Publications, NY.
- Mihelic, K. K., Lipicnik, B., & Tekavcic, M. (2010). Ethical leadership. *International Journal of Management & Information Systems (Online)*, 14(5).
- Mohammad Mosadegh Rad, A., & Hossein Yarmohammadian, M. (2006). A study of relationship between managers' leadership style and employees' job satisfaction. *Leadership in Health Services*, 19(2), 11-28.
- Morgan, R. M., & Hunt, S. D. (1994). The commitment-trust theory of relationship marketing. *The journal of marketing*, 20-38.
- Mowday, R. T., Porter, L. W., & Steers, R. M. (2013). *Employee—organization linkages: The psychology of commitment, absenteeism, and turnover*. Academic press.
- Mowday, R. T., Steers, R. M., & Porter, L. W. (1979). The measurement of organizational commitment. *Journal of vocational behaviour*, 14(2), 224-247.
- Mullins, D., & van Bortel, G. (2010). Neighbourhood regeneration and place leadership: lessons from Groningen and Birmingham. *Policy studies*, 31(4), 413-428.

- Muterera, J. (2008). The relationship between leadership theory behaviours, follower attitudes and behaviours, and organizational performance in United States county governments.
- Northouse, P. G. (2015). *Leadership: Theory and practice*. Sage publications, NY.
- Nwagwu, J. E. (2014). Effective Leadership: Comparative Analysis of Leadership and Management. *International Journal of Management Sciences*,(4), 3, 144-157.
- Obiwuru, T. C., Okwu, A. T., Akpa, V. O., & Nwankwere, I. A. (2011). Effects of leadership style on organizational performance: A survey of selected small scale enterprises in Ikosi-Ketu council development area of Lagos State, Nigeria. *Australian Journal of Business and Management Research*, 1(7), 100.
- Pallant, J. (2007). SPSS survival manual: A step-by-step guide to data analysis using SPSS version 15. *Nova Iorque: McGraw Hill*.
- Pawar, B. S. (2003). Central conceptual issues in transformational leadership research. *Leadership & Organization Development Journal*, 24(7), 397-406.
- Podsakoff, P. M., Bommer, W. H., Podsakoff, N. P., & MacKenzie, S. B. (2006). Relationships between leader reward and punishment behaviour and subordinate attitudes, perceptions, and behaviours: A meta-analytic review of existing and new research. *Organizational Behaviour and Human Decision Processes*, 99(2), 113-142.

- Porter, L. W., Steers, R. M., Mowday, R. T., & Boulian, P. V. (1974). Organizational commitment, job satisfaction, and turnover among psychiatric technicians. *Journal of applied psychology*, 59(5), 603.
- Rahim, M. A. (2010). *Managing conflict in organizations*. Transaction Publishers.
- Ramey, T. (2000). *Research methods for business. A skill building approach*. John Wiley & sons.
- Riaz, A., & Haider, M. H. (2010). Role of transformational and transactional leadership on job satisfaction and career satisfaction. *Business and Economic Horizons*, 1(1), 29-38.
- Robbins, C. J., Bradley, E. H., & Spicer, M. (2001). Developing leadership in healthcare administration: a competency assessment tool. *Journal of Healthcare Management*, 46(3), 188-202.
- Rowe, K. (2007). *The imperative of evidence-based instructional leadership: Building capacity within professional learning communities via a focus on effective teaching practice*. Centre for Strategic Education.
- Rowe, K. (2007). *The imperative of evidence-based instructional leadership: Building capacity within professional learning communities via a focus on effective teaching practice*. Centre for Strategic Education.
- Rubin, A., & Babbie, E. R. (2001). *Research method for social work*. Pacific Grove, CA: Wadsworth.
- Sabir, M. S., Sohail, A., & Khan, M. A. (2011). Impact of leadership style on organization commitment: In a mediating role of employee values. *Journal of Economics and Behavioural Studies*, 3(2), 145-152.

- Saqer, H. O. (2009). The effects of the perceived leadership style on organizational commitment.
- Sarantakos, S. (2005). Social research, *ethics in research*, 15.
- Saunders, M., Lewis, P., & Thornhill, A. (2003). Selecting samples. *Research methods for business students*, 3.
- Savery, L. K., & Syme, P. D. (1996). Organizational commitment and hospital pharmacists. *Journal of Management Development*, 15(1), 14-22.
- Scheuren, F. (2004, June). What is a Survey? American Statistical Association, America.
- Schultz, J. R. (2010). The Scholar-Practitioner: A Philosophy of Leadership. *Scholar-Practitioner Quarterly*, 4(1), 52-64.
- Sellgren, S., Ekvall, G., & Tomson, G. (2007). Nursing staff turnover: does leadership matter?. *Leadership in Health Services*, 20(3), 169-183.
- Selznick, P. (2011). *Leadership in administration: A sociological interpretation*. Quid Pro Books.
- Shokane, M. S., Stanz, K. J., & Slabbert, J. A. (2004). Description of leadership in South Africa: Organisational context perspective. *SA Journal of Human Resource Management*, 2(3), 1-6.
- Smith, J. M. (2000). *Analysis of the relationship between principal leadership style and teacher job satisfaction* (Doctoral dissertation, University of North Carolina at Charlotte).
- Tabachnick, B. G., & Fidell, L. S. (2007). *Experimental designs using ANOVA*. Thomson/Brooks/Cole.
- Tepper, B. J., & Taylor, E. C. (2003). Relationships among supervisors' and subordinates' procedural justice perceptions and organizational

- citizenship behaviours. *Academy of Management Journal*, 46(1), 97-105.
- Walumbwa, F. O., & Lawler, J. J. (2003). Building effective organizations: transformational leadership, collectivist orientation, work-related attitudes and withdrawal behaviours in three emerging economies. *International journal of human resource management*, 14(7), 1083-1101.
- Walumbwa, F. O., Avolio, B. J., & Zhu, W. (2008). How transformational leadership weaves its influence on individual job performance: The role of identification and efficacy beliefs. *Personnel Psychology*, 61(4), 793-825.
- Walumbwa, F. O., Wang, P., Lawler, J. J., & Shi, K. (2004). The role of collective efficacy in the relations between transformational leadership and work outcomes. *Journal of Occupational and Organizational Psychology*, 77(4), 515-530.
- Wasti, S. A. (2003). Organizational commitment, turnover intentions and the influence of cultural values. *Journal of Occupational and Organizational Psychology*, 76(3), 303-321.
- Weiner, B. (1982). An attributional theory of achievement motivation and emotion. *Psychological review*, 92(4), 548.
- Welch, M. (2011). The evolution of the employee engagement concept: communication implications. *Corporate Communications: An International Journal*, 16(4), 328-346.
- Whitener, E. M. (1997). The impact of human resource activities on employee trust. *Human Resource Management Review*, 7(4), 389-404.

- Woods, P. A., & Woods, G. J. (2010). The Geography of Reflective Leadership: The inner life of democratic learning communities. *Philosophy of Management*, 9(2), 81-97.
- Yammarino, F. J., & Bass, B. M. (1990). Transformational leadership and multiple levels of analysis. *Human relations*, 43(10), 975-995.
- Yukl, G., Gordon, A., & Taber, T. (2002). A hierarchical taxonomy of leadership behaviour: Integrating a half century of behaviour research. *Journal of Leadership & Organizational Studies*, 9(1), 15-32.

APPENDICES

APPENDIX A

UNIVERSITY OF CAPE COAST SCHOOL OF BUSINESS DEPARTMENT OF MANAGEMENT STUDIES

QUESTIONNAIRES FOR STAFF OF EASTERN REGIONAL HOSPITAL, KORORIDUA

Dear Sir/Madam,

The questionnaire has been designed to solicit information for a Master of Commerce (Human Resource Management) research work on the Topic: *“LEADERSHIP STYLE AND EMPLOYEE COMMITMENT: PERCEPTION OF STAFF AT EASTERN REGIONAL HOSPITAL, KOFORIDUA.* This questionnaire will take 10 minutes of your time. This is purposely for research and your confidentiality is assured.

Please tick [] or provide the responses to the questions in the spaces provided:

SECTION A: BACKGROUND CHARACTERISTICS

1. Which of these describes your sex
 - i. Male [] Female []
2. Which of these describes your age
 - i. 18-28 [] ii. 29-39 [] iii. 40-49 [] iv. 50-59 []
3. What is your highest academic qualification?
 - i. BECE [] SSCE/WASSCE [] Diploma []
 - ii. 1st Degree [] Masters [] vi. others specify
.....
4. How long have you been working with your current employers
 - i. 1 month – 10yrs [] ii. 11–20yrs [] iii. 21– 30yrs []
 - iv. 31 - 40 yrs [] v. 41 and above []
5. What is your current job title

SECTION B

This section is concerned with the type of leadership style your leader exhibit in the organisation. Please tick [] whichever rating is appropriate. Please find below the meaning of the ratings 1 to 5

- 1 = Lowest agreement 2 = Low agreement 3 = Average agreement
4 = High agreement 5 = Highest agreement

	Characteristics of Leadership Styles	1	2	3	4	5
	TRANSFORMATIONAL LEADERSHIP					
	Individualized Influence Behaviour is: Behaviour that reveals the leader's values and beliefs, ethical and moral values and vision.					
1	My leader specifies the importance of having a strong sense of purpose.					
2	My leader considers the moral and ethical consequences of his/her decisions					
3	My leader emphasizes the importance of having a collective team spirits					
4	My leader talks about their most important values and beliefs					
	Individualized Influence (Attribute) is: follower's perception of the leader's power, confidence and inspirational ideas.					
5	My leader instils pride in staff for being associated with him/her					
6	My leader sacrifices his/her self-interest for the good of the group					
7	My leader displays sense of power and confidence					
8	My leader have leadership skills that build my respect					
	Intellectual Motivation is: the degree to which leaders provide a vision, use appropriate symbols and images to help others focus on their work and try to make others feel their work is important.					
9	My leader talks enthusiastically when setting goals and objectives to accomplished					
10	My leader talks optimistically about the future					
11	My leader articulates a compelling vision of the future					
12	My leader shows confidence that goals will be achieved.					
	Intellectual Stimulation is: encouraging others to be creative in looking at old problems in new ways, create an environment that is tolerant of seemingly extreme positions and nurture people to question their own values and beliefs and those of the organization.					

13	My leader re-examines critical assumptions to questions to set				
14	My leader seeks different perspectives when solving problems				
15	My leader gets staff to look at problems from different angles				
16	My leader suggests new ways of looking at how to complete a schedule				
	Individual Consideration is defined as: how leaders show interest in others' well-being, assign projects individually and pay attention to those who seem less involved in the group.				
17	My leader spends time teaching and coaching staff.				
18	My leader treats me as an individual rather than just as a member of a group.				
19	My leader suggests new ways of looking at how to complete assignments.				
20	My leader considers staff individual special need, abilities and aspirations.				
	TRANSACTIONAL LEADERSHIP STYLES				
	Contingent Reward is: Leaders telling others what to do in order to be rewarded, emphasize what leaders expect from them and recognize their accomplishments.				
21	My leader provides staff with assistance in exchange of their efforts				
22	My leader discusses in specific terms who is responsible for achieving performance targets.				
23	My leader makes clear what staff can expect to receive when performance goals are achieved				
24	My leader expresses satisfaction when staff meets expectations				
	Management-by-Exception (Active): Is a corrective transaction and occurs when followers deviates from the norm.				
25	My leader focuses attention on irregularities, mistakes, exceptions				
26	My leader concentrates his/her full attention on dealing with mistakes, complaints and failures.				
27	Directs staff attention towards failures to meet standards				
28	Keeps track of staff's mistakes				

	Management-by-Exception (Passive) is: leaders who do not actively monitor performance but wait till deviations occur and then implement a corrective action.					
29	My leader Fail to interfere until problems become serious					
30	My leader waits for things to go wrong before taking action					
31	My leader shows that she/he is a firm believer in “if it is not broke, don’t fix”					
32	My leader demonstrates that problems must become chronic before taking action.					
	Laissez-Faire Leadership Style is: leaders giving little or no guidance to group members and leave decision-making up to group members.					
33	My leader avoids getting involved when important issues arise					
34	My leader is absent when needed					
35	My leader avoids making decisions					
36	My leader delays responding to urgent questions					

SECTION C

This section seeks to know why leaders adopt a particular type of leadership style. Please tick [√] whichever rating is appropriate. On a scale of 1 to 5 indicate the extent to which you agree with the following. Where 1 means least in agreement and 5 highest in agreement.

	Reasons For Adopting The Type of Leadership Style as Perceived by the staff	1	2	3	4	5
1	I am aware of the types of leadership style(s) I practice					
	Transformational Leadership style is the process whereby leaders broaden and raise the interest of their employees by generating awareness and acceptance of the purpose and mission of the organization and helping employees to look beyond self-interest for the benefit of the group.					
2	My leader practice this this style because of the nature of our work					
3	My leader practice this style because of the attitude of our staff					
4	My leader practice this style because of our organizational culture					

	Transactional leadership style: Is the process whereby leaders explain what is required from their employees and what compensation that they will get when they accomplish these requirements					
5	My leader practice this this style because of the nature of our work					
6	My leader practice this style because of the attitude of our staff					
7	My leader practice this style because of our organisational culture the					
	Laissez-Faire Leadership style: Little or no guidance is offered to group members and leave decision-making up to group members.					
8	My leader practice this this style because of the nature of our work					
9	My leader practice this style because of the attitude of our staff					
10	My leader practice this style because of our organisational culture					

SECTION D:

This section provides questions on employee commitment. Please tick(√) appropriately, from 1 (least agree) to 5 (Highest agree).

Employee Commitment

		1	2	3	4	5
Affective						
1	I would be very happy to spend the rest of my career with this organization					
2	I enjoy discussing about my organization with people outside					
3	I really feel as if this organization’s problems are my own					
4	I think that I could easily become as attached to another organization as I am to this one					
5	I do not feel like ‘part of the family’ at my organization					

6	I do not feel ‘emotionally attached’ to this organization					
7	This organization has a great deal of personal meaning for me					
8	I do not feel a ‘strong’ sense of belonging to my organization					
Continuance						
1	I am not afraid of what might happen if I quit my job without having another one lined up					
2	It would be very hard for me to leave my organization right now, even if I wanted to					
3	Too much in my life would be disrupted if I decided to leave my organization now					
4	It wouldn’t be too costly for me to leave my organization now					
5	Right now, staying with my organization is a matter of necessity as much as desire					
6	I feel that I have very few options to consider leaving this organization					
7	One of the few serious consequences of leaving this organization would be the scarcity of available alternatives					
8	One of the major reasons I continue to work for this organization is that leaving would require considerable personal sacrifice—another organization may not match the overall benefits I have here					
Normative						
1	I think that people these days move from company to company too often					
2	I do not believe that a person must always be loyal to his or her organization					

3	Jumping from organization to organization does not seem at all unethical to me					
4	One of the major reasons I continue to work in this organization is that I believe loyalty is important and therefore feel a sense of moral obligation to remain					
5	If I got another offer for a better job elsewhere I would not feel it was right to leave my organization					
6	I was taught to believe in the value of remaining loyal to one organization					
7	Things were better in the days when people stayed in one organization for most of their careers					
8	I do not think that to be a 'company man' or 'company woman' is sensible anymore					

APPENDIX B

Population size	Sample size					
	Continuous data (margin of error = .03)			Categorical data (margin of error = .05)		
	alpha=.10 t=1.65	alpha=.05 t=1.96	alpha=.01 t=2.58	p=.50 t=1.65	p=.50 t=1.96	p=.50 t=2.58
100	46	55	68	74	80	87
200	59	75	102	116	132	154
300	65	85	123	143	169	207
400	69	92	137	162	196	250
500	72	96	147	176	218	286
600	73	100	155	187	235	316
700	75	102	161	196	249	341
800	76	104	166	203	260	363
900	76	105	170	209	270	382
1,000	77	106	173	213	278	399
1,500	79	110	183	230	306	461
2,000	83	112	189	239	323	499
4,000	83	119	198	254	351	570
6,000	83	119	209	259	362	598
8,000	83	119	209	264	367	613
10,000	83	119	209	264	370	623