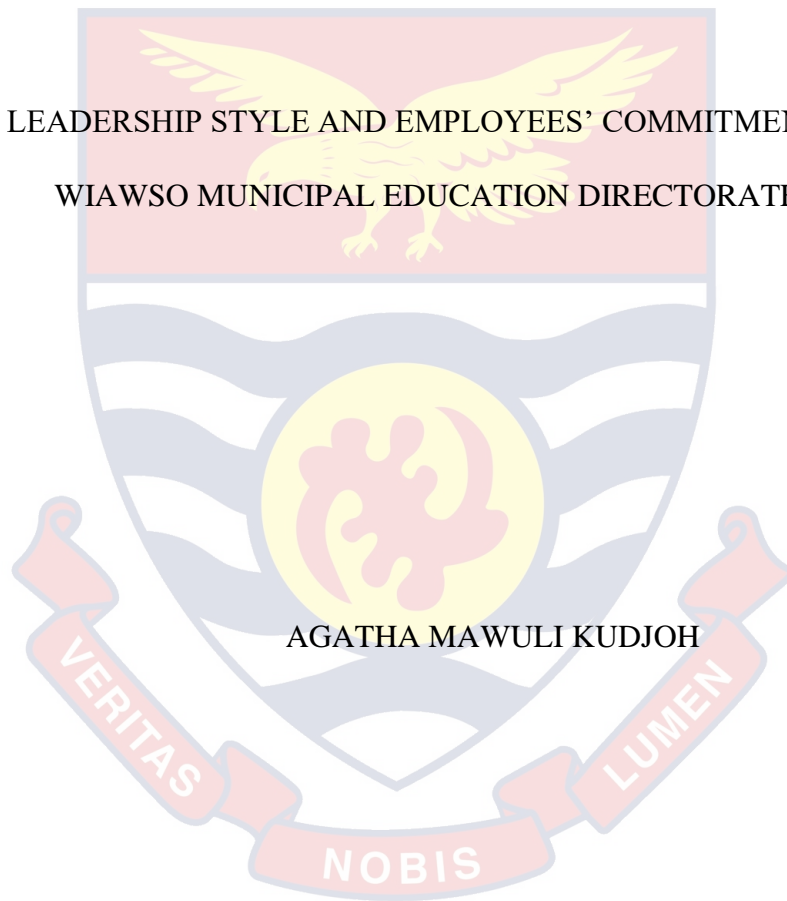


UNIVERSITY OF CAPE COAST

LEADERSHIP STYLE AND EMPLOYEES' COMMITMENT AT SEFWI
WIAWSO MUNICIPAL EDUCATION DIRECTORATE, GHANA



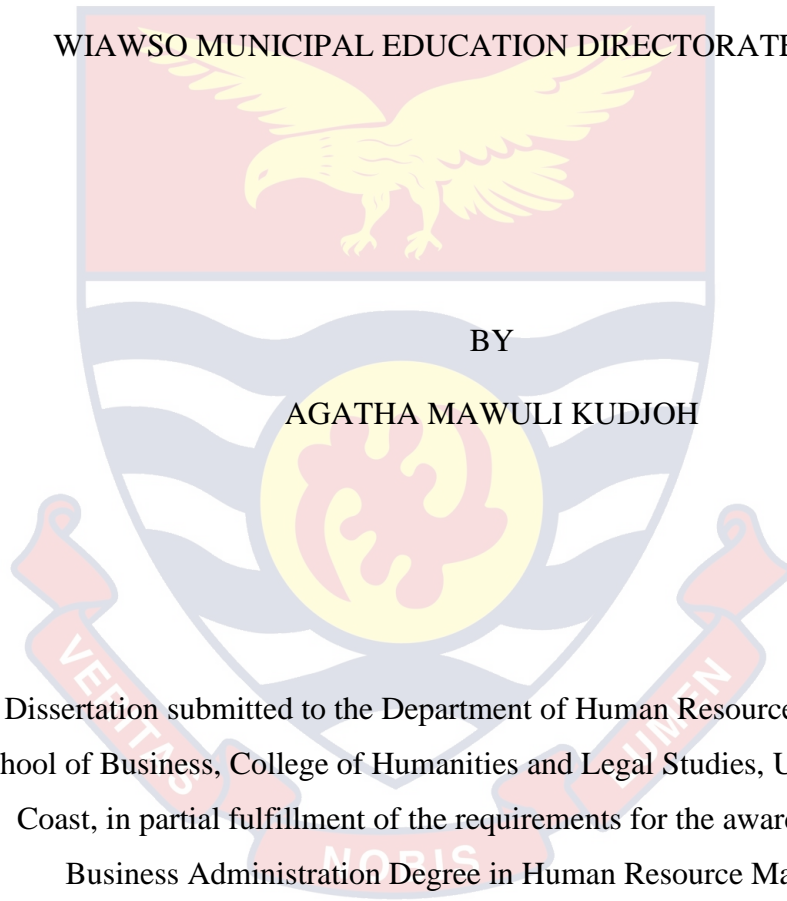
AGATHA MAWULI KUDJOH

2021

UNIVERSITY OF CAPE COAST

LEADERSHIP STYLE AND EMPLOYEES' COMMITMENT AT SEFWI

WIAWSO MUNICIPAL EDUCATION DIRECTORATE, GHANA



BY

AGATHA MAWULI KUDJOH

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

AUGUST 2021

DECLARATION

Candidate's Declaration

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

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

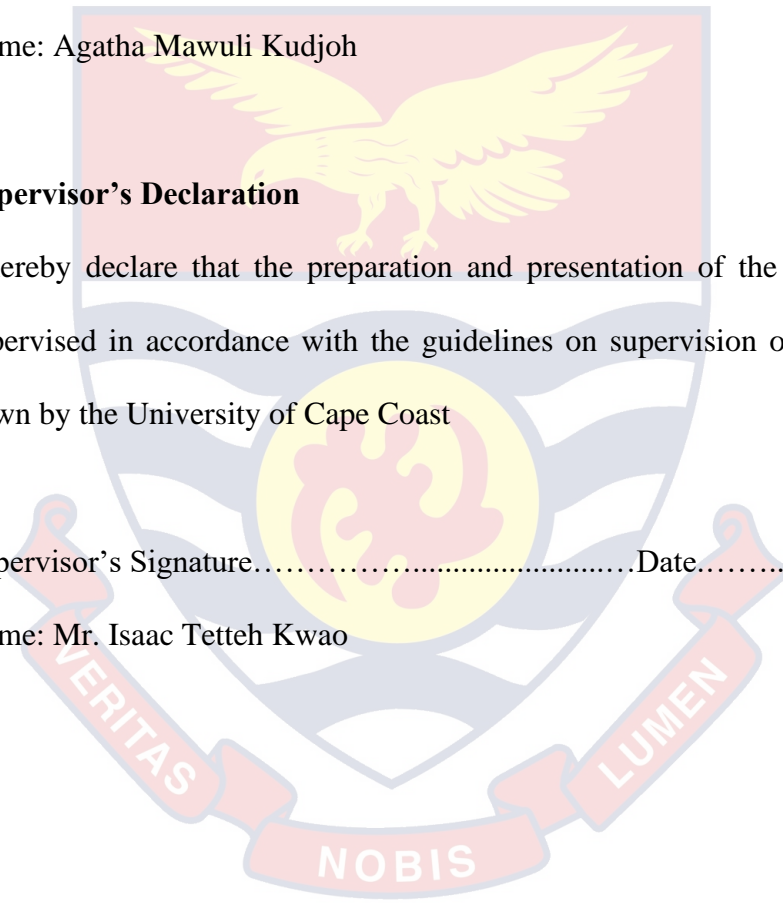
Name: Agatha Mawuli Kudjoh

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. Isaac Tetteh Kwao



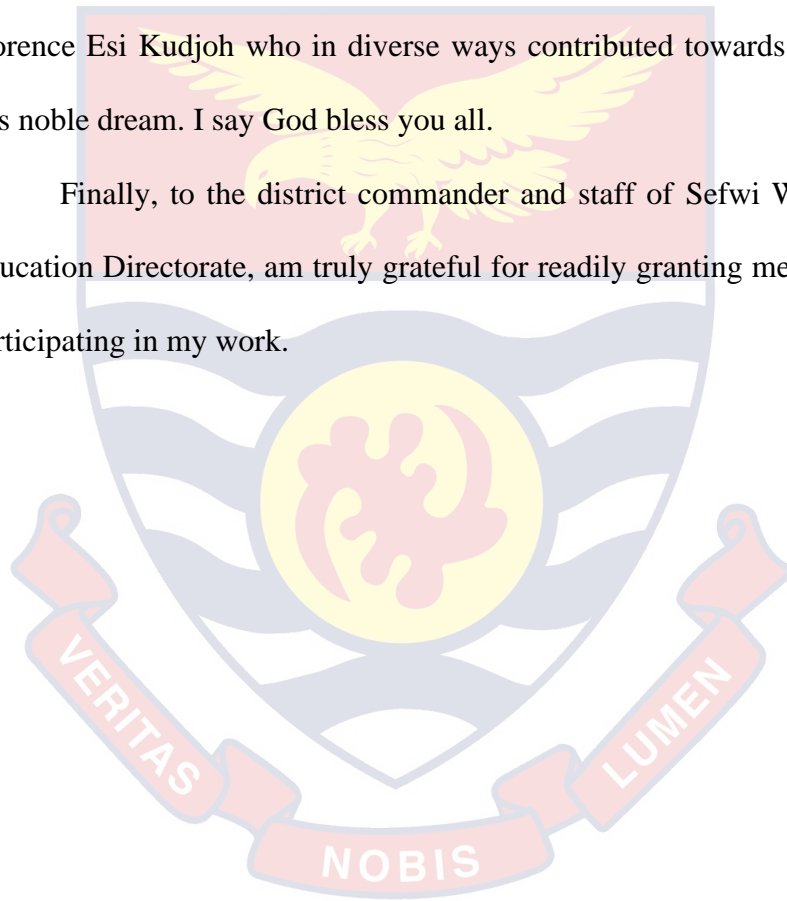
ABSTRACT

The study sought to find out the relationship between leadership style and employees' commitment in Sefwi Wiawso Municipal Education Directorate. Specifically, the study sought to achieve the following: find out the leadership styles being exhibited by the management, the effect of leadership styles on affective commitment level of staff, examine the effect of leadership styles on the normative commitment level of staff and assess the effect of leadership styles on the continuance commitment level of staff of the Sefwi Wiawso Municipal Education Directorate. The research approach adopted was the quantitative and a descriptive survey design was used. The target population consisted both senior and junior staff totaling 147. Out of 147, 110 employees were randomly sampled. The research instrument was questionnaires. The study found a weak positive correlation between the leadership variable and employee affective commitment at the education directorate, indicating that leadership at the directorate explains a small amount of affective commitment variance and has a statistically significant effect on affective commitment at the directorate. At the Sefwi Wiawso Municipal Education Directorate, it was determined that there was a statistically significant association between leadership and staff commitment (affective, normative, and continuance). The study recommends that the Sefwi Wiawso Municipal Education Directorate's management maintain credibility in the application of various leadership strategies in order to increase employee commitment. These may involve assuring system upgrades in determining the success of their demonstrated leadership behaviours.

ACKNOWLEDGEMENTS

I extend my utmost gratitude to my supervisor; Mr. Isaac Tetteh Kwao for his support throughout this project work. I would also want to extend my appreciation to all those who in diverse ways have supported my education to this high level. Also, to Hon. Edmond Attah Kudjoh who has been my sponsor, mentor and all I took to come this far. Also, to Mr. Edward Kuma Kudjoh and Florence Esi Kudjoh who in diverse ways contributed towards the realization of this noble dream. I say God bless you all.

Finally, to the district commander and staff of Sefwi Wiawso Municipal Education Directorate, am truly grateful for readily granting me your support and participating in my work.



DEDICATION

To Mr. Vincent Yao Kudjoh and Mrs. Gladys Ama Kudjoh-Badjah in their loving
memory



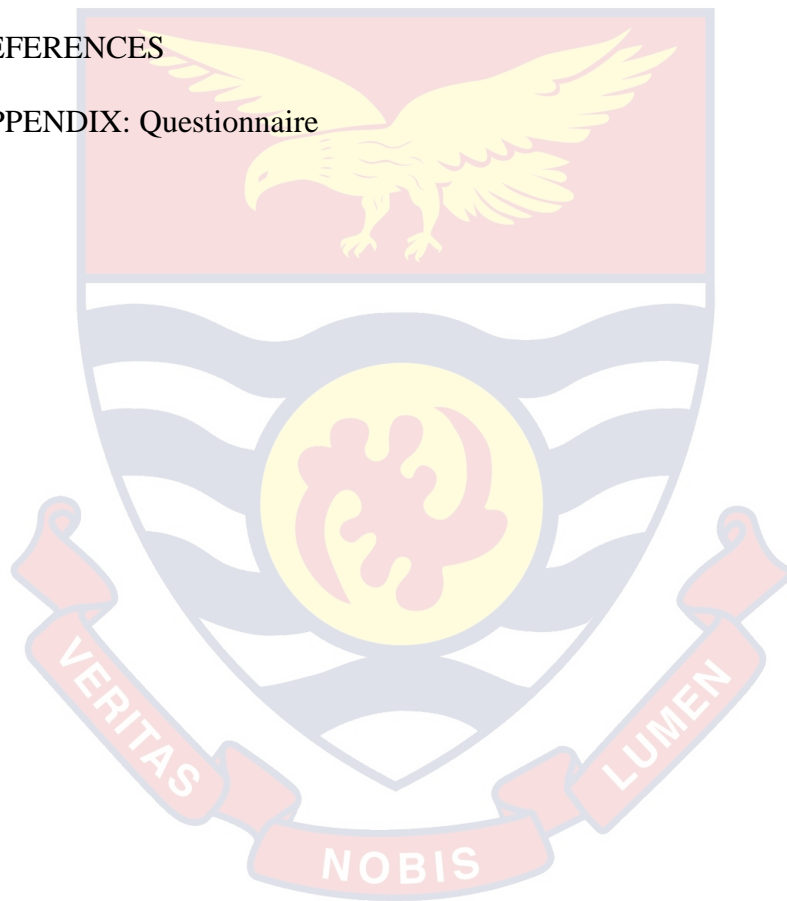
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CHAPTER ONE

INTRODUCTION

The study's most important component is a review of the notion of leadership. It establishes criteria within which field leaders will be recognized, since a review of the literature on the subject will prompt inquiries into topics such as the definition of leadership, methods used to identify individuals as leaders, and their unique duties, to name a few. At any one time, there are numerous definitions and classifications for the notion. how leadership enhances employee commitment is also captured.

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, organisation or an institution (Selznick, 2011). There are many leadership styles that are employed in the governing of countries, groups, organisations and institutions throughout the world (Walumbwa & Lawler, 2013). The leadership styles used by management may depend on the institution or the organisation, or even the person who is given the authority to guide others towards the achievement of the goals and the visions of the organisation (Davenport, 2010). Obviously, every manager in their management and operations uses a particular leadership style that this style is actually a set of his behavior 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 organisation to organisation (Goleman, Boyatzis & McKee, 2012). According to the literature on the success of an organisation 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 behaviors at both an individual and organisational level (Dumdum, Lowe & Avolio, 2012). Many studies have shown that transformational and transactional leadership style is related to employees' organisational commitment (Marmaya, Torsiman & Balakrishnan, 2011). In particular, there is considerable research available suggesting that transformational leadership is positively associated with organisational commitment in a variety of organisational settings and cultures (Garg & Ramjee, 2013; Muterera, 2008; Avolio et al., 2004; Bono & Judge, 2003; Walumbwa & Lawler, 2003). 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, 2013). Appropriate behavioral pattern of the director in each organisation creates a strong morale in the staff and increases their commitment rate from their profession (Tepper & Taylor, 2013). The leadership styles exhibited at Sefwi Wiawso Education Directorate 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 behavior, and it is a

function of hard work, and loyalty. The benefits of organisational 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 (2013), the more favorable an individual's attitudes toward the organisation, the greater the individual's acceptance of the goals of the organisation, as well as their willingness to exert more effort on behalf of the organisation. 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 organisational levels (Fiorita, Bozeman, Young & Meurs, 2017).

It has also been noted that the nexus between leadership styles and employees' commitment has received considerable scholarly attention. Most studies on leadership have recognized numerous sorts of leadership styles that leaders adopt in managing organisations (Kelly & MacDonald, 2019; Sudha, Shahnawaz, & Farhat, 2016; Yukl, 2013). Transformational leadership, transactional leadership, and laissez-faire leadership styles have been classified as the most usually embraced styles utilized in organisational leadership studies (Abasilim, 2014; Rehman, Shareef, Mahmood, & Ishaque, 2012; Rukmani, Ramesh, & Jayakrishnan, 2010).

Likewise, three major kinds of commitment (affective, normative, and continuance commitment) are exhibited by employees in organisations (Othman,

Mohammed, & D'Silva, 2013). Also, most of the studies about the nexus between leadership styles (transformational, transactional, and laissez-faire) and employees' commitment have shown that there is a positive relationship between transformational leadership style, transactional leadership style, and employees' commitment, whereas laissez-faire leadership style has yielded a negative connection with employees' commitment, irrespective of the work settings (Abasilim et al., 2018; Abasilim, Gberevbie, & Osibanjo, 2018; Dariush, Choobdar, Valadkhani, & Mehrali, 2016; Fasola, Adeyemi, & Olowe, 2013; Garg & Ramjee, 2013; Othman et al., 2013; Wiza & Hlanganipai, 2014; Yahchouchi, 2009).

Understanding of how public sector employees, like the educational directorate 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, 2014). A brief interaction with the staff of Sefwi Wiawso Municipal Education Directorate did show that management been accused of adopting leadership styles that favor the top-down, command and control technique and

that had led their subordinates, which most often than not a negative reactions and that has hampered the cordiality between both parties. The results of these styles of leadership had demotivated staff and eroded their commitment. Some staff have no immediate opportunity for whatever reason to leave the organisation and they become emotionally detached from the institution.

A number of 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. From the above, what is not clear about these findings is the fact that these studies were performed outside Ghana and causes one to wonder if the findings are also the case of Ghana's work context and also the influence of the demographic variables on the relationship between leadership styles and employees' commitment is not known; hence, this study was conducted.

Despite the fact that research (Buil, Martnez, & Matute, 2019; Kalsoom, Khan, & Zubair, 2018) established a link between commitment and leadership styles, the focus of those studies' unit of analysis disregarded one crucial area of the economy: educational directorates. Educational directors play an important part in the nation's development. Every country's success depends on its citizens receiving a solid education (Shokane, Stanz & Slabbert, 2014). Despite the sector's considerable contribution to the economy, research on leadership and dedication have mostly neglected it. As a result, the current research focuses on the educational directorate employees at Sefwi Wiawso in order to confirm or

refute previous findings on the effect of leadership styles on employee commitment. As a result, the purpose of this research is to determine the relationship between leadership style and employee commitment in the Sefwi Wiawso Municipal Education Directorate in order to develop conclusions that can be used to improve employee commitment levels in the Directorate.

Purpose of the Study

The main purpose of the study is to find out the relationship between leadership style and employees' commitment in Sefwi Wiawso Municipal Education Directorate.

Objectives of the study

Specifically, the study seeks to:

1. To find out the leadership styles being exhibited by the management of the Sefwi Wiawso Municipal Education Directorate.
2. To assess the effect of leadership styles on affective commitment level of staff of the Sefwi Wiawso Municipal Education Directorate.
3. To examine the effect of leadership styles on the normative commitment level of staff of the Sefwi Wiawso Municipal Education Directorate.
4. To assess the effect of leadership styles on the continuance commitment level of staff of the Sefwi Wiawso Municipal Education Directorate.

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 Sefwi Wiawso Municipal Education Directorate?
2. What is the effect of leadership styles on the affective commitment level of staff of the Sefwi Wiawso Municipal Education Directorate?
3. What is the effect of leadership styles on the normative commitment level of staff of the Sefwi Wiawso Municipal Education Directorate?
4. What is the effect of leadership styles on the continuance commitment level of staff of the Sefwi Wiawso Municipal Education Directorate?

Significance of the Study

This study is significant because it provides valuable insights into the current relationship between leadership styles and employees' commitment in Municipal Education Directorate of Ghana. By so doing, it will confirm, reject, or modify the existing findings by previous scholars. It will also bridge the gap in the literature with respect to Ghana's work context and contributes to knowledge in public administration, human resource management, organisational behavior, and organisational leadership studies, thereby extending the academic debate on the subject matter. For the organisation under study, this article offers empirical insights to the leaders, human resource managers, and other stakeholders

interested in understanding the extent of relationship that exists between leadership styles and employees' commitment.

It will help them to be aware of the specific leadership style that relates more with employees' commitment. Ultimately, based on the recommendations proffered in this article, organisational policies and strategies will be recalibrated for optimal employees' commitment that will enhance organisational performance. The findings in this study open up a new research vista for further studies, especially the need to take into consideration the relationship between leadership styles and employees' commitment in Ghana.

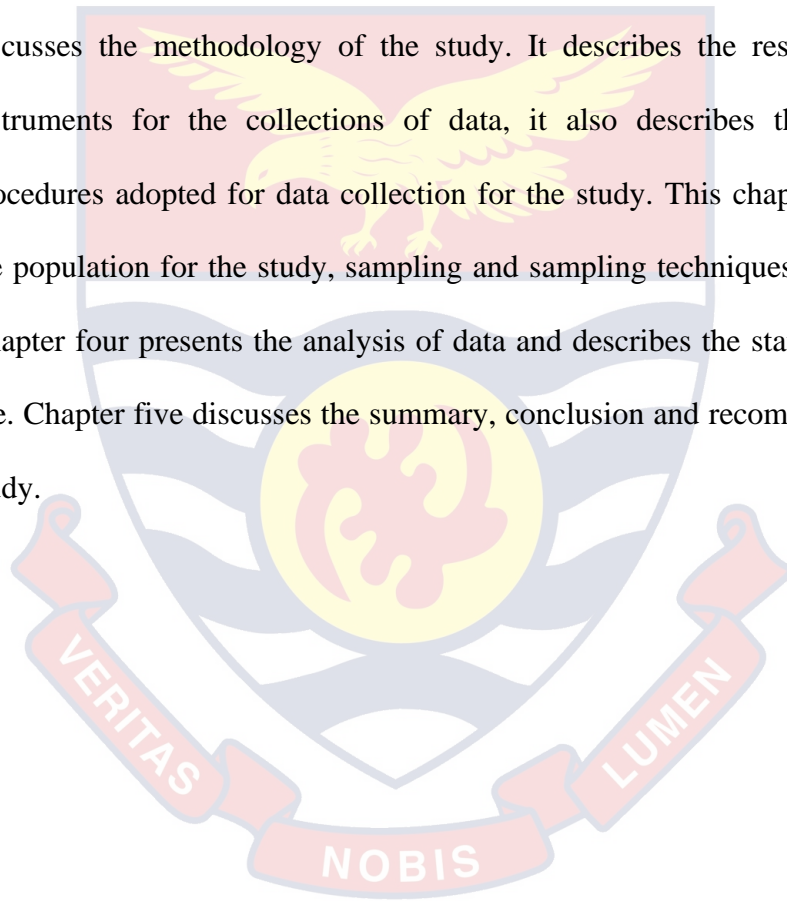
Delimitation

Several issues affect educational directorate 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 Sefwi Wiawso Municipal Education Directorate. Respondents included: all staff of the directorate. The study focused on relationship between leadership styles and employee commitment in the Sefwi Wiawso Municipal Education Directorate. As such, all other educational directorates are excluded from this study. However, can adopt the recommendation of the study.

Organisation of the Study

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 and describes the statistical analysis to use. Chapter five discusses the summary, conclusion and recommendations of the study.



CHAPTER TWO

LITERATURE REVIEW

Introduction

Other related research works' perspectives, concepts, and conclusions are presented in this chapter. The organization of this study has been done to link the topic, the introduction, the research questions, and the objectives in order to ensure that there is goodness of fit across the entire study. Books, journals, and research articles are among the items examined. This review explores the opinions and viewpoints of scholars, research institutes, and organizations, and links them to the current literature. This review follows the preliminary one, which was used to identify gaps in the literature, change the research topic, and study objectives. The chapter ends with a theoretical framework, which shows the relationship among the variables of the study.

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 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:

Fielder'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 (Saquer, 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 in the Sefwi Wiawso Municipal Education Directorate.

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 other to accomplish an objective and directs the organisation in a way that makes it more cohesive and coherent.

Smith (2010) 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 (2011) 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, 2010).

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).

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

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 it 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 organisation. 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 organisation.

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 organisation. 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 organisation (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 organisation or the institution, the willingness of employees to exert a strong belief in and acceptance of an organisation's goals and values and considerable effort on behalf of the organisation (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 organisation. Thus, Mowday reported that employee commitment is marked by at least three factors: A strong desire to maintain membership within the same

organisation; A strong belief in and acceptance of an organisation's goals and values; The willingness to apply considerable effort on behalf of the organisation (Savery & Syme, 1996). His report agreed with Hunt and Morgan's view.

Organisational commitment is defined in multiple ways. Organisational commitment refers to the employee's emotional attachment to, identification with, and involvement in the organisation 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 organisational commitment refers to the extent to which an employee feels a sense of allegiance to his or her employer organisation. Manetje and Martins (2009) indicate that an employee who is engaged to the organisation is emotionally, cognitively and personally committed to the organisation 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 organisational 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 organisational outcomes; and high affective commitment is associated with decreased turnover intentions (Wasti, 2003), contributes to higher

productivity and competitive advantage for an organisation (Deery & Iverson, 1996). The affective commitment of employees and their emotional bond to their organisation have been regarded as an important determinant of dedication and loyalty in every institution or organisation.

Employees in the organisation that have high affective commitment are having a sense of belonging and identification that increase their engagement in the organisation's activities, their willingness to pursue the organisation's goals and their desire to stay with the organisation (Meyer & Allen, 1997). Additionally, studies have found relations between affective commitment and absenteeism, performance and turnover rate in the organisation (Mathieu & Zajac, 1990). Concerning backgrounds of affective commitment, Meyer and Allen suggested that work experiences such as organisational rewards, supervisor support and procedural justice have demonstrated stronger relationships with affective commitment.

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

the basis of reciprocity form, perceived organisational support would create a felt obligation to care about the organisation's welfares and help the organisation achieve its values and objectives. Felt obligation plays a role in mediating part of the relationship of perceived organisational support with affective commitment and performance (Eisenberger, Armeli, Rexwinkel, Lynch & Rhoades, 2001). Perceived organisational support would also increase affective commitment by fulfilling employee's needs for esteem, approval and affiliation, leading to the incorporation of organisational membership and role status into social identity.

This form of commitment emphasizes an individual employee's identification and involvement in the things of the organisation (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 organisation 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 organisation. It asserts that employees remain with the organisation 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 (organisational) socialization processes. The center of the relationships can be concluded as the beliefs and instrumental beliefs concerning organisation-related behaviours results in employee commitment and instrumental motivation, respectively. Commitment and instrumental motivation, in turn, simultaneously determine organisational-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 organisation and the costs of staying. With this, employees who perceived that the costs of leaving the organisation are greater than the costs of staying will remain within the organisation because they need to. According to some studies, anything that increases the cost of leaving the organisation 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 organisation 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 organisation will also increase, because it is difficult for the employee to find an alternative job that match (Becker, 1960).

Empirical Studies

Acquah (2019) conducted a study on leadership styles and employee commitment in Ghana's Oil and Gas Industry; A case study of Cape 3 Services Limited Oil and Gas. The objective of the study was to find out the dominant leadership style in Ghana's oil and gas industry. Guided by literature reviewed on traits theory, behavioral theory and contingency theory of leadership, data was collected from two hundred employees using a structured questionnaire. The study used the quantitative research approach. Data collected was analyzed using descriptive statistics and correlation. The study found a significant positive relationship between transformational leadership style and employee commitment. However, although there was a positive relationship between transactional leadership and employee commitment it was not significant. It is also notable that transactional leadership style was found to be the dominant leadership style in Ghana's oil and gas industry. It was recommended that management of organisations should adopt the study findings as a guide to developing strategies aimed at achieving excellence

in organisational leadership. Future research can look at this important topic across different industries where leadership is of great importance and significance.

Also, Damoah and Adu (2016) researched on the influence of leadership strategies on organisational commitment: Evidence from the Plastic Manufacturing Sector of Ghana. The purpose of the study was to examine the effect of three dimensions of leadership strategies on employees' commitment in order to identify the best strategies required to improve on the commitment of employees in a developing country's context. A total of 132 employees were sampled based on the two major plastic manufacturing companies in Ghana. The Pearson's correlation and the hierarchical regression are the main statistical tests employed to examine the hypotheses. It is identified that the democratic leadership strategy had a significant positive effect on organisational commitment. Besides, there is also an insignificant positive effect of the laissez faire leadership strategy on organisational commitment. Similarly, an insignificant negative effect was found between autocratic leadership strategy and organisational commitment. Based on the findings, organisations are therefore encouraged to adopt the democratic leadership strategy to improve on the commitment of the workforce.

Oztekin, Sabiha and Karada (2015) looked at the effect of leadership on organisational commitment was examined in this meta-analysis study. A total of 420 research studies were collected as a result of the review activity, out of which 202 were included in the meta-analysis. The 202 research studies were compiled

to obtain a sample group size of 63,753 subjects. The analysis results of the random effect model showed that leadership has a medium-level positive effect on organisational commitment. Of the moderators identified, such as sample group/sector, type of publication, leadership style/ approach, year of publication and type of commitment, it was found that only type of publication was a moderator variable

Jackson, Meyer, and Wang (2013) studied on leadership, commitment, and culture: A Meta-Analysis. The two purposes of this study were to examine the meta-analytic relationships between several well-studied forms of leadership and employee commitment and to test if some of these relationships vary due to societal culture. Transformational/ charismatic leadership was shown to be positively related to affective and normative commitment, while contingent reward and management-by-exception (active) were positively related to affective commitment. Laissez faire leadership was negatively related to affective commitment. In terms of culture, societal individualism-collectivism did not affect the relationship between transformational/ charismatic leadership and affective commitment. In contrast, the relationship between transformational/charismatic leadership and both normative commitments. and continuance commitment was stronger in countries that value collectivism. We also found evidence that the relationship between contingent reward and affective commitment. was stronger in societies with higher rather than lower levels of power distance/hierarchy.

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. It enables comparison with other studies thereby deepening understanding of the work plan while enhancing possible replication of the study in future. 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. 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 Sefwi Wiawso Municipal Education Directorate. 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 Sefwi Wiawso Municipal Education Directorate. The Sefwi Wiawso Municipality which lies in the north-eastern part of the Western Region, is located between latitudes 6°N and 6°30'N and longitudes 2°45'W and 2°15'W (Project Novella, 2003). It is irregular in shape with two sides having straight edges. The capital, Sefwi Wiawso is almost at the centre of the Municipality. The capital is 156km from Kumasi, the Ashanti Regional capital and the closest metropolis, and 260km away from Sekondi/ Takoradi, the Western Regional capital (Project Novella, 2003). It is bordered to the north by the Brong Ahafo Region, to the west by Juabeso and Bia Districts and by Aowin/ Suaman to the south. It is also bordered by Bibiani-AhWiawso-Bekwai District to the east and Wassamanfi District to the south-east. The Municipality is the seventh largest in the Western Region. It covers an area of 1280 sq.km, representing about 7 per cent of the land area of the Region (SWDA, 2011).

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 Sefwi Wiawso Municipal Education Directorate; senior and junior staff totalling 147. 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 management and how these leadership styles affect employee's commitment to organisation.

Sample Size

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 one hundred and forty-seven (147) 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.

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 Sefwi Wiawso Municipal Education Directorate to find out the opinions or perception of employees about leadership styles of management and the commitment levels of employee of Sefwi Wiawso Municipal Education Directorate. The instrument used in the collection of the primary data was questionnaire.

Data Collection Instruments

Questionnaire for employees

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
Affective commitment	0.89
Normative commitment	0.91
Continuance commitment	0.92

Source: Field survey (2020)

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, Agatha (2020).

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, Agatha (2020).

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, Agatha (2020).

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 Sefwi Wiawso Municipal Education Directorate. 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.

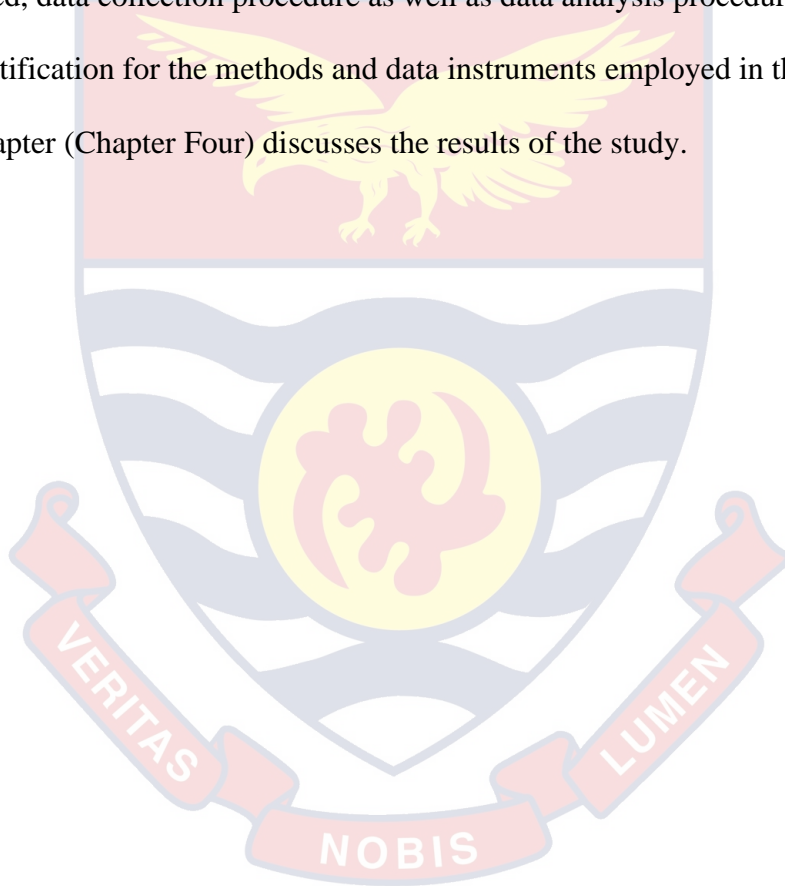
Ethical Issues

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 directorate 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.

Chapter Summary

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 Sefwi Wiawso Municipal Education Directorate. One hundred and ten (110) questionnaires were retrieved from the staff of the Sefwi Wiawso Municipal Education Directorate.

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 (2020)

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 Sefwi Wiawso Municipal Education Directorate

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 Sefwi Wiawso Municipal Education Directorate. 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 Sefwi Wiawso Municipal Education Directorate, 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 Sefwi Wiawso Municipal Education Directorate.

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).

Table 7: Transformational Leadership Styles of Management of Sefwi Wiawso Municipal Education Directorate

Statements	Mean	Std. 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 spirit	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
My leader has 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
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 (2020)

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 Sefwi Wiawso Municipal Education Directorate exhibit transformational leadership style which the staff of the Directorate 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. 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 staff of the Directorate 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 organisation. 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 Sefwi Wiawso Municipal Education Directorate. 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 Sefwi Wiawso Municipal Education Directorate

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
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 interferes whenever problems arise	3.3000	1.43961

Source: Field survey (2020).

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 interferes whenever problems arise (Mean = 3.0345; Std. Dev. = 1.43961).

The result shows that management of the Sefwi Wiawso Municipal Education Directorate exhibit a good transnational leadership behaviour which will result in staff of the Education Directorate complying with the request of management according to Bass (2000). Also, where management focus on what is expected of staff, the Directorate 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 Sefwi Wiawso Municipal Education Directorate

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

Source: Field survey (2020).

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 does 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 directorate will be committed since they will feel like family.

Effect of leadership styles of management on the affective commitment level of staff of the Sefwi Wiawso Municipal Education Directorate

The second objective of the study was to assess the effect of leadership styles of management of Sefwi Wiawso Municipal Education Directorate on the affective commitment level of staff of the education directorate. In order to determine the extent to which leadership styles exhibited at the directorate affect the affective commitment of staff, simple linear regression analysis was found to be more appropriate. The results of the simple linear regression analysis indicate 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 (2020).

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 Sefwi Wiawso Municipal Education Directorate. 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 educational directorate 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 (2020).

Table 11 shows result of the influence of leadership on affective commitment at the Sefwi Wiawso Municipal Education Directorate. 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 directorate. The result also shows that 20.7% contribution of leadership on affective commitment at the directorate in Table 10 was significant. This implies that the management of the Sefwi Wiawso Municipal Education Directorate can continue to use promotion to increase the affective commitment at the directorate.

Furthermore, to determine how well the leadership predict (influence) affective commitment at the Sefwi Wiawso Municipal Education Directorate, Table 12 shows the independent variable contribution to affective commitment. The β value indicate the relative influence of the independent variable on affective commitment at the education directorate. 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		
		Coefficients		Coefficients		
		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 (2020).

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 directorate 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 directorate’s activities, their willingness to pursue the goals and their desire to stay with the education directorate (Meyer & Allen, 1997).

Effect of Leadership Styles of Management on the Normative Commitment Level of Staff of the Sefwi Wiawso Municipal Education Directorate

The third objective of the study was to assess the effect of leadership styles of management of Sefwi Wiawso Municipal Education Directorate on the normative commitment level of staff of the directorate. In order to determine the extent to which leadership styles exhibited at the directorate affect the normative commitment of staff, also, simple linear regression analysis was found to be more appropriate. The results of the simple linear regression analysis indicate 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 (2020).

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 directorate. This implies that the remaining 65.5% of normative commitment at the directorate 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		Sumof 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 (2020).

Table 14 shows result of the influence of promotion on normative commitment at the Sefwi Wiawso Municipal Education Directorate. 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 directorate. 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 directorate can linger to use leadership to increase the normative commitment.

Additionally, to decide how well the leadership predict (influence) normative commitment at the Sefwi Wiawso Municipal Education Directorate, Table 15 shows the independent variable contribution to normative commitment. The β value indicate the relative influence of the independent variable on normative commitment at the directorate. 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		Standardized		
	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 (2020).

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 directorate 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 organisational-related behaviours and intentions in the directorate.

Influence of Leadership Style on Employees' Continuance Commitment at the Sefwi Wiawso Municipal Education Directorate

The fourth research objective sought to analyse the influence of employee promotion on employees' continuance commitment for employees at Sefwi Wiawso Municipal Education Directorate. In order to determine the extent to which leadership at the directorate influence continuance commitment of employees, the simple linear regression was found to be more appropriate. The results of the regression indicate 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 (2020).

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 directorate. This implies that the remaining 76.6% of employee commitment at the directorate 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

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 (2020).

Table 17 shows result of the influence of leadership on continuance commitment at the Sefwi Wiawso Municipal Education Directorate. 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 directorate. The result also shows that 23.4% contribution of leadership to continuance commitment at the directorate was significant. This implies that the management of the directorate can continue to use leadership to increase employee commitment at the Sefwi Wiawso Municipal Education Directorate.

Furthermore, to determine how well the leadership predict (influence) continuance commitment at the Sefwi Wiawso Municipal Education Directorate, Table 18 shows the independent variable contribution to continuance commitment. The β value indicate the relative influence of the independent variable on continuance commitment at the directorate. 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		
		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 (2020).

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 directorate, which indicates that weak variance in affective commitment is explained by leadership at the directorate with a statistically significant effect of the leadership on affective

commitment at the directorate. There was a medium positive correlation between the leadership variable and employee's normative commitment at the directorate. Lastly, there was a moderate positive correlation between the leadership variable and employee's continuance commitment at the directorate. Leaders of the educational directorate should continue to exhibit right leadership behaviour to enhance the commitment level of workers at the directorate.



CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

This chapter summarizes the main findings of the study. A general conclusion from the issues are 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 Sefwi Wiawso Municipal Education Directorate. The chapter finally ends with recommendation for future research.

Overview

The primary purpose of this study was to find out the extent to which leadership styles affect the commitment level of staff of the Sefwi Wiawso Municipal Education Directorate. The secondary purposes were to (1) find out the leadership styles being exhibited by the management of Sefwi Wiawso Municipal Education Directorate, (2) assess the effect of leadership styles of management of Sefwi Wiawso Municipal Education Directorate on the affective commitment level of staff, (3) to assess the effect of leadership styles of management of Sefwi Wiawso Municipal Education Directorate on the normative commitment level of staff and (4) the effect of leadership styles of management of Sefwi Wiawso Municipal Education Directorate on the continuance commitment level of staff of the directorate.

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 Sefwi Wiawso Municipal Education Directorate. The following key findings emerged:

The study established that most of the respondents consented with how management of Sefwi Wiawso Municipal Education Directorate 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.

1. The staff also affirmed that their leader talks about their most important values and beliefs.
2. 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 Sefwi Wiawso Municipal Education

Directorate on the affective commitment level of staff of the directorate. The following are the key findings:

There was a weak positive correlation between the leadership variable and employee's affective commitment at the education directorate, which indicates that weak variance in affective commitment is explained by leadership at the directorate with a statistically significant effect of the leadership on affective commitment at the directorate.

The third research objectives sought to assess the effect of leadership styles of management of Sefwi Wiawso Municipal Education Directorate on the normative commitment level of staff of the directorate. . The following are key findings:

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

The fourth research objectives sought to assess the effect of leadership styles of management of Sefwi Wiawso Municipal Education Directorate on the continuance commitment level of staff of the directorate. The following are key findings:

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

on continuance commitment at the Sefwi Wiawso Municipal Education Directorate.

Conclusions

From the findings of the study, a number of conclusions can be drawn. Staff of the Sefwi Wiawso Municipal Education Directorate acclaimed that the leadership is very important for enhancing their affective, normative and continuance commitment. The staff professed that there is a good transformational, transnational and laissez faire leadership behaviour or styles demonstrated at the Sefwi Wiawso Municipal Education Directorate. 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 Sefwi Wiawso Municipal Education Directorate. Which would imply 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 directorate to achieve its strategic goals. The following recommendations are made to the management of the Sefwi Wiawso Municipal Education Directorate.

1. The study recommends that management of the Sefwi Wiawso Municipal Education Directorate 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 directorate should continue the institution of measures to further improve affective commitment level of staff the directorate so as to fully engage the staff of the Sefwi Wiawso Municipal Education Directorate.
3. The study further recommends that management through its research department should conduct periodic research into the leadership needs of employees of the Sefwi Wiawso Municipal Education Directorate. This will help management of the directorate 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 directorate 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 country to compare the effect of leadership styles on the commitment level of staff other district Municipal Education Directorate in the Country.

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UNIVERSITY OF CAPE COAST
COLLEGE OF HUMANITIES AND LEGAL STUDIES
SCHOOL OF BUSINESS
DEPARTMENT OF HUMAN RESOURCE MANAGEMENT
QUESTIONNAIRES FOR STAFF OF SEFWI WIAWSO MUNICIPAL
EDUCATION DIRECTORATE

Dear Sir/Madam,

The questionnaire has been designed to solicit information for an MBA (Human Resource Management) research work on the Topic: *“LEADERSHIP STYLE AND EMPLOYEE COMMITMENT: PERCEPTION OF STAFF AT SEFWI WIAWSO MUNICIPAL EDUCATION DIRECTORATE.* 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					
	<i>Individualized Influence Behaviour</i> 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					
	<i>Individualized Influence (Attribute)</i> 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 has leadership skills that build my respect					
	<i>Intellectual Motivation</i> 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.					
	<i>Intellectual Stimulation</i> 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					
	<i>Individual Consideration</i> 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					
	<i>Contingent Reward</i> 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					
	<i>Management-by-Exception (Active)</i> : 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.					
	<i>Laissez-Faire Leadership Style</i> 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 D:

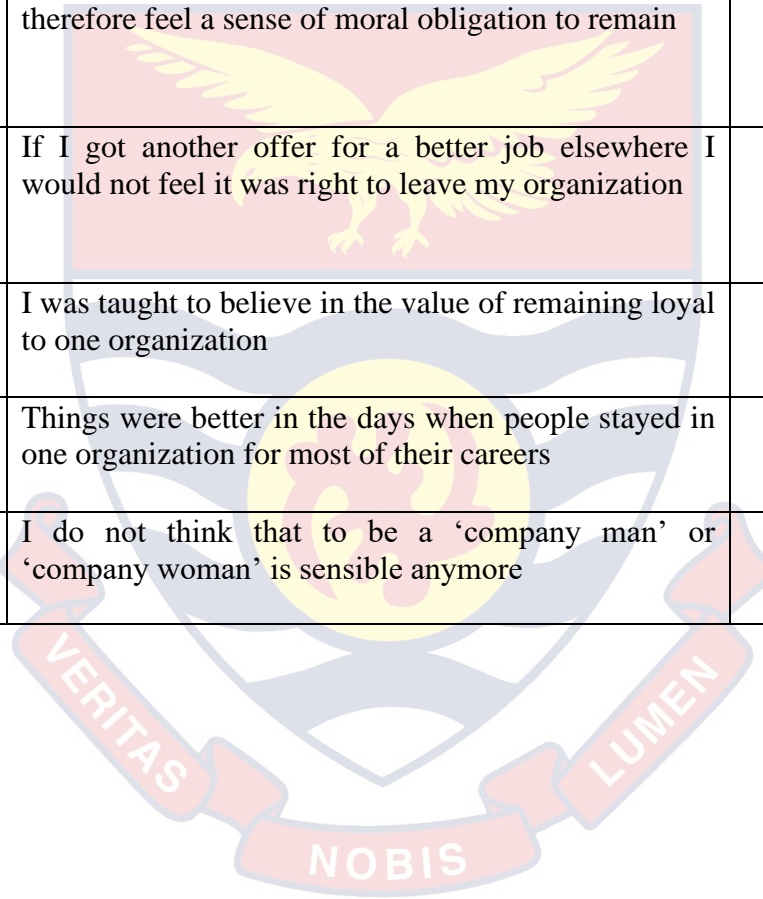
This section provides questions on employee commitment. Please tick(✓) appropriately, from 1 (least agree) to 5 (Highest agree).

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

