



**St. MARY'S UNIVERSITY
SCHOOL OF GRADUATE STUDIES**

**THE EFFECT OF LEADERSHIP STYLE ON EMPLOYEE
COMMITMENT IN A PRIVATE HIGHER EDUCATIONAL
INSTITUTION IN ADDIS ABABA CITY, IN CASE OF ADMAS
UNIVERSITY**

**BY
BEIMNET KIFLE**

**MARCH 2023
ADDIS ABABA, ETHIOPIA**

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**A THESIS SUBMITTED TO ST.MARY'S UNIVERSITY
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FULFILMENT OF THE REQUIREMENT FOR THE MASTER
OF BUSINESS ADMINISTRATION (MBA)**

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ADDIS ABABA, ETHIOPIA**

DECLARATION

I hereby declare that this thesis entitled “*The effect of leadership Style on employee commitment in a private higher educational institution in Addis Ababa city. In the case of Admas University*”, has been carried out by me under the guidance and supervision of Abraraw Chane (PhD Candidate).

Researcher's Name

Date

Signature

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CERTIFICATE

This is to certify that the thesis entitled “*The effect of leadership Style on employee commitment in a private higher educational institution in Addis Ababa city. In the case of the Admas University*”, submitted to St. Mary's University for the award of the Degree of Master of Business Administration (MBA), and research work was carried out by *Beimnet Kifle* under our guidance and supervision.

Therefore, we hereby declare that no part of this thesis has been submitted to any other university or institution for the award of any degree or diploma.

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MARCH, 2023

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APPROVAL

This is to certify that the thesis prepared by Beimnet Kifle, entitled “The Effects of Leadership Style on Employee Commitment in A Private Higher Educational Institution in Addis Ababa City, the case of the Admas University” and submitted in partial fulfillment of the requirements for the Degree of Masters of business administration in MBA complies with the regulations of the University and meets the accepted standards with respect to originality and quality.

Signature of Board of Examiners:

External examiner	Signature	Date
Internal examiner	Signature	Date
Advisor	Signature	Date
Dean	Signature	Date

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ABSTRACT

A leader is defined as a person with the responsibility to influence one or more followers and directing them to achieve a set objective. While doing so, the leader has to be aware of the strength of each of his or her follower and identify the areas to be improved (Bruce et al., 2006). Leadership is creating and maintaining a sense of vision, culture and interpersonal relationships. Employee's organization commitment is an important factor for the sustainable and effective growth of the institution. The purpose of this study was to assess the effects of leadership style (transformational, transaction and laissez-faire) on employee organizational commitment (affective, normative and continuous) on private higher educational institution in case of Admas University. The literature provided discusses the leadership style and organizational commitment. Information was gathered from sample of 211 respondents (10 high level management 26 middle level management and 175 employees) These items are rated using a 3 scale. Leadership style was identified as the independent variable and organizational commitment as the dependent variable. The findings result of the study employees perception about the transformational and transactional leadership style have strong and significant, positive correlation with affective, normative and continuance commitment. But, no statistically significant correlation between laissez-faire leadership style with affective, normative and continuance commitment. The result of the finding indicates as there is a need for better leadership and management to realize employee commitment as well as upgrading of skills (staff career) and gearing towards results orientation and efficiency. Overall the institution's leaders should improve the level of employees' commitment through actually practicing effective type of leadership style and creating conducive environment to employees.

Keywords: Leadership Style, Transformational, Transactional, Laissez-faire, employee Commitments

Table of Contents

DECLARATION	II
CERTIFICATE	III
APPROVAL	IV
ACKNOWLEDGEMENTS	V
ABSTRACT	VI
LIST OF FIGURES	IX
ACRONYMS	X
CHAPTER ONE	1
1. INTRODUCTION	1
1.1. Background of the Study	1
1.2. Background of the Study Organization.....	3
1.3 Statement of the Problem.....	3
1.4. Objective of the Study	5
1.4.1. General Objective	5
1.4.2. Specific Objective.....	5
1.5. Research Question	5
1.6. Significance of the Study	6
1.7. Scope of the Study	6
1.8. Limitations of the Study.....	6
1.9. Organization of the Study	7
1.10 key terms.....	7
CHAPTER TWO	8
2 REVIEW OF RELATED LITRATURE.....	8
2.1 meaning and definition of leadership.....	8
2.1. 1. The Concept of Leadership and Leadership Style	9
2.1.2. Leadership Theories	10
2.1.3. Full Range Leadership Approach.....	11
2.1.4. Transformational Leadership	12
2.1.5. Transactional Leadership	13
2.1.6. Laissez-Faire Leadership	14
2.1.7 Meanings and concepts Organizational Commitment	14
2.1.8. Components of Organizational Commitment	15
2.1.9. Leadership Styles and Organizational Commitment.....	16
2.1.10. Previous Empirical Study.....	17
2.1.11. Summary of Theoretical Concepts/Reviews	21

2.1.1 Hypothesis.....	22
CHAPTER THREE	23
3. RESEARCH METHODOLOGY.....	23
3.1. Introduction.....	23
3.2 research design	23
3.3 research approach.....	23
3.4 data type and source.....	24
3.5 population and Sampling Procedure	24
3.5.1 Target Population.....	24
3.5.2. Sampling Design and Techniques.....	25
3.5.3 Methods of Administration/ Quality Criteria.....	26
3.5.3.1 Content validity.....	26
3.5.3.2 Pilot Test	26
3.5.3.4 Reliability test	26
3.6. Data Analysis Techniques.....	27
3.7. Ethical Considerations	27
CHAPTER FOUR.....	28
DATA ANALYSIS, PRESENTATION & DISCUSSION	28
4.1 Introduction.....	28
4.2. Response Rate of Respondents	28
4.3. Demographic Characteristics of the Respondents.....	29
4.3.1. Age of the Respondents	29
4.3.2. <i>Education Level of the Respondents</i>	30
4.3.4. Working Experiences in the Sector.....	30
4.4. Summary of Descriptive Analysis	30
4.5. Inferential Statistics Result and Explanation	37
4.6. Correlation between the variable	37
4.7. Examining several assumptions prior to running multiple regression	38
CHAPTER FIVE	43
5.1. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.....	43
5.2. Summary of the Study	43
5.3. Conclusions.....	44
5.4. Recommendations of the Study	44
REFERENCES	45
RESEARCH INSTRUMENT	55

LIST OF TABLES

Table 1 <i>Target Population of the study (Source: Admas University Human resource management)</i>	24
Table 2 <i>Sample size of the study</i>	25
Table 3 <i>Reliability Test (Source: SPSS V21)</i>	27
Table 4 <i>age of respondent</i>	29
Table 5 <i>Transformational Leadership Style (Source: SPSS V21)</i>	31
Table 6 <i>Transactional Leadership Style (Source: SPSS V21)</i>	34
Table 7 <i>Laissez-Faire leadership Style (Source: SPSS V21)</i>	35
Table 8 <i>Correlation Analysis (Source: SPSS V21)</i>	38
Table 9 <i>Model summary; source SPSS</i>	40
Table 10 <i>Anova Table (Source: SPSS V21)</i>	41
Table 11 <i>Beta Table (Source: SPSS V21)</i>	42

LIST OF FIGURES

Figure 1 <i>Conceptual Framework (Source: Own design)</i>	22
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ACRONYMS

No	ABBREVIATION	MEANING
1	AC	Affective commitment
2	CC	Continuance commitment
3	CR	Contingent reward
4	FRLA	Full Range Leadership Approach
5	HRM	Human resource management
6	IA	Idealized Influence (Attribute)
7	IB	Idealized Influence (Behavioral)
8	IC	Individual Consideration
9	IM	Inspirational Motivation
10	IS	Intellectual Stimulation
11	LS	Leadership Styles
12	MBEa	Management –by-exception-active
13	MBEp	Management –by-exception-passive
14	MLQ	Multifactor Leadership Questionnaire

CHAPTER ONE

1. INTRODUCTION

This chapter discusses the background of the study, statement of the problem, research questions, research objectives, and significance of the study, scope of the study, limitation of the study and organization of the study.

1.1. Background of the Study

Leadership is creating and maintaining a sense of vision, culture and interpersonal relationships (Day, c. 2000). Throughout history, theoretical explanations for leadership have been proffered. The trait Approach up to the late 1940s claimed that leadership ability is inborn (Bryman, 1993). People become leaders for the traits that they own such as intelligence, appearance, language ability, etc. (Bolman et al., 1994). The days when leaders controlled, dominated and manipulated organizations at their pleasure are over (Block, 1993). Bhindi and Duigna (1997) noted that leadership was being redefined. Burns (1978) point out that leadership is one of the observed phenomena on the world. It is regarded as the most critical factors in the success and failure of the organization (Bass, 1990a). However, Effective staff members must be committed to the purpose, vision and values of the organization they are serving (McIntosh, 2000). The commitment of employees to the organization is an important factor for the sustainable and effective growth of the organization. People were the lifeblood of organizations and valuable resources of organizations (Gunnigle et al., 1971). Ulrich (2000) referred to people as intangible resources, which were difficult to imitate. Therefore, the commitment of competent employees was critical to the success of the organization. In addition, there are so many resources that have crucial role for the success of an organization and among these the most valuable asset is human resource management, though the needed human resource may vary based on the nature of the work (labor intensive and machine intensive) and the technology adoption of the organization (Griffith, 2013).

According to the findings of (Maritz, 1995; Bass, 1997), leadership is a critical factor in the success or failure of an organization; excellent organizations begin with excellent leadership, and successful organizations reflect their leadership. Effective leadership can move organizations from current to future states create visions of potential opportunities for organizations, install

within employee's commitment to change and install new cultures and strategies in organizations that mobilize and focus energy and resources (Bennis & Nanus, 1985).

The benefits of organizational commitment have been well documented in the extant management literature (Davenport, 2010). Committed employees are less likely to develop patterns of tardiness or to be chronically absent from work (Davenport, 2010; Angle & Perry, 1981; Bateman & Strasser, 1984; Porter et al., 1974). Gbadamosi (2003) contends that the more favorable an individual's attitudes toward the organization, the greater the individual's acceptance of the goals of the organization, as well as their willingness to exert more effort on behalf of the organization. Employees that are committed are also less likely to leave the organization to explore other Meyer & Maltin (2010) has already proved that staff with more organizational commitment is more loyal, productive and accountable. They also indicated that organizational commitment is able to effectively predict the employee's performance and turnover. Organizational commitment is considered as also one of the reliable and sustainable predictors of the absence, turnover, productivity, efficiency and job satisfaction of the staffs (Becker, 1960). Opportunities (Allen & Meyer, 1996; Porter et al., 1974). Organizational commitment has also been shown to positively affect motivation, organizational citizenship, and job performance (Meyer et al., 2002; Mowday ET al.1974).

Accumulating evidence suggests that leadership style is positively associated with work attitudes and behaviors at both an individual and organizational level (Dumdum, Lowe & Avolio, 2002). Correlation analysis shows that transformational and transactional leadership style is related to employees' organizational commitment (Marmaya et al, 2011). In particular, there is considerable research now available suggesting that transformational leadership is positively associated with organizational commitment in a variety of organizational settings and Cultures (Guang-lu et al, 2012; Muterera, 2008; Avolio et al., 2004; Bono & Judge, 2003; Walumbwa & Lawler, 2003; Dumdum et al., 2002; Koh, Steers, & Terborg, 1995; Lowe et al., 1996). A major motivation for this study (the effects of leadership style on organizational commitment)

1.2. Background of the Study Organization

The study conducted on Admas University one of Addis Ababa's Private Higher Education Institutions and the oldest Private Higher Education institution in Ethiopia. The university begins education operation in October 1998 as "Admas Business Training Centre". The Training Centre started delivering training services in certain tailor-made and short-term programmes. The centre upgraded itself to a college status as of April 1999, and to the status of a University College as of March 2007. Finally, after ensuring that all the requirements of Higher Education Proclamation No. 650/2009 have been met, the Ministry of Education of F.D.R.E. granted full University status to Admas as of July 2014. With the objective of expanding its quality services, the University opened ten (10) colleges/campuses/faculties so far. Eight of these campuses are found in Ethiopia among which six are in Addis Ababa while the rest two are in Bishoftu and Mekelle towns. The other two campuses are located out of Ethiopia in the Capitals of Somaliland and Puntland (i.e. Hargeisa and Garowe, respectively). Apart from the regular mode, the University also has a Distance Education College with more than 50 (fifty) coordination offices throughout the country. Since its establishment, the University has graduated more than 39,000 (thirty-nine thousand) students in various fields of study with Degrees, Diplomas and Certificates in conventional regular & extension and distance modes from its campuses in Addis Ababa (4 campuses), Adwa, Dessie, Bishoftu, Hargeisa and from more than 60 coordinating offices of the College of Distance Education. Currently, the University expanded its branches and the researcher was focused only on a campus existing in Addis Ababa city administration only.

1.3 Statement of the Problem

Leadership is one of the most pressing issues and one of the least understood concepts in the corporate world. The history of leadership encompasses through several paradigm shifts and voluminous body of knowledge. As a universal activity, leadership is fundamental for effective organizational and social functioning. The very nature of leadership is its influencing process and its resultant outcomes. Such process is determined by the leaders and follower's characteristics, dispositions, behavior perceptions, attributions and the context wherein the process of influencing occurs. The moral purpose of leadership is to create an empowered follower that leads to moral outcomes that are achieved through moral means (Hersey & Blanchard, 2015). Effective leadership is important factor to the development of the country. A leadership style that

was effective, ethical, supportive and responsible was possible when such an environment existed (Sergiovanni, 2013). It also important to the success of a venture can nearly always be traced directly back to the vision and will of the leadership. Therefore, having effective leadership styles for the organization to retain competent employees is crucial to its survival. Due to the norm of mutual assessment, this support makes the employee feel obligated to exhibit beneficial organizational attitudes (commitment). Also Awan & Mahmood (2009) depict that employee commitment reflects the quality of the leadership in the organization. Pfeiffer (2012) also argued that committed employees are more motivated, dedicated towards meeting and achieving organizational goals. The employees' knowledge, experience, skills, expertise, the ability to collectively innovate and their decision making processes is key to the survival of institution. Bennett and Durkin (2000) states that the negative effects associated with a lack of employee commitment include absenteeism, dissatisfaction and turnover. According to Iverson and Buttigieg (2012) committed employees accept organizational values easily while taking responsibility for their actions. High levels of commitment to the organization are likely to reduce absenteeism, staff turnover and increase levels of job satisfaction and performance. These positive benefits of committed employees are recognized as important determinants of organizational effectiveness. James & Collins (2008) suggest that employees develop global beliefs of perceived organizational and perceived supervisor support. Due to the norm of mutual relationship, this support makes the employee feel obligated to exhibit beneficial organizational attitudes (commitment). Also Awan & Mahmood (2009) depict that employee commitment reflects the quality of the leadership in the organization. Therefore, it is logical to assume that leadership behavior would have a significant relationship with the development of employee commitment.

Although there have been studies that have identified leadership behaviors as vital component to and determinant of employee commitment (Brockner et al., 2016; Bučiūnienė & Škudienė, 2011) in one hand, and examining the relationship between leadership styles and employee commitment (Avolio et al. 2004; Awan & Mahmood, 2009; Ponnu & Tennakoon, 2009) on the other hand, the number of studies conducted in education organizations is lacking, more so in the case of Ethiopia. These follows low level of employee commitment, while low level commitment of employees results follows are dissatisfied at work, less committed and also turnover among these competent employees' results in interruptions in normal operations, loss of efficiency, increased replacement and recruitment cost, increased customer dissatisfaction. The above problem is indicating as there is a need for better leadership and management to realize

employee commitment as well as upgrading of skills (staff career) and gearing towards results orientation and efficiency. Therefore, this study was conducted to identify the effects of leadership style of the institutional leader (transformation, transaction and laissez-faire) and employee commitment (affective, normative and continuance) in the case of Admas university and also. The researcher is highly motivated to study in the area due to personal observation that there are employee commitment issues in the university and to explore whether the leadership style practicing in the university is the cause or not for poor employee commitments in universities.

1.4. Objective of the Study

1.4.1. General Objective

The general objective of this study was to assess the effects of leadership style on employee commitment in a private higher educational institution in Addis Ababa city by taking Admas University as study main points.

1.4.2. Specific Objective

The specific objectives of this study are:

1. To identify the existing practice of leadership styles in the university.
2. To assess the level of employee commitment (affective, continuance and normative) being practiced in the institution.
3. To examine the effects of different leadership styles on employee commitment dimensions.
4. To examine the effects of leadership style on employee commitment.

1.5. Research Question

To address the above objectives, the following research questions are designed to meet study objectives.

1. What are the attitudes of institution staffs about leadership styles & employee commitment of in Admas University?

2. What are the effects of transformational leadership style and affective, continuance and normative employee commitment?
3. How does leadership style affects employee commitments?
4. What are the existing practices of leadership styles in the university?

1.6. Significance of the Study

Assessing the effects of leadership style on employee commitment in a private higher educational institution has significant importance for private government educational and other organizations. The significance of the study is provides additional knowledge relating to the leadership style of the leader and employee's organizational commitment. This study was contributed to the growing body of research on antecedents to leadership styles on organizational commitment by examining the important leadership styles and employee's organizational commitment. And also this study important to the institutional growth and sustainable

Identifying and knowing the core effects of leadership style on employee commitment can be of help to the government to use the study finding as input to alleviate the problem and for policy amendment. In addition, all other stakeholders can use the result of the study to work and improve the effects of leadership style on employee commitment. Furthermore, the study result may be important to create awareness to leaders of the organization about the most determinant variables that can influence employee commitment levels in now days.

1.7. Scope of the Study

The study was conducted on assessing the effects of leadership style on employee commitment in a private higher educational Institution by taking Admas University as a study main point. The study was also limited geographically in Addis Ababa city

1.8. Limitations of the Study

The major limitation of the study the study was only focused on leadership style (transformational, transaction and laissez faire) and employee organizational commitment (affective, normative and continuous). Due to this, the study finding may not be generalized to other higher private university since management and other work environmental contexts may affect the effects of leadership style on employee commitment differently. However, the

underlying theoretical assumptions and methodology of this study, as well as the findings of this study may be used as assistance for other higher private university in the country.

1.9. Organization of the Study

This study is arranged into five chapters. Chapter one comprises the introduction, statement of the problem, research questions, objectives of the study, significance of the study, the scope of the study and limitation of the study. Chapter two discusses literature review on the effects of leadership style on employee commitment in the case of private higher educational institution. In this chapter, the researcher focuses on related empirical and theoretical literature in the area of leadership style and employee commitment. These issues enhance and assist in strengthening the statement of the problem as well as the conceptual framework of the study. In chapter three, the research design and methodologies are presented. Sample and sampling techniques, source of data, procedures of data collection, methods of data analysis, explained. In chapter four, results and discussion will be stated. The findings will also be interpreted based on a related literature review. Finally, in chapter five, a summary of the research findings, conclusion and recommendation be made.

1.10 key terms

Leadership; - the process of influencing others to work willingly toward an organizational goal with confidence. (Lawal,A.A,1993).

Employee commitment; - is an emotional attachment to and involvement with an organization. It is a bond between the employee and the organization such that the employee wants to continue serving the organization and helping it achieve its objectives. (Joel, 2010)

CHAPTER TWO

2 REVIEW OF RELATED LITRATURE

In this chapter, different relevant works of literature have been reviewed related to the effects of leadership style on employee commitment in a private higher educational institution to develop the conceptual framework of the research. The areas of the leadership style literature are reviewed, which leads to coming up with a good understanding of the effects of leadership style on employee commitment in a private higher educational institution.

2.1 meaning and definition of leadership

A leader is defined as a person with the responsibility to influence one or more followers and directing them to achieve a set objective. While doing so, the leader has to be aware of the strength of each of his or her follower and identify the areas to be improved (Bruce et al., 2006). A leader should be able to change his or her leadership style based on the situation in order to be more effective, focus on supporting the followers and build their trust and respect (Aric Hall, 2007). Literatures have stated that the key elements for a successful organization are leadership style and competency (Rodney Turner and Ralf Muller, 2005). The five major functions of leadership are categorized as follows (Joel, 2010) are create a vision and focus on it, set up a high performance team, keep the team motivated, maintain a good rapport with people around to make sure they are aware the information needed and satisfy employees to minimize attrition.

Leadership has been always a crucial issue since organizations and companies are permanently in a constant struggle to be increasingly competitive. Leadership is an important function of management which helps to maximize efficiency and to achieve organizational goals. The word leadership has been described in terms of the position, personality, responsibility, influence process; instrument to achieve a goal, behaviors (Limsila & Ogunlana, 2007). Most definitions have a common theme of directing a group towards a goal. Therefore, the leadership can be broadly defined as the relationship between an individual and a group built around some common interest wherein the group behaves in a manner directed or determined by the leader. Leaders can influence the behavior of their followers through the use of different styles or approaches to managing others. For the past three decades, a pair of predominant leadership styles (transformational, transactional and laissez-faire leadership) has received a significant amount of attention (Shastri et al., 2010). On the other hand, employee commitment has long been

a topic of interest to organizational researchers (Meyer et al., 1993; Meyer & Allen, 1991, 1984; Mathieu & Zajac, 1990; Mowday et al., 1982). One of the main reasons for its popularity is that organizations have continued to find and sustain competitive advantage through teams of committed employees. Many researchers found that an organization's success is determined by having a high degree of organizational commitment (Jassawalla & Sashittal, 2003; Brooks, 2002; McElroy, 2001). Organizational commitment has attracted considerable attention in theory and research because of its attempt to understand and clarify the intensity and stability of employee dedication to work organizations (Eisenberger et al., 1990). Research literature states that organizational commitment is defined as a subordinate's identification with the mission, goals and vision of the organization.

According to Eisenberg et al., (1983), organizational commitment has been defined in a variety of ways. Most theories include one or more of the following three attitudinal elements as an integral part of their definition a strong belief in and acceptance of the organizations goals and value a willingness to exert considerable effort on behalf of the organization and a strong desire to maintain membership in the organization.

Generally, higher or lower levels of commitment have been shown to be a major driver of employees staying with or leaving an organization (Shaw et al., 1998). Employee commitment reflects the quality of the leadership in an organization (Stum, 1999). Organizational commitment provides a broad measure of the effectiveness of leadership which offers a way to further explore the subject of the relationship between leadership and commitment. However, organizations are always looking for the committed human resources in order to achieve its strategic objectives. Specifically, supervisors have the responsibility to emphasize to their subordinates their link and contribution to the success of the organization and to understand the significance of building a positive relationship with their respective subordinates to enhancing the subordinate's commitment to the organization (Truckenbrodt, 2000).

2.1.1. The Concept of Leadership and Leadership Style

According to Mat (2008), leadership definitions keep evolving as scholars try to simplify the definition to enable people to understand the concept easily, to make it less complicated and more practical in daily business. For centuries, leadership studies have been obsessed with leaders and with identifying the characteristics required for effective leadership. Even though it is clearly stated that it is difficult to give leadership a single definition, people keep exploring

this area of study. It shows that there is no stopping point for leadership study and it has become an essential element in social science. According to Okumbe (1998), leadership is a process of encouraging and helping others to do something of their own volition. Leadership is thus a process of encouraging and helping others to work enthusiastically towards objectives. It is the human factor that binds a group together and motivates it towards goals transforming the group's potentials into reality.

Leadership has many definitions but no real consensus; essentially it is a relationship through which one person influences the behavior or actions of other people. In everyday speech leadership and management are used interchangeably. Management is about developing, planning and controlling of organizational resources while leadership is about the aligning of people to the expected outcomes of the vision. In order to lead one must be able to manage and hence the two are closely related (Gwavuya, 2011). Leaders use their influence factor to draw people towards achieving goals and to maximize the results in the organization. The influence factor does not mean the leader having power over the followers and controlling or directing them to the goals the leaders want to achieve; rather it is the leaders' own actions that affect the follower's behavior and actions. Generally, followers will emulate the leader's acts and behaviors thus leading to the achievement of the desired goals (Mat, 2008).

2.1.2. Leadership Theories

Great man theory

States that the leaders are born and not made. The inherent characteristics will surface based on (Vol. 7, No. 9; 2014) the need. This theory went well with our historians and was named as "Great man theory" as in the earlier days the leadership role was taken only by male. This thought was redundant after lot of research and studies were done on leadership (Maj Earl Russel, 2011).

Trait theory approach

Was also one of the early theories of leadership? This approach focuses on the basic traits like physical and personal characteristic along with the competencies a leader should possess. It is based on the assumption that basic traits are the reason for the behavior of the leaders which are consistent in different situations. Similar to the Great Man theory, this approach states that leaders have characteristics that they are born with and it remains consistent for a long time (Fleenor, John W., 2011).

- ✚ **Contingency/ Situational theory** focuses on factors connected to environment which might determine the leadership style that would be most appropriate for a particular situation. It emphasizes that the leaders will choose the best style of leadership based on the situation and the group to be influenced Fiedler's (1997).
- ✚ **Behavioral theory** states that leaders are "made and not born" which is opposite to the concept of Great man theory. It states that leadership skills can be learned and developed (Anit Somech, 2006).
- ✚ **Participative theory** explains about the collective decision making abilities of a leader or shared influence of the subordinates in decision-making. This leadership style would help in motivating the team members as their inputs are being considered and given due importance (Anit Somech, 2006).

2.1.3. Full Range Leadership Approach

The Full Range Leadership Approach (FRLA) as developed by Bass and Avolio (1994; 1997) encompasses a range of leader behaviors. The range of behaviors starts with transformational leader behaviors to transactional leader behaviors reaching to the lowest leader interaction of laissez-faire leader behavior (Bass & Avolio, 1994). Leadership is about influencing, motivating and enabling others to contribute toward the effectiveness and success of the organization of which they are members (McShane & Glinow, 2006). Studies in the last decade have focused on transformational and transactional leadership styles which were initially developed by Bass (1985). To motivate employees, the transactional leader uses tangible rewards (e.g. money and status) while the transformational uses intangible rewards (e.g. personal growth, self-esteem and professional values). Burns (1978) first introduced the concepts of transformational and transactional leadership in his treatment of political leadership but this term is now used in organizational psychology as well. Bass (1985) extended the work of Burns (1978) by explaining the psychological mechanisms that underlie transformational and transactional leadership.

The work of Bass and colleagues (Bass & Avolio, 1990a) expanded Burns's factors of leadership to include a third leadership style called laissez-faire leadership style. Bass (1990a) described the laissez-faire leader as an extremely passive leader who is reluctant to influence subordinate's considerable freedom, to the point of abdicating his/her responsibilities. In a sense, this extremely passive type of leadership indicates the absence of leadership.

2.1.4. Transformational Leadership

Burns (1978) defines transformational leadership as a style in which leaders encourage and motivate their subordinates to step beyond self-interests to build commitment for the organizational mission and objectives. Transformational leaders are willing to sacrifice their own interest over the shared goals and values of the organization (Bass & Avolio, 1990). Such leaders rely on the greater pool of knowledge and motivate problem-solving rather than constantly providing solutions (Buhler, 1995). This style of leadership emphasizes on inspiring followers by promoting the vision that followers would be able to achieve more than their own expectation with extra effort and they seek to arouse and satisfy higher needs. There are five factors which represent the components of transformational leadership as defined by (Bass, 1985) and (Avolio et.al., 1999) such as idealized influence (attributes), idealized influence (behavior) inspirational motivation, intellectual stimulation and individualized consideration.

- ✚ **Idealized influence (attributes):** refers to leader behavior which results in followers identifying high level of respect and trust that leads to develop a strong sense of loyalty and emotional attachment. These leaders rely more on subordinates trust and faith rather than rules, position or tradition and they have achievable vision (Bass, 1990a).
- ✚ **Idealized influence (behavior):** idealized influence behavior refers to leader behavior which results in followers identifying with leaders and wanting to emulate them. Leaders demonstrating idealized influence or charisma instill pride in their subordinates and command respect (Bass & Bass, 1990a; Avolio, 1990a). Employees have a high level of trust and confidence in such leaders, tend to adopt their vision, seek to identify with them and develop a strong sense of loyalty to them. A charismatic leader does not derive authority from rules, position or tradition but from the followers' faith and trust. Idealized influence is coupled with an emotional attachment of the followers to identify with the leader.
- ✚ **Inspirational motivation:** reflects leaders' inspiration by giving meaningful challenges and tasks that make followers feel valued. Leaders of this type have high communication skills by which subordinates fully understand the organizational vision and feel that they are engaged and empowered to reach the vision (Bass & Avolio, 1994).
- ✚ **Intellectual stimulation:** occurs when followers are encouraged by leaders to view problems and challenges as new opportunities for innovation. Leaders prompt

subordinates to question assumptions and approach them from creative perspectives (Avolio et.al., 1999).

✚ **Individualized consideration:** occurs when leaders attend to each follower as an individual and consider one-to-one capabilities and needs. In this perspective, leader will respect individual contribution and development (Bass & Avolio, 1994).

2.1.5. Transactional Leadership

Transactional leadership, also known as managerial leadership, focuses on the role of supervision, organization and group performance. Transactional leadership is a style of leadership in which the leader promotes compliance of his followers through both rewards and punishments. Unlike transformational leadership, leaders using the transactional approach are not looking to change the future; they are looking to merely keep things the same. These leaders pay attention to followers' work in order to find faults and deviations. This type of leadership is effective in crisis and emergency situations, as well as when projects need to be carried out in a specific fashion (Bass & Avolio, 1994). Within the context of Maslow's hierarchy of needs, transactional leadership works at the basic levels of need satisfaction, where transactional leaders focus on the lower levels of the hierarchy. Transactional leaders use an exchange model, with rewards being given for good work or positive outcomes. Conversely, people with this leadership style also can punish poor work or negative outcomes, until the problem is corrected. One way that transactional leadership focuses on lower level needs is by stressing specific task performance (Hargis et al., 2001). Transactional leaders are effective in getting specific tasks completed by managing each portion individually.

Transactional leaders are concerned with processes rather than forward-thinking ideas. These types of leaders focus on contingent reward (also known as contingent positive reinforcement) or contingent penalization (also known as contingent negative reinforcement) Bass et al., (2003). According to Antonkies et al., (2003) contingent rewards (such as praise) are given when the set goals are accomplished on-time, ahead of time or to keep subordinates working at a good pace at different times throughout completion. Contingent punishments (such as suspensions) are given when performance quality or quantity falls below production standards or goals and tasks are not met at all. Often, contingent punishments are handed down on a management-by-exception basis, in which the exception is something going wrong. Within management-by-exception, there are active and passive routes. Active management-by-exception means that the leader continually looks at each subordinate's performance and makes changes to the subordinate's work to make

corrections throughout the process. Passive management-by-exception leaders wait for issues to come up before fixing the problems. With transactional leadership being applied to the lower-level needs and being more managerial in style, it is a foundation for transformational leadership which applies to higher-level needs (Bass et al., 2003).

2.1.6. Laissez-Faire Leadership

Laissez-faire leadership is a “hands-off” approach to leadership. Laissez-faire leadership is also termed a non-leadership style. The laissez-faire leader avoids accepting responsibilities, absent when needed, fails to follow up on requests for assistance and resists expressing his or her views on important issues. The laissez-faire leader gives the majority of control in the decision-making process to the followers. Laissez-faire leadership assumes that followers are intrinsically motivated and should be left alone to accomplish tasks and goals. The laissez-faire leader does not provide direction or guidance (Northouse, 2001). Laissez-faire leadership may be the best or the worst of leadership styles. If the leader follows the normally understood definition and standard practice of noninterference and “hands-off” when supposedly leading his or her followers, the worst form of leadership is manifested. However, when the twenty-first century properly prepares his or her followers, laissez-faire leadership emerges as the ultimate form of leading.

The two words laissez-faire and leadership are absolute direct opposites. The French term laissez-faire was originally used relative to mercantilism and it is defined in economics and politics as an economic system that functions best when there is no interference by government and considered a “natural” economic order that procures the maximum well-being for the individual and extends to the community. Leadership is defined as an interactive process that provides needed guidance and direction.

2.1.7 Meanings and concepts Organizational Commitment

Organizational commitment is a concept related to a lot of variables which affect the organizational behavior (Dee et al., 2006). Organizational commitment is defined as a process in which employees internalize the values of the organization, keep on staying at the organization to get the results of their investments on the organization and they think that staying at the organization is a moral and ethical responsibility (Allen & Meyer, 1990). According to Park and Rainey (2007) organizational commitments means the bound between organization and the

employee. Bogler and Somech (2004) note that the employees engaged in the organization want to have active roles in the organization. They want to have an impact on the programs, procedures or strategies of the organization.

2.1.8. Components of Organizational Commitment

Meyer and Allen (1990, 1991) identified three separable components reflecting are: affective, continuance and normative commitment to maintain employment in an organization.

The three-component model developed by Meyer and Allen has been subjected to the greatest empirical scrutiny and has arguably received the greatest support (For a review, see Meyer et al., 2002 and Meyer & Allen, 1997). Meyer and Allen (1991) argued that one of the most important reasons for distinguishing among the different forms of organizational commitment was that they have very different implications for behavior. All three forms tend to bind employees to the organization. Therefore, relate negatively to turnover, their relations with other types of work behavior can be quite different (Meyer et al., 2002).

✚ **Affective commitment (AC):** entails an acceptance and internalization of the other party's goals and values, a willingness to exert effort on their behalf and a strong emotional attachment to them (Allen et al., 1979). Employees who are affectively committed to the organization will probably carry on working for it because they want to (Meyer & Allen, 1991).

✚ **Normative commitment (NC):** entails perceived obligations to maintain employment memberships and relationships. In exchange for employment, employees feel compelled to reciprocate with loyalty, commitment that derive from morality, value-driven principles based on reciprocity norms and socialization practices (Meyer & Herscovitch, 2001). "Employees with a high level of normative commitment feel that they ought to remain with the organization" (Meyer & Allen, 1991).

✚ **Continuance commitment (CC):** involves appraisals of personal investments tied to one's current employment and the availability of employment alternatives (Meyer & Allen, 1984). Continuance commitment "refers to the awareness of the costs associated with leaving the organization" (Meyer & Allen, 1991). Individuals with high continuance commitment remain with their organizations because they perceive the costs of leaving to be too great. This type of commitment indicates that employees remain because they have too much time invested (Meyer & Allen, 1991).

Becker (1960) originally proposed that people engage in consistent lines of behavior because of the inducements (side bets) to do so. Employers offer a variety of such inducements to retain employees, including job status, seniority and benefits. Further, employees often desire to avoid the social and economic costs of leaving (e.g. relocation costs and disrupted social networks). CC strengthens as these side bets accumulate, rendering employees more likely to stay with the organization. Meyer and Allen (1991) also indicate that an individual who's most important connection to the organization is based on continuance commitment stay because they need to. It has been recognized two sub-dimensions of continuance commitment held in various empirical studies (Vandenberghe et al., 2007; Bentein et al., 2005; Powell & Meyer, 2004; Meyer et al., 1990; McGee & Ford, 1987). Commitment due to a lack of alternative employment opportunities reflected commitment based on few existing employment alternatives. This commitment refrains the individual from leaving the organization, due to the perceived lack of more desirable employment opportunities (Bentein et al., 2005). Perceived sacrifice of investments associated with leaving the organization related to fear of losing benefits acquired by the organization during the years of work (Powell & Meyer, 2004). This commitment is driven by the perception of losing the investments done in the targeted organization if it is abandoned by the individual (Bentein et al., 2005).

2.1.9. Leadership Styles and Organizational Commitment

Prior research suggests that work experiences, personal and organizational factors serve as antecedents to organizational commitment (Eby et al., 1999; Meyer & Allen, 1997, 1996, 1990). One organizational factor that is considered a key determinant of organizational commitment is leadership (Mowday et al., 1982). Lee (2004) found out that transformational leadership correlates significantly with organizational commitment with samples of research and development professional in Singapore. Contrary, transactional leadership does not have significant relationship with organizational commitment. Hayward et al., 2004 findings have further indicated that no correlation was found between transactional leadership and affective, normative and continuance commitment. Limsila and Ogunlana (2007) found that the leadership style mostly adopted and proving to be most suitable for people is the transformational leadership. The links between transformational leadership and organizational commitment are well established (Walumbwa et al., 2005; Avolio et al., 2004; Walumbwa & Lawler, 2003; Dvir, Eden, Avolio & Shamir, 2002; Howell & Hall-Merenda, 1999; Kirkpatrick & Locke, 1996). Essentially, the empirical and meta-analytic studies suggest that followers working with

transformational leaders are more committed to their organizations and demonstrate fewer withdrawal behaviors (Walumbwa et al., 2004; Bono & Judge, 2003; Walumbwa & Lawler, 2003; Barling et al., 1996). Transformational leaders have great ability to influence organizational commitment by promoting the values which are related to the goal accomplishment, by emphasizing the relation between the employee's efforts and goal achievement and by creating a greater degree of personal commitment on part of both follower's as well as leaders for the achievement of ultimate common vision, mission and goals of the organization (Shamir, et.al, 1998). Transformational leaders influence followers' organizational commitment by encouraging followers to think critically by using novel approaches, involving followers in decision-making processes, inspiring loyalty, while recognizing and appreciating the different needs of each follower to develop his or her personal potential (Avolio, 1999; Bass & Avolio, 1994; Yammarino et al., 1993). This is further supported by Walumbwa and Lawler (2003) that transformational leaders can motivate and increase followers' motivation and organizational commitment by getting them to solve problems creatively and also understanding their needs. Transformational leadership behavior may encourage employees in both regular and irregular ways to develop stronger employee commitment (Bass, 1985). Although transformational leadership has been conceptually and empirically linked to organizational commitment, there has been little empirical research focusing on the precise ways in which style of leadership impacts employee organizational commitment (Bass, 1985).

2.1.10. Previous Empirical Study

Under review of empirical researcher finding, the researcher thoroughly reviewed the study conducted by different researchers at different area of the study. However, the contributes of findings relating to the development of organizational commitment were takes place in their country context, where to come on privacies finding:

- ✚ *Nyengane (2007)*: study on the relationship between leadership styles and employee commitment of an exploratory study a case of an Electricity Utility of South Africa at Eskom Eastern Region.

The sample of instruments was leaders 86 and 334 raters. Leadership was identified as the independent variable and organizational commitment as the dependent variable. The research question using Multifactor Leadership Questionnaire was 45 items, which was formulated from Bass and Avolio's (1997) Full Range Leadership Development Theory. When employee commitment question was formulated by Bagraim's (2004), a South African adaptation of Meyer and Allen's

(1997), three-component model of organizational commitment have 12 items. The correlation analysis showed that although the relationship is not strong, there is a positive relationship between the transformational leadership behaviors and commitment of affective commitment, continuance commitment and normative commitment. The correlation analysis also indicates a weak but significant, positive relationship between transactional leadership behaviors and continuance commitment. However, no statistically significant correlation was found between transactional leadership behaviors and affective commitment as well as between transactional leadership behaviors and normative commitment. The correlation results showed a weak but significant, negative correlation between laissez-faire leadership behaviors and affective commitment. There was no statistically significant correlation between laissez-faire leadership behaviors and continuance commitment as well as between laissez-faire leadership behaviors and normative commitment. The findings from this study suggest that transformational and transactional leadership behaviors do play important roles in determining levels of affective commitment, continuance commitment and normative commitment. These findings also reveal that the laissez-faire leadership behavior had a negative relationship with affective commitment. This research therefore adds a new dimension to the body of literature that will help researchers' efforts to understand the relationship between leadership style and organizational commitment.

✚ **Temesgen (2011):** study on the relationship between leadership style and employee commitment.

The study area of the researcher was private higher educational institutions in Addis Ababa city. The purpose of study was to investigate the effects of leadership styles (transactional, transformational and laissez-faire) on employee commitments (affective, continuance and normative commitment). The participants in the research academic staff 95 and 20 leaders. The researcher use separate instruments, namely multifactor leadership questionnaire (MLQ) have 27 items this question developed by Bass et al., (2003); Avolio et al., (2004) and organizational commitment questionnaire (OCQ) have 12 items, this question developed by Allen & Meyer's (1990). An item was using a 5-point Likert-scale. The findings of the study revealed that transformational leadership style has significant and positive correlations with affective and continuance employee commitments while transactional leadership style has significant and positive correlation with only normative commitment. A laissez-faire leadership style is found to be significantly and negatively associated with employees' affective commitment.

✚ **Betsabehn (2013):** study on the relationship between leadership style and organizational commitment at survey in a Malaysian Contact Centre.

The finding of study the effects of different leadership styles, specifically transformational and transactional and the three components of organizational commitment (affective, continuance and normative) in a contact center setting. A cross-sectional survey was conducted among 300 employees in a contact center in Kuala Lumpur, Malaysia. The MLQ and OCQ questionnaire was based on a literature review and the questions for the instruments were obtained from Bass and Avolio (1997) and Allen and Meyer (1997) respectively. All items were measured using a 5-point Likert-scale. The findings add to the body of literature on the study of contact centers by examining the effects of leadership style on organizational commitment. The finding result of transformational leadership style significant and positive with affective commitment, continuance commitment and normative commitment. And also transactional leadership style significant and positive relation with on affective commitment, continuance commitment and normative commitment. Thus the highest impact of transactional leadership is on affective commitment.

✚ **Hasbullah (2008):** study on the effects of leadership behavior on organizational commitment in co-operative societies in Peninsular Malaysia.

The sample size was 360. Independent question developed by (Ansari, 1990; Bhal & Ansari, 2000; Sinha, 1994) were adopted to measure the leadership behaviors of the co-operative leaders. The scale consisted of three dimensions of behavior – nurturant-task (10 items), participative (10 items) and autocratic (10 items). The dependent variables of employee's commitment were examined using Meyer and Allen's (1997). Three component model of employee commitment number of questions were affective (6 items), continuance (6 items) and normative (6 items). The findings of study suggest, autocratic and Nurturant Task + Participative (NTP) do play important roles in determining the levels of employee's commitment. Leaders should consider in matching both leadership styles based on the situation of their subordinate. NTP was also found to be significant in promoting new employee's commitment. Since no similar research has been done in co-operatives, this finding may contribute to the understanding and improvement of employee's commitment in co-operative societies in Malaysia. Regression analysis was analyzed that showed mixed results of leadership style. NTP has inverse effect with affective commitment, while autocratic leaders showed no significant effect. However, NTP and autocratic leaders both showed positive significant results with normative and continuance commitment of employees. Tenure was found to be high among new and

experienced employees if the leaders adopted high level of NTP behavior. Experienced employees possessed more stable high commitment regardless of leader's behavior, however new employee's commitment are totally dependent on the leader's NTP behavior.

✚ **Bučiūnienė and Škudienė (2008):** study on the impact of leadership styles on employees' organizational commitment in Lithuanian Manufacturing Companies.

The survey included the total population of 224 middle level managers from five manufacturing companies in Lithuania. A total of 191 usable questionnaires were obtained. The survey questionnaire was composed of the introduction; questions designed to identify leadership style (adapted from Bass and Avolio (1993) MLQ 5X short form; questions designed to measure employees' commitment to an organization (adapted from questionnaire by Meyer and Allen (1997); and questions designed to measure satisfaction with an immediate supervisor. The researchers found the transformational leadership have strongest and significant, positive correlation with affective commitment, slightly weak and significant, positively related to continuance commitment and normative commitment. Transactional leadership have's strong relation and significant, positively related between affective

Commitment, weak and significant, effect with continuance commitment. While laissez-faire leadership style is negatively related to affective commitment and no effect with continuance commitment and weak and negative correlation with normative commitment.

✚ **Keskes (2013):** study on the effects of leadership styles on dimensions of employee organizational commitment:

A critical review and discussion of future directions Universidad Polytechnic de Catalunya (Spain). The aim of the study was discussion of the relationship between leadership styles and dimension of employee organizational commitment. Both styles of leadership known as transformational and transactional styles differ in the process by which the leader motivates his subordinates. Organizational commitment defined by its three types (affective, normative and continuance) measures the strength of an individual identification with and involvement in the organization. The finding of the study was relationships between leadership styles and organizational commitment has shown how leadership dimensions can influence employee organizational commitment. Although there is considerable research available suggesting that transformational leadership is positively associated with organizational commitment in a variety of organizational settings and cultures.

✚ **Michael & Portia (2011):** study on the effects of leadership style on employees' commitment: A study of Ghana Oil Palm Development Company Limited.

The main aim of the study was to investigate the effects of leadership on skilled employees' commitment in the company using Full Range Leadership Development Theory and three-component model of employee commitment. The total sample they took was 15 leaders (managers) and 45 subordinates out total population of 250 total staffs. They expressed their findings in figure form rather than in numeric values. They found a positive relationship in between transformational leadership style and affective commitment while negative effect with both continuance & normative commitments. They also found a positive effect in between transactional leadership style and normative commitment while negative with that of both affective and continuance commitment. Finally, their result showed positive relationship between laissez-faire leadership style and continuance commitment but negative relationship with affective and normative commitment.

2.1.11. Summary of Theoretical Concepts/Reviews

Where to come the summary of the above empirical finding of the previous studies conducted by researchers on the effects of leadership style on employee commitment, most researchers conducted about to large business organization but Temesgen (2011) study about private higher educational institutions. Except Hasbullash (2008), all researchers used MLQ obtained from Bass and Avolio (1997) and OCQ instrument obtained from Allen and Meyer (1997). All items were measured using a 5-point Likert-scale. However, Betsabeh (2013) and Keskes (2013) used two types of leadership styles, transformational and transactional. Also Hasbullash (2008) independent variable was Nurturant Task (NT), Participative and Autocratic and Questionnaire developed by (Ansari, 1990; Bhal & Ansari, 2000; Sinha, 1994 and OCQ instrument developed by Meyer & Allen's (1997). Independent variable of Keskes (2013) and Betsabeh (2013) study was focused only transformational and transactional leadership style and exclude laissez-faire leadership style. The researcher found the gap that few researchers examined leadership style in view of Full-Range Leadership Theory like, Temesgen (2011) MLQ didn't include all 36 questions but also they used only 27 questions. He mentioned as all factors under each leadership styles consist of three questions of MLQ while contingent reward factor consists of only two questions and management by exception active (MBEa) consists of four questions. In country level as per the researcher's knowledge, there seems no comprehensive study on the private educational institution relationship. Thus, these gaps lead the researcher to conduct a research

and need to study using full range effect theory on the effects of leadership style on employee commitment on higher private education by taking Admas University as study main points.

2.10. Conceptual Framework

The aim of the research was to assess the effects of style on employees' organizational commitment in the case of private higher education by taking Admas University as a main study points. The below figure 2.1 shows the proposed conceptual framework adopted and modified from Bučiūnienė and Škudienė (2008) which is going to be thoroughly dealt in order to come up with relevant information.

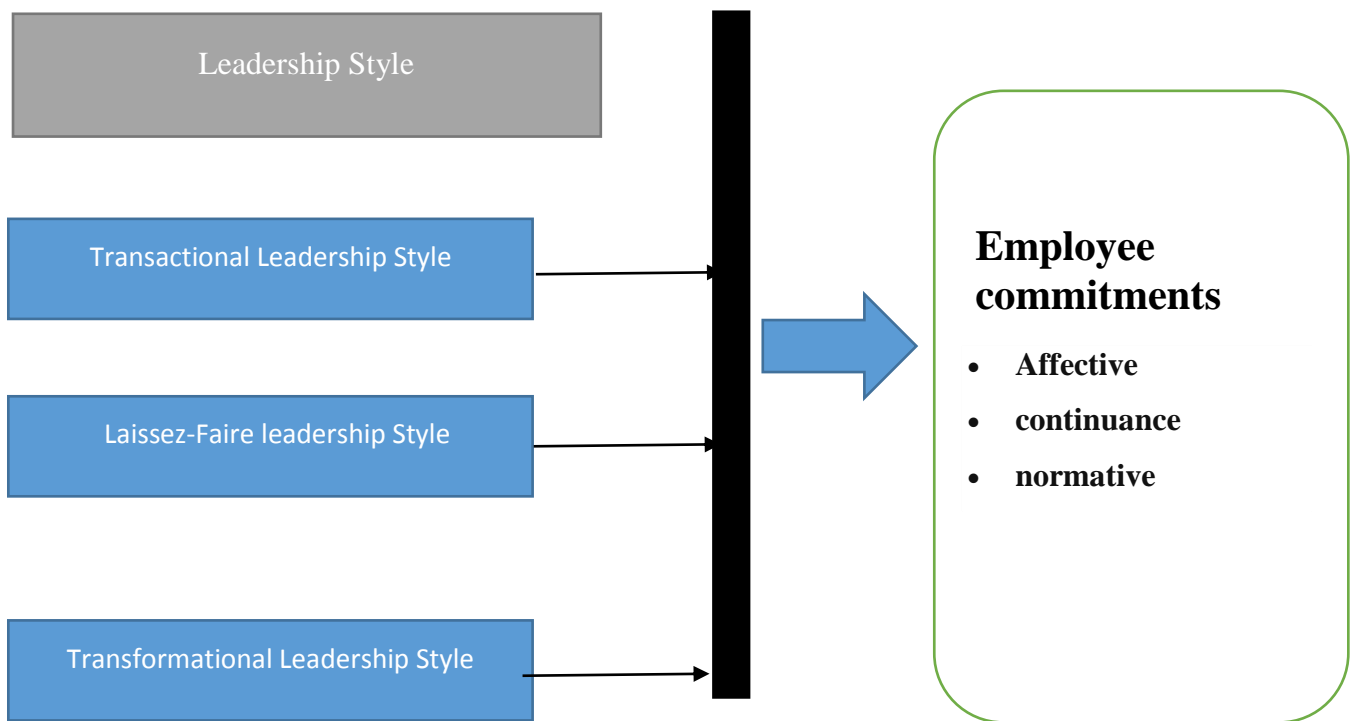


Figure 1 Conceptual Framework (Source: Own design)

2.1.1 Hypothesis

It is hypothesis that leadership style has a direct influence on the performance of employ commitment

CHAPTER THREE

3. RESEARCH METHODOLOGY

3.1. Introduction

This section is to highlight the overall methodological considerations of the thesis showing the logical framework that discusses the overview of the methodology, research purpose, research design, research approaches, research strategy, target population, sampling technique, source of data, data collection methodology, data collection instrument, data analysis method and ethical considerations of the study.

3.2 research design

The questionnaire is designed using a Likert scale (three scales) ranging from strongly agree to strongly disagree. The respondents were asked to rate various motivation factors using the scale; 'A (Agree)', 3='N (Neutral)', 2= 'DA (Disagree)', For the purpose of this analysis, the researcher categorized strongly disagreed and disagreed as disagreed and agreed and strongly agreed to agree and neutral, so the analysis was done in three scales.

3.3 research approach

This study used mixed (quantitative and qualitative) research approach and descriptive and explanatory research design to access the effects of leadership style on employee commitment in a private higher educational institution in Addis Ababa city in the case of the Admas University. (Meyer, 2010) states that descriptive studies are more formalized and typically structured with clearly stated evaluative questions. It serves a variety of research objectives such as descriptive of phenomenon or characteristics associated with a subject population, estimates of proportions of population that have these characteristics and discovery of associations among different variables. The design enabled the study to combine both qualitative and quantitative research approaches. Qualitative approaches enable collection of data form of words rather than numbers and it provides verbal descriptions rather than numerical (Kothari, 2011).

The reason the researcher adopted a descriptive research design is due to the design being comprehensive, descriptive, and analysis of the situation. In addition, the research design is

flexible in respect to data collection and due to that it saves time & money, and it enable to study deeply and thoroughly different aspects of the events. Furthermore, it provides qualitative results for data analysis and interpretation (Sekaran, 2003). Descriptive research involves gathering data, describing occurrences or facts, and then organizing, tabulates, depicts and describes data collection, in the form of graphs and charts, to help the reader understand the distribution of data (Cooper and Schindler, 2011).

3.4 data type and source

The researcher used both primary and secondary data sources in an attempt to explore the effects of leadership style on employee commitment in a private higher educational institution. The primary data was collected from the target populations of the study by using survey questionnaires through face-to-face communications channels. The secondary data used to achieve the major objectives of the study was collected from the aforementioned sources, including from different books, published and unpublished documents, journals, articles, and from Admas University websites pages.

3.5 population and Sampling Procedure

3.5.1 Target Population

Burns and Grove (2003) and Mugenda and Mugenda (2003) describe population as all the elements that meet the criteria for inclusion in a study. Population is therefore the entire group of individuals, events or objects having a common observable characteristic. The target population of the study was composed of both the institutional leaders and employees of Admas University.

No	Category	Population	Percentage
1	High level Management	10	5%
2	Middle level Management	26	12%
3	Staffs (Including teachers)	175	83%
Sum		211	100%

Table 1 Target Population of the study (Source: Admas University Human resource management)

3.5.2. Sampling Design and Techniques

According to Sekaran (2009:16), the population is the universe of units from which the sample is to be selected, or it is an entire group of people or elements that have at least one thing in common and the researcher adopts a *stratified random sampling technique*.

3.5.3. Sample Size

A sample is a subset of population (Hyndman, 2008). Marczyk, DeMatteo & Festinger (2005) defined a sample as a subset of the population to be studied. It is a true representative of the entire population to be studied (Leary, 2001). Similarly, sampling is the selection of a subset of individuals from within a population to yield some knowledge about the whole population, especially for the purposes of making predictions based on statistical inference (Scott & Wild, 1986; Black and William, 2004). Its main advantages are cost, speed, accuracy and quality of the data (Ader, Mellenbergh, & Hand, 2008). A good sample should be truly representative of the population, result in a small sampling error, viable, economical, and systematic, whose results can be applied to a universe with a reasonable level of confidence (Kothari, 2004). The researcher used a formula sited by Mugenda and Mugenda (2003) to determine the number of respondents as per.

$n = N / 1 + (N * e^2)$ Where; N= population size

e= Tolerance at desired level of confidence, take 0.05 at 95% confidence level

n= sample size. ,n=211

$n1 = 211 / 1 + (211 * 0.05 * 0.05)$

n=138

Accordingly, the total sample size of the study is 138 respondents from 211 targeted respondents, and the researcher collected the data from the respondents accordingly.

No	Category	Population	Sample size	Percentage
1	High level Management	10	7	5%
2	Middle level Management	26	17	12%
3	Staffs (Including teachers)	175	114	83%
<i>Sum</i>		211	138	100%

Table 2 *Sample size of the study*

3.5.3 Methods of Administration/ Quality Criteria

3.5.3.1 Content validity

According to Creswell (2003 as cited by Njenga 2014), Validity is the quality of a data-gathering instrument that enables it to measure what it is supposed to measure. Validity is about the usefulness of the data and not the instrument. Validity expresses the degree to which a measurement measures what it purports to measure. In this study, the content validity of the instruments was reviewed by a research advisor and by other research experts in addition to conducting pilot testing.

3.5.3.2 Pilot Test

Pilot testing involves having a group of end-users try the instruments prior to their full deployment in order to get feedback on their performance (Reijmersdal, 2015). According to Montus (2015), pilot testing (a session or two before the real test) helps fine-tune usability studies, leading to more reliable results. It provides an opportunity to validate the wording of the tasks, understand the time necessary for the session, and, if all goes well, may even supply an additional data point for your study. In this study, for quality purposes and to ensure whether the research instrument is according to the object of the study, the questionnaires (instrument) was reviewed by the research advisor and then tested on a small sample of respondents with similar characteristics as the study respondents. Mugenda and Mugenda (2003) suggest that the piloting sample should represent 10% of the study sample depending on the study sample size. A pilot study was conducted on Rift Valley University, which consists of 50 staff members. The feedbacks during pilot testing were then noted, and the questionnaires were modified and adjusted accordingly.

3.5.3.4 Reliability test

With regard to the reliability of the research instruments of the study, further, the reliability of the scales was checked with the application of the Cronbach Coefficient Alpha for the computations to check for the internal consistency of the scales. According to Cherry (2019), a benchmark alpha of 0.70 sets as an acceptable and good measure of reliability, and the Cronbach alpha coefficient of the finding indicates the consistency of responses to items. Accordingly, the

Cronbach Alpha test of the study implies that the instrument's internal consistency of the study is 85 %, which is above 60% and the acceptable percentage

No	Description	No of Items	Cronbach's Alpha Based on standardized Items
1	Transformational Leadership Style	14	0.85
2	Transactional Leadership Style	7	0.82
3	Laissez-Faire leadership Style	7	0.89
Total		28	0.85

Table 3 Reliability Test (Source: SPSS V21)

3.6. Data Analysis Techniques

The purpose of data analysis is to reduce accumulated data to a manageable size, developing summaries, looking for patterns, and applying statistical techniques (Cooper and Schindler, 2011). The study used mainly quantitative and qualitative data analysis techniques. The data gathered from primary and secondary sources were analyzed using both qualitative and quantitative data analysis tools. In this study, the first-hand questionnaires collected from respondents were first checked to identify any missing questionnaires, and each questionnaire was sorted with a unique number. After the checking and sorting process is completed, each questionnaire's response was analyzed by using SPSS version 21, and the result is presented by using tabulation, using descriptive statistics and frequencies, percentage means, inferential statistics and standard deviations were applied to interpret the data.

3.7. Ethical Considerations

In this study, before the beginning of the study, the researcher sought permission from the relevant authorities of Admas University and a letter of introduction received from the St. Marry university school of postgraduate. With regard to ethical considerations, to meet the ultimate goals of the study, the researcher adopted and considered four ethical issues (voluntary participation, informed consent, confidentiality and anonymity, and communicating results).

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION & DISCUSSION

4.1 Introduction

The general objective of the study is to accessing the effects of leadership style on employee commitment in a private higher educational institution. The specific objectives are: to assess the level of leadership styles (transformational, transactional and laissez-faire) being implemented in the institution, to assess the level of employee commitment (affective, continuance and normative) being practiced in the institution and to examine the effects different leadership styles on employee commitment. In this chapter, the analyzed data is presented together with the relevant interpretations. Findings have been presented in three parts: General information on respondents, assessment of accessing the effects of leadership style on employee commitment in a private higher educational institution and regression analysis.

4.2. Response Rate of Respondents

The researcher collected data from 130 respondents with regard to accessing the effects of leadership style on employee commitment in a private higher educational institution. According to Mugenda and Mugenda (1999), a response rate of 50% is adequate for analysis and reporting rate of 60% is good and a response rate of 70% and over is excellent. From the study, 130 out of 138 targeted respondents filled in and returned the questionnaire contributing to 94 % and the response rate was very good and representative. The questionnaires that were not returned are due to respondents not being available to fill the questioners and due to being partially unfilled.

4.3. Demographic Characteristics of the Respondents

Variable	Classification	frequency	
Age of the respondents	18-25	10	
	26 - 35	19	
	31 - 40	41	
	41-50	22	
	Above 51	8	
Education Level of the respondents	Under graduate	7	
	Post graduate	14	
	PHD	29	
	Diploma	41	
	Certificate	9	
	Other	7	
Position Held by the Respondents	Staff	84	
	Middle level Management	9	
	High level Management	7	
Years of service in organization	1-5	48	
	6-10	32	
	11-15	14	
	Above	6	

Table 4 age of respondent

4.3.1. Age of the Respondents

As indicated in table 4 above, most respondents (43%) were between 31-40, while 25%, 21%, and 11% of respondents were between 18-30, between 41-50 and above 51 years respectively. The finding of the study confirmed that most of the respondents were highly experienced in the areas of the study, and they are more familiar with the ultimate goals of the study.

4.3.2. Education Level of the Respondents

As indicated in table 4 above most (60%) of the respondents were undergraduate, 35% were post graduates, 10% were Ph.D. holders while 16% were certificate holders, and others. Hence, the study confirmed that most of the respondents were well informed, understood, and able to respond to the questionnaire according to the study objectives.

4.3.4. Working Experiences in the Sector

Most of the respondents (65%) have been working between 1-5 years in the sectors, while 41%, 16% and 6% of respondents have been working for 6-10, 11-15 and above 16 years respectively. The finding indicates that the target respondents are good enough to give detail information in the study areas.

4.4. Summary of Descriptive Analysis

This section presents the result of statistical analysis and interpretation of the data by using mean and standard deviation. The respondents were asked to rate various motivation factors using the scale; 3= 'SA (agree)', 4='A (disagree)', 3='N (Neutral) For the purpose of this analysis, the researcher used three scales so the analysis was done in three scales. The standard deviation on the other hand presents the degree of dispersion of responses from the mean score.

4.4.1. Transformational Leadership Style

Table 5 Transformational Leadership Style (Source: SPSS V21)

No	Items	Disagree		Neutral		Agree		Mean	SD
		Freq.	%age	Freq.	%age	Freq.	%age		
Idealize Influence									
1	My superior instils pride in me.	85	65%	23	35%	15	12%	3.9	0.8
2	My manager Deliberates moral and ethical values and this makes me become committed to my job.	36	28%	20	15%	74	57%	3.4	1.4
3	My manager listens to team member's point of views before taking decisions and this makes me become committed to my job.	96	74%	17	13%	17	13%	2.1	0.9
4	My manager Gets me to rethink never-questioned ideas and this makes me become committed to my job.	102	78%	8	6%	20	15%	2.1	1
Individual Consideration (IC)									
5	My manager spends time to teach and coach his assistants and this makes me become committed to my job.	107	82%	12	9%	11	8%	1.9	0.8
7	My manager Pay attention to my concerns and this makes	118	91%	0	0%	12	9%	1.8	1.4

	me become committed to my job.								
8	My manager outlooks me as having different needs, abilities this and makes me become committed to my job.	102	78%	23	18%	5	4%	1.9	0.9
	Inspiration Motivation (IM)								
9	My manager inspires me to accomplish my tasks and this makes me become committed to my job.	107	82%	12	9%	11	8%	1.9	0.9
10	My manager rises my motivation and this makes me become committed to my job.	118	91%	0	0%	12	9%	1.8	0.8
	Intellectual Stimulation	130	100%	0	0%	0	0%	1.6	1.4
12	My manager gives me with insightful suggestions on what can do to improve and this makes me become committed to my job.	107	82%	12	9%	11	8%	1.9	0.9
13	My manager Encourages me to think more creatively and this makes me become committed to my job.	118	91%	0	0%	12	9%	1.8	1

As indicated table 5 above, most respondents (65%) agreed and confirmed that their superior didn't instill pride in them as represented by a mean score of 3.9 and 0.8 standard deviation while 35% of respondents were of neutral opinion that their superior instills pride in them. In addition, the study requested the respondents to indicate their levels of agreement whether their manager deliberates moral and ethical values and the majority (57%) of respondents agreed and confirmed that their managers deliberate moral and ethical values as represented by a mean score of 3.4 while 28% of respondents disagreed and confirmed that their manager doesn't deliberate moral and ethical values while 15% of respondents were of neutral opinion on

the statements. Also, the study requested the respondent to indicate their level of agreement whether their manager listens to team members point of views before taking decisions and the study finding indicated that the majority (74%) of respondents confirmed and indicated that their manager don't listens to team members point of views before taking decisions as represented by a mean score of 2.1 and 17% of respondents were of neutral opinion while 17% of respondents agreed and confirmed that their manager listens to team members point of views before taking decisions.

Moreover, the study also sought to confirm whether their manager gets to them to rethink never questioned ideas. The study finding indicated that most (78%) of the respondents disagreed and confirmed that there their manager gets me to them rethink never-questioned ideas as represented by a mean score of 2.1. With this regard, 15% of respondents confirmed that their manager gets them to them rethink never-questioned ideas while 6% of respondents were of neutral opinion on the statements. **In addition, with regard to managers spending time to teach and coach his assistants and teammates, the study requested the respondents to indicate their levels of agreements or disagreements that their managers spends time to teach and coach them and the study finding discloses that the majority (82%) of study respondents disagreed and confirmed that their managers are not spends their time to teach and coach teams, 18% of respondents were of the neutral opinion while 4% of the respondents agreed and confirms that their managers were spends their time to teach and coach them. Also, the study requested the respondents to indicate their agreement whether their managers are paying attention to their concerns, and most of the study respondents (82%) confirmed that their managers are not paying attention to their concerns as represented by a mean score of 1.9. Likewise, the study requested the respondents to indicate their levels of agreement whether their managers are outlooks them as having different needs and abilities, and most (91%) of the study respondents confirmed that their managers are not outlooks them as having different needs and abilities as represented by a mean score of 1.8.**

At the last, on inspiration and motivations, the study requested that the respondents that their managers are inspires them to accomplish their tasks and encourages them to think more creatively and the study respondents confirmed that managers are inspires them to accomplish their tasks and encourages them to think more creatively as represented by a mean scores 1.9.

4.4.2. Transactional Leadership Style

Table 6 Transactional Leadership Style (Source: SPSS V21)

No	Items	Disagree		Neutral		Agree		Mean	SD
		Freq.	%age	Freq.	%age	Freq.	%age		
I)	Contingent Reward (CR)								
1	My boss expectation from me is clear and this makes me become committed to my job.	72	55%	28	22%	30	23%	2.7	0.8
2	My manager appreciates for the quality of my efforts and this makes me become committed to my job.	62	48%	35	27%	33	25%	2.7	1
3	My manager is particular regarding who is responsible for leading performance targets and this makes me become committed to my job.	88	68%	26	20%	16	12%	2.2	0.9
4	My manager Tells me standards to carry out work and this makes me become committed to my job.	90	69%	20	15%	20	15%	2.1	1.1
5	My manager Works out agreements with this and me makes me become committed	102	78%	14	11%	14	11%	2	0.9

	to my job.								
II	Management by Exception Active(MBEA)	112	86%	12	9%	6	5%	2	0.7
6	My manager Monitors my performance and keeps track of my mistake and this makes me become committed to my job.	119	92%	8	6%	3	2%	1.7	0.6
7	My manager Will take action before problems are chronic and this makes me become committed to my job.	72	55%	28	22%	30	23%	1.7	0.8

Additionally, the study assessed transactional leadership styles and employee engagement in their organizations and asked respondents to provide a consensus score that their manager's expectations were clear. From the findings, the respondents confirmed that their managers do not assess the quality of their efforts, do not care who is responsible for achieving performance goals, do not set standards for them to do their job, do not monitor their performance take no action before the problem becomes chronic with average scores of 2.7, 2.7, 2.2, 2.1 and 1.7 respectively.

4.4.3. Laissez-Faire leadership Style

Table 7 Laissez-Faire leadership Style (Source: SPSS V21)

No	Laissez-Faire leadership Style	Disagree		Neutral		Agree		Mean	SD
		Freq.	%age	Freq.	%age	Freq.	%age		
	Avoidant/Non-leadership								
1	My boss allows me to make	101	82%	12	15%	11	8%	1.9	1.7

	decisions and this makes me become committed to my job.								
2	My boss set priorities and occasionally delegates certain tasks to me and this makes me become committed to my job.	111	89%	6	2%	12	9%	1.8	1.1
3	My boss, fully trusts, and has confidence on me and this makes me become committed to my job.	130	100%	0	0%	0	0%	1.6	0.8
4	I take ownership on activities assigned to me by my leader and this makes me become committed to my job.	107	82%	12	9%	11	8%	1.9	0.7
	Management By Exception Passive (MBEP)	38	28%	45	35%	49	36%	3.1	1.1
5	My manager does not interfere with the activity Until problems become severe and this makes me become committed to my job.	64	31%	26	20%	40	49%	3.1	1.2
6	My boss is able to analyse the situation and determine what needs to be done and how to do it and this makes me become committed to my job.	42	32%	54	42%	34	26%	3	1.1

7	Whatever decision a group makes within the limits set by regulations and policies, the leader agreeing on the decision and this makes me become committed to my job.	49	18%	57	44%	24	38%	3	0.9
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Furthermore, the study sought to laissez-faire leadership style practice in the institutions and requested respondents to indicate their levels of agreement. The study confirmed and explored that their boss is not allowing them to make decisions, their boss is not setting priorities and occasionally delegates certain tasks for them, their boss is not fully trusts, and has confidence on them and that they take ownership on activities assigned to them by their leader as represented by a mean score of 1.9, 1.8, 1.6 and 1.9. In addition, the finding is confirmed that their manager is interfere with the activity Until problems become severe, their boss is able to analyse the situation and determine what a needs to be done and how to do it and that whatever decision a group makes within the limits set by regulations and policies, the leader agreeing on the decision as represented by a mean scores of 1.2, 1.1 and 0.9.

4.5. Inferential Statistics Result and Explanation

This section exhibits an extensive data analysis and the results of the statistical are tested. The researcher used inferential statistics to determine the validity of the data on the different tests of importance for normality, autocorrelation, and multi collinearity. The data were classified according to each variable into a group of questions. Finally, the study analyzed the correlation between variables and their effect by Pearson correlation and multiple regressions, hypothesis was tested as well as the model fitness

4.6. Correlation between the variable

The Pearson Product-Moment Correlation Coefficient is a statistic that indicates the degree to which two variables are related to one another. The sign of a correlation coefficient (+ or -) indicates the direction of the relationship between -1.00 and +1.00. Variables may be positively

or negatively correlated. A positive correlation indicates a direct positive relationship between two variables. A negative correlation, on the other hand, indicates an inverse, negative relationship between two variables (Nerhn, 2016). As a result, the hypotheses have been determined based on the following summarized correlation results. Accordingly, transformational leadership style, transactional leadership style and laissez-faire leadership style have the sound impacts on employee commitment at a correlation result of 0.64, 0.53 and 0.481 respectively

Table 8 *Correlation Analysis (Source: SPSS V21)*

		Transformational Leadership Style	Transactional Leadership Style	Laissez-Faire leadership Style
Transformational Leadership Style	Pearson Correlation	1	.052	.640
	Sig.(2-tailed)		.000	.000
	N	130	130	130
Transactional Leadership Style	Pearson Correlation	.490	1	.363
	Sig.(2-tailed)	.000	.000	.000
	N	130	130	130
Laissez-Faire leadership Style	Pearson Correlation	.408*	.386	0.53
	Sig. (2-tailed)	.000	.000	.000
	N	130	130	130

4.7. Examining several assumptions prior to running multiple regression

In conducting the multiple regression analysis, several main assumptions were considered and examined in order to ensure that the multiple regression analysis was appropriate (Hair et al., 2006). The study proposed below assumptions to be examined.

Test for existence of outliers

The first assumption tested was existence of outliers (extreme high or low value of data's). As Field (2005), noted Outliers can influence the values of the estimated regression coefficients so, it should be removed before running the regression analysis. Multivariate outliers can be detected

by using, Cook's distance as recommended by (Hair et al., 2006). In order to check normality weather, the residuals or error terms were normally distributed or not & linearity, a graph is plotted using SPSS regression graph. The below graph shows the assumption of linearity and normality is accepted, moreover most of the data were in homogenized pattern. Thus, no outliers were detected.

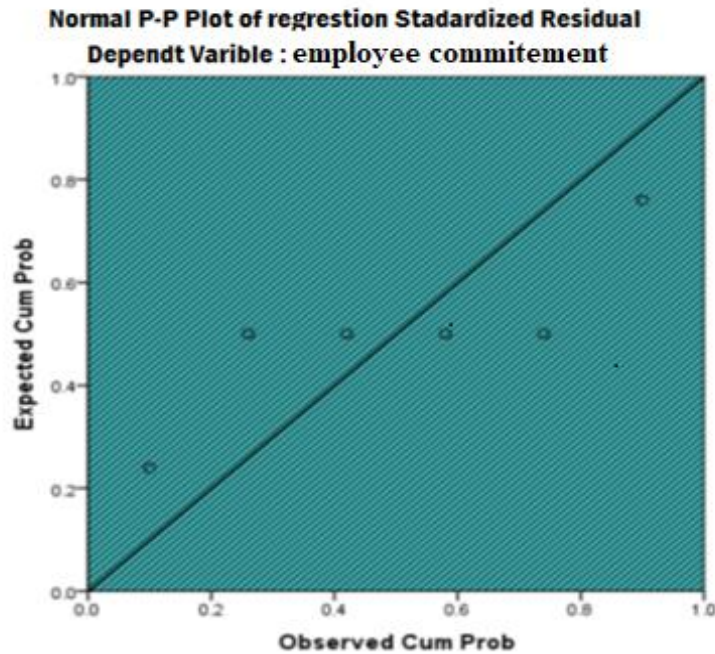


Figure 4.1 Shows Normal probability plot standardized residuals

Test for Multicollinearity

As suggested by suggested by Hair et al. (2006), to test existence of multicollinearity or weather the independent variables are correlated each other need to see tolerance and VIF Values, When VIF (Variance Inflation Factor) is simply the reciprocal of tolerance. Therefore, when VIF is higher than 10, there is high multi co-linearity and instability of the B and Beta coefficients. VIF indicators range from 1 to ∞ and signal the extent of non-orthogonality among the predictors; i.e., the higher the VIF score for a predictor, the more it is correlated with other predictors. All values were in the range of 3.39 and 2.89, well below the cut-off value of 10. Hence, multi-co

linearity is not a threat to the substantive conclusions of this study and the B and Beta coefficients are stable.

Test for Autocorrelation

Regression analysis is a systematic method that can be used to investigate the effect of one or more predictor variables on dependent variable. Consequently, it helps us to make statements about how one or more independent variables will predict the value of a dependent variable. As we see from table 10 the result $F= 87.12$ which is greater than 1 and $P<0.01$ we can conclude that all combinations of independent variables (Transformational Leadership Style, Transactional Leadership Style and Laissez-Faire leadership Style have positive impacts employee commitment in the University.

R-square

Model summary show that regression, or the coefficient of multiple determination R-square value is 0.522. Therefore, about 52.2% of the variation in employee commitment is explained by transformational leadership style, transactional leadership style and laissez-faire leadership style while there are other factors which affect employee commitment in higher private education, especially in St. Marry University by 47.8 % and this is left for other researchers to find out these factors. Generally, the study confirmed that adjusted R square of transformational leadership style, transactional leadership style and laissez-faire leadership style variables is 0.522; hence, the result confirmed that the strength of relationship between predictors or independent variable and dependent variable is significant.

Table 9 Model summary; source SPSS

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.728 ^a	.531	.522	.52480	.531	62.543	3	166	.000	1.749

a. Predictors: (Constant) transformational leadership style, transactional leadership style and laissez-faire leadership Style

b. Dependent Variable: employee commitment

Table 10 Anova Table (Source: SPSS V21)

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	120.56	4	30.110	87.120	.024 ^a
	Residual	119.91	312	.339		
	Total	240.46	316			
a. Dependent Variable: <i>employee commitment</i>						
b. Predictors: (Constant), <i>transformational leadership style</i> , <i>transactional leadership style</i> and <i>laissez-faire leadership Style</i>						

Additional, the Beta analysis confirmed that, transformational leadership style related factors (Beta=0.39) makes the strongest dependent variable in which the results revealed that, a one-unit increase or positive change in leadership style related would lead to a 0.39 unit increase the level of employee commitment. In additions, transactional leadership style and laissez-faire leadership style affect employee commitment with a beta value of 0.32 and 0.23 respectively.

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.003	.564		419	0.12
	<i>Transformational leadership style</i>	.011	.234	.039	.312	0.048
	<i>Transactional</i>	.404	.226	.321	0.38	0.03

<i>leadership style</i>					
<i>Laissez-faire leadership Style</i>	.017	.113	.231	0.15	0.51

Table 11 Beta Table (Source: SPSS V21)

From the Coefficients table the regression model can be derived as follows: $Y = 3.003 + 0.11$ (Transformational leadership style) + 0.404 (Transactional leadership style) + 0.17 (Laissez-faire leadership Style). The p-value is 0.024 (ANOVA table) which is < 0.05 . This implies that the independent variables are predictors of the dependent variables. The results therefore indicate that transformational leadership style, transactional leadership style and laissez-faire leadership style are predictors of employee commitment in higher private universities in an Ethiopia and specifically in Admas University.

CHAPTER FIVE

5.1. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of the study as guided by the specific objectives and conclusion reached based on the study findings and recommendations for enhancing employee commitments in higher educational private educations.

5.2. Summary of the Study

The purpose of this study was accessing the effects of leadership style on employee commitment in a private higher educational institution in Addis Ababa city, in the case of the Admas University. The specific objective was to identify the employee's perceptions about leadership styles and different dimensions of employee commitment, to examine the effects of different leadership styles on employee commitment dimensions and to assess the level of employee commitment (affective, continuance and normative) being practiced in the institution. Further, survey design is used to collect data from the respondents and in order to achieve this objective; the study utilized both quantitative and qualitative approaches. The target population comprised permanent staff, low-level management, middle-level management and high-level management. The response rate by the respondents was 94 % and most of the target respondents were filled and returned the data collection tools positively. The instruments were administered to all the respondents as in the selected sample above and this response rate indicates a reasonable representation of the sample and nearly the entire population and adequate for analysis.

The researcher adopted a stratified random sampling technique, which is a method of sampling that involves the division of a population into smaller sub-groups known as strata. In stratified random sampling or stratification, the strata are formed based on members' shared attributes or characteristics such as income or educational attainment to get detail and real information from the study populations. Admas University located in Addis Ababa.

The collected data went through quantitative techniques, such as descriptive statistics (response rate, measure of central tendency, measure of dispersion, frequencies, and percentages), correlation analysis, and multiple regression analysis using SPSS. Reliability and internal consistency of the measurement items were tested using Cronbach's alpha and all the variables attained a value above 0.70, implying that the measures were reliable. The findings from the

study indicated that The finding of the study explored that supervisor are not instils pride employees, the leaders are not deliberating moral and ethical values, leaders are not listening to team members point of views before taking decisions, the leaders expectation from staffs is not clear, leaders are not much appreciating for the quality of team's efforts, leaders are not appreciating for the quality of team's efforts, leaders are not monitoring teams performance and keeps track of their faults and leaders are not taking action before problems are chronic.

5.3. Conclusions

This study examined the effects of leadership style on employee commitment in a private higher educational institution in Addis Ababa city, in the case of the Admas University. To conduct the study, primary and secondary data were used. The study used stratified random sampling techniques and collected data from 130 respondents for primary data collections and based on the study findings, the researcher concludes the following points.

- Leaders do not listen to team members before making decisions and this practice is affecting employee commitment in the organizations.
 - ✚ Leaders do not have clear expectations of their employees this practice is affecting employee commitment in the organizations.
 - ✚ Leaders do not appreciate the quality of their team's efforts.
 - ✚ Leaders do not monitor team performance and do not keep track of records.
 - ✚ Leaders do not consider moral and ethical values

5.4. Recommendations of the Study

Based on the study finding, the researcher is recommending below major recommendations.

- ✚ Leaders should be deliberating moral and ethical values to boost employee commitment.
- ✚ Leaders should be recommended to here team member's points of view before making decisions to boost employee commitment.
- ✚ Leaders must have created a clear expectation from staff to boost employee commitment.
- ✚ Leaders should appreciate teams for the quality of the team's efforts to boost employee commitment.
- ✚ Leaders should monitor team's performance and keep their tracks of records to boost employee commitment
- ✚ Leaders should take action before problems are chronic to boost employee commitment.

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RESEARCH INSTRUMENT

ST. MARY'S UNIVERSITY

COLLEGE OF BUSINESS ADMINISTRATIONS

My Name is **Beimnet Kifle** student at St. Mary's University, college of business administrations department of management, as part of the requirement for the award of the degree of Master of Arts in Business; I'm undertaking my research project on "*Assessing The effects of Leadership Style on Employee Commitment in A Private Higher Educational Institution in Addis Ababa City, In The Case of the Admas University*". In this regard, the information you provide is highly valuable to undertake and accomplish the study on timely. So, your accuracy and genuine response to the survey questionnaire will be critical. Regarding to information you provide, I would like to assure you that the information you provide will only be used for academic purposes and your honest and thoughtful response is thus, invaluable and the findings of the study will surely be useful to enhance both theory and practice in the field of *Assessing the effects of Leadership Style on Employee Commitment in A Private Higher Educational Institution in Addis Ababa City. In The Case of the Admas University*. Due to this, your involvement is regarded as a great input to the quality of the research results and I believe that you will benefit by participating in the study.

Countless thanks for your valuable time on this.

Yours faithfully

Beimnet Kifle,

In case you have any inquiry related to the study, please don't hesitate to contact me via:

Tel Number:

General Instruction

This questionnaire contains three sections and contains 7 pages that will be expected to take approximately 15 to 30 minutes to complete. Please provide your responses to the questions based on the instructions under each section. If you have comments or if you want to provide further explanations, please use the space provided at the end of the questionnaire.

Section I: Demographic profile of respondents

Please indicate the following by putting (*) on the spaces in front of the response options:

1. Indicate your Gender.

- Male
- Female

2. Indicate your Age.

- 18-30 31-40 41-50 above 51

3. What is your highest level of your educations?

- Post graduate under graduate diploma certificate others

4. Indicate the position that you hold in the area of working.

- Staff
- High level Management
- Low level Management
- Any other

5. How long you worked in the *organizations*?

- 1-5 years 6-10 years 11- 15 years above 16 years

Section II

Assessing the effects of leadership style on employee commitment in a private higher educational institution in Addis Ababa city, the case of the Admas University

Instruction: Below are lists of statements relating to *accessing the effects of Leadership Style on Employee Commitment in A Private Higher Educational Institution in Addis Ababa City. In The Case of the Admas University*. Please indicate whether you agree or disagree with each statement by ticking (√) on the spaces that specify your choice from the options that range from strongly agree to strongly disagree. Each choice is identified by numbers ranged from 1 to 5. If you have comments or if you want to provide further explanations, please use the space provided at the end of the questionnaire.

1. Transformational Leadership Style

No	Transformational Leadership Style	Strongly Disagree	Disagree	Neutral	Agree	Strongly agree
	IDILAIZE INFLUENCE					
1	My superior instils pride in me and this makes me become committed to my job.					
2	My manager Deliberates moral and ethical values and this makes me become committed to my job.					
3	My manager listens to team member's point of views before ta king decisions and this makes me become committed to my job.					
4	My manager gets me to rethink never-questioned ideas and this makes me become committed to my job.					
	Individual Consideration (IC)					
5	My manager spends time to teach and coach his assistants and this makes me become committed to my job.					
7	My manager Pay attention to my concerns and this makes me become committed to my job.					
8	My manager Outlooks me as having different needs, abilities and this make me become committed to my job.					
	Inspiration Motivation (IM)					
9	My manager Inspires me to accomplish and this makes me become committed to my job.					
10	My manager Rises my motivation and this makes me become committed to my job.					

11	Intellectual Stimulation					
12	My manager gives me with insightful suggestions on why am I can do to improve and this makes me become committed to my job.					
13	My manager Encourages me to think more creatively and this makes me become committed to my job.					
14	My manager Arranges challenging standards and this makes me become committed to my job.					

2. Transactional Leadership Style

N A.	B. Transactional Leadership Style	Strongly Disagree	Disagree	Neutral	Agree	Strongly agree
I)	Contingent Reward (CR)					
1	My boss makes clear expectation and this makes me become committed to my job.					
2	My manager appreciates for the quality of my efforts and this makes me become committed to my job.					
3	My manager is particular regarding who is responsible for leading performance targets and this makes me become committed to my job.					
4	My manager Tells me standards to carry out work and this makes me become committed to my job.					
5	My manager Works out agreements with me and this makes me become committed to my job.					
II	Management by Exception Active(MBEA)					
6	My manager Monitors my performance and					

	keeps track of mi stake and this makes me become committed to my job.					
7	My manager Will take action before problems are chronic and this makes me become committed to my job.					

3. Laissez-Faire leadership Style

No.	C. Laissez-Faire leadership Style	Strongly Disagree	Disagree	Neutral	Agree	Strongly agree
	Avoidant/Non-leadership					
1	My boss allows me to make decisions and this makes me become committed to my job.					
2	My boss set priorities and occasionally delegates certain tasks to me and this makes me become committed to my job.					
3	My boss, fully trusts, and has confidence on me and this makes me become committed to my job.					
4	I take ownership on activities assigned to me by my leader and this makes me become committed to my job.					
	Management By Exception Passive (MBEP) and this makes me become committed to my job.					
5	My manager doesn't interfere with the activity Until problems become severe and this makes me become committed to my job.					
6	My boss is able to analyse the situation and determine what n needs to be done and how to do it and this makes me become committed to my job.					

7	Whatever decision a group makes within the limits set by regulations and policies, the leader agreeing on the decision and this makes me become committed to my job.					
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