

## **Perceived Relationship between Leadership Style and Organizational Commitment in the Poly Technique Colleges of Addis Ababa City Administration**

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*Received: 18 March 2019; Accepted: 27 January 2020*

**Abstract:** This study explored the relationship between leadership style and organizational commitment at Poly Technique Colleges of Addis Ababa, using a correlational research design. A total of 234 sample respondents were selected using availability and simple random sampling techniques. Data were gathered using two standardized questionnaires: Bass & Avolios' (1995) Multifactor Leadership Questionnaire (MLQ) was used to measure leadership styles while Allen & Meyers' (1990) Organizational Commitment Questionnaire (OCQ) was used to measure organizational commitment and analyzed with the help of descriptive and inferential statistics. The findings disclosed that transactional, transformational and laissez-faire leadership styles had positive and statistically significant relationship with the dimensions of organizational commitment. However, the relationship between laissez-faire leadership style and affective commitment was weak and negative. Finally, it was concluded that the low level of normative and continuance commitments and poor exercise of transformational leadership style might negatively affect the performance of the Poly Technique Colleges. The study indicated policy directions to improve the existing leadership style as related to employees' commitment.

**Keywords:** *leadership style, transformational leadership, transactional leadership, organizational commitment, Poly Technique College.*

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## Introduction

Leadership style is the way and approach of providing direction, implementing plans, and motivating people (Newstrom & Davis, 1993). Earlier in the 20<sup>th</sup> century there were wide studies of the traits and characteristics of leaders. However, no consistent arrays of traits were found. A shift in focus from studying traits and behaviors began to occur in the 1930s. Several patterns of leadership styles were identified and passed different stages from earlier times up to now. For instance, three unique leadership styles were identified in 1938, when Lewin and his colleagues shifted the focus from personal characteristics and attributes to how leaders influenced followers and directed group activities. These were autocratic, democratic and laissez-faire. This grouping was based on power and behavior of the leader (Kaiser & DeVries, 2000).

During 1940s and 1950s, Ohio State University identified two general types of behaviors: initiating structure and consideration, also University of Michigan researchers identified similar type of behaviors: employee-orientation and production orientation (Northouse, 2013).

In the 1960s, a new approach of thinking leadership style emerged. Among these, Fiedler's Model was based on studies in which leaders were viewed as motivated by either task accomplishment or the development of supportive relationship with group members (Kaiser & DeVries, 2000). Blake and Mouton's Managerial/Leadership Grid further came up with five major styles: authority-compliance, country-club management, impoverished management, middle-of-the-road management and team management. Hersey and Blanchard on their part identified four leadership styles of telling (directing), selling (coaching), participating (supporting) and delegating styles (Northouse, 2013).

Full-Range Leadership Theory or model is one of the new-leadership theories suggested by Bass and Avolio (1994). This model proposed three types of leadership behaviors, namely transformational,

transactional and laissez-faire leadership styles represented by nine distinctive factors (Avolio & Bass, 2004). The model labels a full range of influencing styles from non-leadership to powerful transformational leadership behaviors. In other words, the range of behaviors starts with transformational leader behaviors to transactional leader behaviors reaching to the lowest leader interaction of laissez-faire leader behaviors (Bass, et.al, 2003). The three broad categories of leadership styles are better defined by their respective dimensions as described in below.

#### *Transformational Leadership Style*

Transformational leadership style is the most popular approaches to leadership that has been the focus of much research since the early 1980s. Transformational leadership is part of the new leadership paradigms, which gives more heed to the charismatic and affective elements of leadership (Bryman, 1992).

Several theories of transformational were strongly influenced by the ideas of Burns 1978, but there were more empirical research on the version of the theory formulated by Bass (1985, 1996) than on any of the others. The essence of the theory is the distinction between transformational and transactional leadership styles. The two types of leadership were defined in terms of the component behaviors used to influence followers and the effects of the leader on followers (Yukl, 2010). In transformational leadership, followers feel trust, admiration, loyalty, and respect toward the leader, and they are motivated to do more than they originally expected to do. As to Yukl (2010), transformational and transactional leadership are distinct but not mutually exclusive processes. Transformational leadership increases followers' motivation and performance more than transactional leadership, but effective leaders use a combination of both types of leadership. Much of the literature is devoted to designate transformational leaders as leaders that provide a vision and a sense of mission, inspire, pride and gain respect and trust through charisma. They are change agents and visionaries encouraging individuals and having the ability to deal with complexity, ambiguity and uncertainty (Tichy & Devanna, 1996). As Bass

and Avolio (1993) explain, transformational leaders may make use of one or more of the following five factors: (1) idealized influence (attributed); (2) idealized influence (behavioral), (3) inspirational motivation (4) intellectual stimulation; and (5) individualized consideration.

*Idealized Influence* which is also called charisma is the emotional component of leadership (Antonakis, et.al, 2003). It describes leaders who act as strong role models for followers; followers identify with these leaders and want very much to imitate them. They are profoundly respected by followers, trusted and provide followers with a vision and a logic of mission (Bass & Riggio, 2006; Northouse, 2013). The idealized influence factor is measured on two components: an attribution component that refers to the attributions of leaders made by followers based on perceptions they have of their leaders, and a behavioral component that refers to followers' observations of leader behavior (Northouse, 2013).

*Inspirational Motivation* is a descriptive of leaders who communicate high expectations to followers, inspiring them through motivation to become committed to and a part of the shared vision in the organization. Team spirit is enhanced by this type of leadership (Northouse, 2013). Leaders use symbols and emotional appeals so that their followers focus and commit themselves to achieve more than their own self-interest. Leaders show enthusiasm and optimism (Bass & Riggio, 2006).

*Intellectual Stimulation* includes leadership that inspires followers to be creative and innovative and to challenge their own beliefs and values as well as those of the leader and the organization (Northouse, 2013). They encourage their followers to tap opportunities to learn and find remedies to challenging problematic conditions. Follower's understanding of their own problems and identification of their own values and ethical standards are stimulated (Bass & Riggio, 2006; Hamidifar, 2009). This type of leadership supports followers as they try new approaches and develop innovative ways of dealing with organizational issues (Northouse, 2013). Individualized Consideration is representative of

leaders who provide a caring and listen to the individual needs of followers. Leaders act as coaches and advisers while trying to assist followers in becoming fully actualized. These leaders may use delegation to help followers mature through personal challenges (Northouse, 2013). The leader also heeds carefully to what their followers say. Though there is monitoring of tasks delegated, the followers do not feel that they are being monitored (Bass & Riggio, 2006; Yukl, 2010).

### *Transactional Leadership Style*

Transactional leaders exchange things of value with subordinates to advance their own and their subordinates' agendas. They are influential because it is in the best interest of subordinates for them to do what the leader wants (Kuhnert & Lewis, 1987; Bass & et.al. 2003). According to Kuhnert (1994), transactional leadership differs from transformational leadership in that the former does not individualize the needs of subordinates or focus on their personal development. Transactional leadership involves rewarding the followers by the leader, when the performance of the followers is attained to the expected level (Bass & Riggio, 2006). This approach emphasizes the importance of the relationship between leader and followers, focusing on the mutual benefits derived from a form of contract through which the leader delivers such things as rewards or recognition in return for the commitment or loyalty of the followers (Bolden & et.al, 2003). According to Bass & Riggio (2006), transactional behaviors are characterized by three dimensions, contingent reward, active management by exception and passive management by exception.

*Contingent reward* is an exchange process between leaders and followers in which exertion by followers is swapped for specified rewards (Northouse, 2013). This leadership involves the leader assigning or obtaining follower agreement on what needs to be done with promised or actual rewards offered in exchange for satisfactorily carrying out the assignment. Contingent reward can be transformational, however, when

the reward is psychological, such as praise (Antonakis, Avolio & Sivasubramaniam, 2003).

*Management-by-Exception* is leadership that involves corrective criticism, negative feedback, and negative reinforcement. It takes two forms: active and passive. A leader using the active form of management-by-exception watches followers closely for mistakes or rule violations and then takes corrective action (Northouse, 2013) while in MBE-Passive implies waiting passively for deviances, mistakes, and errors to occur and then taking corrective action. A leader using the passive form intervenes only after standards have not been met or problems have arisen. In essence, both the active and passive management types use more negative reinforcement patterns than the positive reinforcement pattern described under contingent reward (Bass & Riggio, 2006).

#### *Laissez-Faire Leadership Style*

This factor represents the absence of leadership. This type of leader abdicates responsibility, delays decisions, gives no feedback, and makes little effort to help followers satisfy their needs (Northouse, 2013). In this kind of leadership style, the necessary decisions are avoided; responsibility is left for the followers. Laissez-faire leadership is the avoidance of leadership and most inactive and ineffective style (Hamidifar, 2009, Bass & Riggio, 2006).

#### *Organizational Commitment*

Employee commitment is a psychological state that characterizes their relationship with the organization and has implications for the decision to continue employment with the organization (Allen & Meyer, 1990). Employee who is committed to an organization is expected to dedicate himself and fully assume the organization's goals and values. In a model of commitment developed by Meyer and Allen, the three approaches

outlined were labeled affective, continuance and normative commitment (Allen & Meyer, 1990).

The affective component means emotional commitment of an employee to the organization and identification with it. The persons with strong affective commitment continue their employment in the organization because they want to do so. The choice of the notion, affective commitment was conditioned by a belief that all factors involved in the development of this component are accompanied by strong positive feeling, and this is probably the most essential aspect of this form of commitment (Meyer & Herscovitz, 2001).

Continuance component is the awareness of costs connected with abandoning the organization. Employees whose basic attachment with the organization is based on the continuance component remain within it as they need to do so (Meyer & Herscovitch, 2001). This type of commitment befalls when an employee remains with an organization largely out of need, either due to lack of alternatives or costs associated with leaving, such as lost income, seniority or retirement benefits. Perhaps unsurprisingly, perceived lack of alternatives or an inability to transfer skills and education to another organization is the primary antecedents of continuance commitment (Meyer & et.al, 2002).

Normative commitment may develop when an organization offers employees rewards in advance, such as paying college tuition, or if the organization goes to great length or cost to hire or train the employee (Meyer & Allen, 1991). Normative commitment component however, is the sense of moral duty to stay in the organization. Persons with high level of normative commitment feel that they ought to do so (Meyer & Herscovitz, 2001).

*Relationship between Leadership Styles and Organizational Commitment*

Leadership has been regarded as an important component in the commitment process. In general, leader behavior has been examined as an antecedent variable in regard to affective and normative commitment (Simosi & Xenikou, 2010).

While a relationship between transformational leadership and affective organizational commitment has been empirically established, the relationship between transformational leadership and employees' normative commitment has only been theoretically supported; transformational leaders have been thought to experience a sense of moral obligation to the organization as an end value, which they promote to their followers (Simosi & Xenikou, 2010).

Research conducted on leadership styles and its relationship with organizational commitment by (Garg & Ramjee, 2013) revealed that both transformational and transactional leadership styles positively correlated with organizational commitment. Laissez-faire leadership style had negative correlation with affective organizational commitment. The finding has revealed that there was positive relationship between leadership styles and organizational commitment.

A study conducted on fairness perceptions and job satisfaction as mediators of the relationship between leadership style and organizational commitment by Sušanj and Jakopec (2012) revealed that perceived supervisors' active leadership styles were positively linked, and had both, direct and indirect effects on employees' organizational commitment. Perceived passive/avoiding leadership styles did not have any effect on organizational justice, job satisfaction and organizational commitment.

Another study conducted on the role of organizational culture in the relationship between leadership and organizational commitment by



Simosi and Xenikou (2010) indicated continuance commitment as a two-dimensional construct; the personal sacrifices dimension was found to be related to organizational culture and transactional contingent reward.

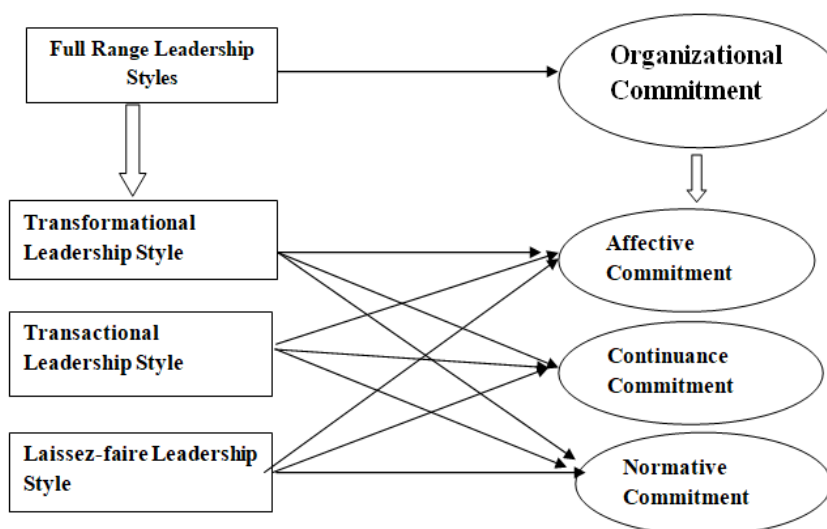
In Turkey, a study conducted on leadership style and organizational commitment by Mert, Keskin & Bas, 2010 found out that transformational leadership helped to increase organizational commitment of employees. Pierro et al. (2013) also conducted a study on bases of social power, leadership styles, and organizational commitment. Their findings reported that (1) the more participants report having a transformational leader, the more willing they become to comply with soft power bases, (2) in turn, and greater willingness to comply with soft power bases increases one's affective organizational commitment. A study by Bučiūnienė and Škudienė (2008) investigated the relationship between employees' organizational commitment dimensions and leadership styles and found positive correlations between transformational leadership style and affective and normative employee commitments whereas a laissez-faire leadership style was found to be negatively associated with employees' affective commitment.

A study conducted on educational institutions by Saeed and others (2013) on leadership style and lecturers' commitment in Yemen Higher Education Institutions showed a positive and significant relationship between the transformational leadership and organizational commitment dimensions. Furthermore, transactional leadership had also been found to have positive, significant relationship with all dimensions of organizational commitment except normative commitment. This study found out leadership as a crucial factor of enhancing the organizational commitment primarily in higher education context.

### *Conceptual Framework*

The main purpose of the study was to disclose the relationship between leadership styles and organizational commitment in Poly technique colleges of Addis Ababa city administration. Leadership is defined as a

process of interaction between leaders and followers in which leader attempts to influence followers in order to achieve a common goal (Yukl, 2010). One of the "new-leadership" theories has been called the "Full-Range Leadership Theory" (FRLT) proposed by Bass and Avolio (1994). The constructs comprising the FRLT denote three typologies of leadership behavior: transformational, transactional and non-transactional laissez-faire leadership, which are represented by nine distinct factors they are considered as an independent variable in this study (Avolio & Bass, 2004). The following figure shows the conceptual framework of leadership styles and organizational commitment.



**Source:** Adapted from Sani, Keskin and Bas (2013)

### Research Setting

Poly Technique Colleges are educational institutions that provide technical and vocational education and training. According to Ethiopian Education and Training Policy (ETP), technical training has been provided for those who complete grade ten for the development of middle level manpower that encompasses diversified technical and vocational education and training parallel to the general education as

one of the major areas in the education system (Transitional Government of Ethiopia, TGA, 1994). So, the policy supports delivery of technical and vocational training in Poly technique colleges.

The overall objective of Technical and Vocational Education and Training (TVET) is to create a competent, motivated, adaptable and innovative workforce in Ethiopia contributing to poverty reduction and social and economic development through facilitating demand-driven, high quality technical and vocational education and training, relevant to all sectors of the economy at all levels and to all people (MoE, 2008).

Moreover, the Second Growth and Transformation Plan (GTP II) of Ethiopia indicated that TVET plays a vital role in creating and meeting the demand for middle level skill of the different industries and support the expansion of micro and small-scale enterprises in the country. So, Poly technique colleges are expected to contribute something by providing the country's economy, supplying with the required manpower of mid-level skills for the small and medium scale industries. In addition, efforts should be strengthened to ensure quality and relevance with committed leaders and employees (MoFED, 2015). As ESDP-V, capacity constraints in management and planning inhibit effective delivery. A management and planning capacity study identified that there were lack of comprehensive skills to develop strategic plans and critical skill gaps reported in management (MoE, 2015). To this end, investigation of the link between leadership styles and organizational commitment is essential in poly technique colleges.

#### *Statement of the Problem*

Bass and Avolio (1990) suggested that leadership styles can be taught at all levels in an organization and that it can positively affect organization's performance and employees' organizational commitment. On the other hand, organizational commitment is one of the main ongoing organizational issues faced by managers. Past literature highlighted the importance of retaining committed employees as an

aspect of survival for organizations. Moreover, the achievement of an organization does not only rely on how the organization utilizes its human capital and competencies, but also on how it incites commitment to the organization. Hence, educational leaders should consider and make efforts to improve employees' commitment for success of organizations (Lo & et.al, 2010).

Furthermore, organizational commitment not only increases the success in a certain role, but also encourages the individual to achieve many voluntary actions necessary for organizational life and to reduce the absenteeism rate, turnover ratio, enhance organizational productivity and providing quality service (Sušanj & Jakopec, 2012). According to (Lo & et.al, 2010), if organizational commitment is intact, then there will be relatively no turnover. Employees with a sense of organizational commitment are less likely to engage in withdrawal behavior and more willing to accept change. So, if employees are committed to their organization, they will stay longer, succeed in their work as well as achieve organizational goals effectively and efficiently.

In Ethiopian context, few studies have been done on relationship between leadership styles and organizational commitment in different organizations. For example, a study conducted by Fekadu (2010) examined the relationship between the department heads leadership styles and the academic staff job satisfaction in the College of Education of Addis Ababa University. The study came up with a significant relationship between transformational and laissez-faire leadership styles of the department chairs and job satisfactions of the academic staff. Similarly, a study by Befekadu and Tigist (2014) explored government primary school principals' leadership style at Bole sub-city of Addis Ababa as perceived by principals and teachers. The findings indicated that human and structural styles were used modestly higher than political and symbolic styles by primary school principals. A study by Gemechis and Ayalew (2012) investigated instructors' perception of the leadership styles of department heads at Jimma University and showed that instructors perceived selling as department heads predominant and

participating as their secondary leadership style. A study conducted by Temesgen (2011) revealed that transformational leadership style had significant and positive correlations with affective and continuance commitments while transactional leadership style had significant and positive correlation with only normative commitment. However, laissez-faire leadership style was found to be significantly and negatively associated with employees' affective commitment.

Another study by Feleke (2014) showed that transactional leadership behavior had a weak but significant and positive relationship with affective, continuance and normative commitments. This study unveiled that there was no statistically significant correlation between laissez-faire leadership behavior and organizational commitment. Mekonnen (2014) in his study indicated that the level of affective commitment was generally low and that it was unaffected by most of the leadership styles. However, the study found a very weak and negative correlation between attributed idealized influence and affective commitment.

A study conducted by Gashu (2014) on TVET colleges came up with findings that deans were not efficient in their leadership practice due to lack of experience and qualification in the profession and the practice of leadership in the perception of trainers in both government and private Technical, Vocational, Education and Training (TVET) colleges were similar. This showed that there were some problems in leadership of both government and private TVET Colleges in Addis Ababa city Administration.

As shown above, most of these local studies revealed that leadership style had significant and positive relationship with organizational commitment. However, these studies were conducted using different research design and organizations. For instance, Temesgen (2011) conducted on private higher education institutions using cross-sectional survey design. A study by Feleke (2014) was conducted on Defense University using a cross-sectional descriptive survey design, and it was specifically conducted on military organization. Mekonnen's (2014) study

was conducted in different government and non-government organizations in Addis Ababa using descriptive research design. However, the study conducted on TVETs by Gashu (2014) assessed the experiences of leadership in government and private TVET colleges by using descriptive comparative design and did not capture the relationship between leadership styles and organizational commitment. This study differs from all the above local studies in that it was conducted on government Poly technique colleges of Addis Ababa City Administration using a correlational research design.

Hence, in order to achieve the purpose of this study three basic questions were formulated.

- What is the dominant leadership style in Poly technique colleges of Addis Ababa City Administration as perceived by trainers and leaders?
- What is the current status of staff commitment in Poly technique colleges of Addis Ababa City Administration as perceived by trainers and leaders?
- Are there statistically significant relationships between the three leadership styles (transformational, transactional and laissez-faire) and organizational commitment in Poly technique colleges of Addis Ababa City Administration as perceived by trainers and leaders?

#### *Operational Definition of Terms*

*Leadership Style:* is a pattern of behavior that leaders display in Poly technique colleges of Addis Ababa City Administration in order to achieve organizational goals as measured by computing the mean ratings of respondents using a Multifactor Leadership Questionnaire developed by Bass and Avolios' (1995).

*Organizational Commitment:* is a strong desire to remain member of an organization, willingness to exert high level of effort and to accept the

value, belief and goals of Poly technique colleges of Addis Ababa City Administration as measured by the mean ratings of respondents using an Organizational Commitment Questionnaire developed by Allen and Meyers' (1990).

### **Methodology**

This study used a correlational design to assess the relationship between leadership styles and organizational commitment in Poly technique colleges of Addis Ababa City Administration.

#### *Sampling*

The sample respondents for this study were drawn from the total population of 955 academic staff in the five PTCs in Addis Ababa City Administration. The overall participants of this study were 243 (nine leaders and 234 trainers). The sample size was determined with criterion of sample size determination table with 95% confidence level as recommended by Cohen, Manion & Morrison (2007). Out of the five PTCs, three of them namely Tegebare-Eid, General Winget, and Entoto were selected with the help of simple random sampling technique or using a lottery method. The sample respondents for the study were first proportionately distributed to each sample PTCs and individual respondents were selected using simple random sampling for sample trainers while availability sampling technique was employed to select leaders.

#### *Data Gathering Tools*

In this study, two standardized questionnaires were used as data gathering tools. Part of Bass and Avolio (1995) Multifactor Leadership Questionnaire (MLQ) was used to measure leadership styles and Allen and Mayer (1990) Organizational Commitment Questionnaire (OCQ) was used to measure organizational commitment of employees.

From 45 items of Bass and Avolio's MLQ, 36 items were used by rejecting least relevant items to this study due to its scope. The reliability of MLQ was tested many times in different places and was reported above 0.80 of Cronbach alpha r value (Bass & Riggio, 2006). In addition, the validity of the tool was also tested and revealed that it was valid (Northouse, 2013).

Organizational Commitment Questionnaire (OCQ) developed by (Allen & Meyer, 1990) consists of three dimensions as affective, continuance and normative commitments. It was a self-scoring questionnaire and the responses to each of the 12 items (4 items for each dimension) was rated using a 5-point Likert scale where respondents indicated from strongly agree (5) to strongly disagree (1).

#### *Validity and Reliability of the Questionnaires*

The reliability of MLQ was tested many times in different places. It is reported that the reliability of this instrument was above 0.80 (Bass & Riggio, 2006). Similarly, for the Organizational Commitment Questionnaire (OCQ), Allen and Meyer (1990) reported the reliability of the affective commitment subscale was 0.87, continuance commitment subscale was 0.75 and the normative commitment subscale was 0.79. In this study, Cronbach's alpha was used to test internal reliability of each of the subscales of the Bass and Avolios' (1995) Multifactor Leadership Questionnaire (MLQ) and Allen and Meyers' Organizational Commitment Questionnaire (OCQ) and were all found to be greater than  $r = 0.05$  ranging between 0.63 to 0.84 for different subscales in both questionnaires, which is acceptable as recommended by Per George and Mallery (2012).



### *Data Analysis*

Inferential statistics such as an independent t-test, a two-tailed Pearson Correlation, and the Pearson's Product-Moment coefficient (r), linear and multiple regressions as well as mean ratings were used to analyze the data.

### **Results and Discussions**

Out of the total respondents of the study, the majority (n=161, 79.1%) of them were males and the remaining (n=63, 28.1%) were female respondents. The age of the majority of these respondents' range between 26-30 years while most of the respondents had B-level (first degree) in their qualifications. The work experiences of the majority of respondents' range 6- 21 years and above.

### *Leadership Styles in Poly-technique Colleges*

Table 1 below indicates a descriptive data for the five transformational leadership subscales, three transactional leadership subscales, and one laissez-faire leadership style subscale.

**Table 1: Mean Scores on the Dimensions of Leadership Styles**

Dimensions	N	Min	Max	M	SD
Transformational leadership style (TFLS)	224	.30	3.85	2.29	.69
Idealized influence-attributed (IIA)	224	0.00	4.00	2.27	.77
Idealized influence-behavior (IIB)	224	0.00	4.00	2.30	.71
Inspirational motivation (IM)	224	0.00	4.00	2.35	.77
Intellectual Stimulation (IS)	224	0.00	4.00	2.30	.82
Individualized consideration (IC)	224	0.00	4.00	2.24	.82
Transactional leadership style (TALS)	224	.17	3.50	2.07	.57
Contingent reward (CR)	224	0.00	4.00	2.34	.84
Management by exception active (MBEA)	224	0.00	3.75	2.22	.69
Management by exception passive (MBEP)	224	0.00	3.50	1.63	.91
Laissez-faire leadership style (LF)	224	0.00	3.75	1.52	1.02

N.B: N= participants, Min= Minimum, Max=Maximum, M=Mean, SD =Standard deviation

As shown in the table above, the total mean scores of the three leadership styles were (2.29, 2.07 and 1.52) respectively. This implies that TFLS was relatively the most frequently used leadership style, followed by transactional leadership style and laissez-faire leadership style as perceived by respondents in the Poly techniques colleges. For the most effective leadership, however, Bass & Avolio (1997) suggested a minimum mean score of 3.0 for transformational leadership styles subscales. However, the mean score for TFLS is 2.29 only. This implies that there was a difference between the mean score obtained in this study and the suggested mean score and in all of the subscales of transformational leadership style.

For transactional leadership style, the subscales suggested mean score was 2 for contingent reward (Bass & Avolio, 1997) while it is 2.34 in this study. This implies that leaders exercised the CR subscale more than the ideal suggested level. Similarly, in laissez-faire leadership style (LF) the suggested minimum mean score was less than that of a mean score obtained in this study, which is 0.00 (Bass & Avolio, 1997) while the mean score obtained in this study is 1.52. From the data, it can be said that laissez-faire leadership style (LF) was the dominant leadership style employed by educational leaders in poly technique colleges than the transformational and transactional leadership styles.

#### *Organizational Commitment at Poly-technique Colleges*

Table 2 below presented a descriptive data for the three employee organizational commitment scales as rated by respondents.

**Table 2: Mean Scores on the Dimensions Organizational Commitment**

<b>Dimensions</b>	<b>N</b>	<b>Min</b>	<b>Max</b>	<b>M</b>	<b>SD</b>
Affective Commitment	224	0.00	4.00	2.55	.91
Continuance Commitment	224	0.00	3.75	1.78	.84
Normative Commitment	224	0.00	4.00	1.94	.89

Note: *N*= participants, *Min*= Minimum, *Max*=Maximum, *M*=Mean, *SD* =Standard deviation

The above data suggests that affective commitment had the highest mean score of 2.55 whereas continuance commitment had the lowest mean score of 1.78. The standard deviation scores further indicated that, affective commitment (AC) had the highest value of all, i.e., 0.91 indicating a wide spread of responses. According to the respondents, the current status of staff commitment in Poly technique colleges was affective commitment (AC) followed by normative commitment (NC). The

affective component of organizational commitment refers to employees' emotional attachment to, identification with, and involvement in their organization.

Meyer and Allen (1994) indicated that the expected order of the subscales or dimensions of OC which was the highest mean scores for affective commitment, followed by normative commitment and continuance commitment. The mean score order OC subscales of this study showed a similar pattern with the above suggestion.

#### *Relationship between Leadership Style and Organizational Commitment*

A two-tailed Pearson correlation was used to investigate the relationship between leadership styles and the three dimensions of organizational commitment.

**Table 4: A two-tailed Pearson Correlation Analysis Table**

Dimensions		TFLS	TALS	LF
AC	Pearson Correlation	.502**	.272**	-.253**
	Sig. (2-tailed)	.000	.000	.000
CC	Pearson Correlation	.288**	.466**	.454**
	Sig. (2-tailed)	.000	.000	.000
NC	Pearson Correlation	.464**	.416**	.179**
	Sig. (2-tailed)	.000	.000	.007

*Note: TFLS=Transformational leadership style, TALS=Transactional leadership style, L=Laissez-faire leadership style, N= Number of Respondents, AC= Affective commitment, CC=Continuance commitment NC= Normative commitment\*\*. Correlation is significant at the  $p<0.01$  level (2-tailed).N=224*

As the results of a two-tailed Pearson correlation in table 4 above indicated, the p-value was less than the alpha i.e. 0.00 ( $p< 0.01$ ) for transformational leadership style. This shows that there was statistically significant relationship between transformational leadership style and

affective commitment. The Pearson correlation coefficient ( $r$ ) was 0.50 showing a moderate strength. This implies that at 0.01 confidence level there was positive, moderate and significant relationship between transformational leadership style and affective commitment. Similarly, the  $p$  value was less than the alpha i.e. 0.000 ( $p < 0.01$ ) for the relationship between transformational leadership style and continuance commitment. The Pearson correlation coefficient ( $r$ ) was 0.288 where the strength was weak.

From the two-tailed Pearson Correlation analysis in table 4, the  $p$  value was less than the alpha i.e. 0.000 ( $p < 0.01$ ), showing significant relationship between transformational leadership style and normative commitment. The Pearson correlation coefficient ( $r$ ) was 0.464 meaning the strength of relationship was moderate.

As indicated in a two-tailed Pearson Correlation in table 4, the  $p$  value was less than the alpha i.e. 0.000 ( $p < 0.01$ ) showing statistically significant relationship between transactional leadership style and affective commitment. The Pearson correlation coefficient ( $r$ ) was 0.272 meaning the strength was weak. Data in the above table further show that the  $p$  value was less than the alpha i.e. 0.000 ( $p < 0.01$ ) showing significant relationship between transactional leadership style and continuance commitment. The Pearson correlation coefficient ( $r$ ) was 0.466 indicating a moderate strength of relationship

As data in table 4 further designates, the  $p$  value was less than the alpha i.e. 0.000 ( $p < 0.01$ ). This shows that there was statistically significant relationship between laissez-faire leadership style and affective commitment with weak strength since the ( $r$ ) value was -0.253 and an inverse relationship between the two. Besides, the  $P$ -value i.e. 0.000 ( $p < 0.01$ ) shows statistically significant relationship between laissez-faire leadership style and continuance commitment. The Pearson correlation coefficient ( $r$ ) was 0.454 meaning the strength was moderate. On top of this, the  $p$  value of 0.007 ( $p < 0.01$ ) was observed for the relationship between laissez faire leadership style and normative commitment. This

shows that there was statistically significant relationship between laissez-faire leadership style and normative commitment. The Pearson correlation coefficient ( $r$ ) was 0.179 demonstrating the strength was weak.

In short, the result of Correlational analysis revealed that the three leadership styles had significant relationships with organizational commitment dimensions, though, the strength of correlation was weak, moderate and also the link between LF and AC was weak and in a reverse direction.

#### *Regression Analysis for Leadership Styles*

The following table shows simple regression between each of the three leadership styles and organizational commitment dimensions.

**Table 5 Simple Linear Regression Analysis of the three Leadership Styles**

Leadership styles	R	R <sup>2</sup>	Adjusted R <sup>2</sup>	Std. Error of the Estimate	F	Sig.
1. TFLS	0.543	.295	.292	.576	92.83	0.000
2. TALS	0.493	.243	.239	.239	71.19	0.000
3. LF	0.151	.023	.018	.678	5.19	0.024

NB: TFLS= Transformational Leadership style, TALS= Transactional Leadership style, LF= Laissez-faire

a. Predictor Variable: leadership style (transformational, transactional and laissez-faire)

b. Dependent Variable: Organizational Commitment

As shown in Table 5, simple regression analysis was used to investigate how much each leadership style predicts organizational commitment. Accordingly, 29.5% of the variance in the OC was explained by transformational leadership. The result showed that transformational

leadership had statistically significant contribution to predict the dependent variable. On the other hand, the regression analysis of transactional leadership style and organizational commitment showed that only 24.3% of change in the OC was due to transactional leadership style. The data further showed that only 2.3% of the change in the overall OC resulted from laissez-faire leadership style. The results indicated that there was no statistically significant contribution LF to predict the dependent variable since (Beta= 0.151,  $F(3, 220) = 5.19$ ,  $p > 0.01$ ) and also Beta less than the others.

**Table 6: Model Summary of Multiple Regressions**

Model	R	R <sup>2</sup>	Adjusted R <sup>2</sup>	Std. Error of the Estimate
1.leadership styles	.572 <sup>a</sup>	.327	.318	.565

N.B.: R = Correlation Coefficient, R Square = Coefficient Determination

a. Dependent Variable: Organizational Commitment

b. Predictors: (constant), transformational, transactional, laissez-faire

Table 6 showed that the strength of relationship between the leadership styles and the organizational commitment. The results of the regression analysis for the overall leadership styles and organizational commitment showed that 32.7% of the variance in the organizational commitment was explained by the three leadership styles. Thus, the three leadership styles were important factors to determine employees' organizational commitment.

**Table 7: ANOVA table of Multiple Regression (df, F & sig.)**

Model	Sum of Squares	df	M.S	F	Sig.
Regression	34.207	3	11.402	35.690	.000 <sup>b</sup>
Residual	70.286	220	.319		
Total	104.493	223			

N.B.: F= F-Value, Sig = Level of Significance, df = Degree of freedom, M. S=Mean Square

a. Dependent Variable: Organizational Commitment

b. Predictor Variable: leadership style (transformational, transactional and laissez-faire)

As indicated in Table 7 (ANOVA table), the significance of F value (35.69) was 0.00 meaning less than 0.05 or 0.01. Therefore, the independent variables (the three leadership styles) predict the variation in the dependent variable (organizational commitment). It can also be said that the relationship between the two variables (and leadership styles) that happened were not by chance.

**Table 8: Table of Coefficients (B, Std. Error, Beta, t & sig.)**

Leadership Styles	Unstandardized Coefficients		$\beta$	t	Sig.
	B	Std. Error			
(Constant)	.626	.149		4.189	.000
1.TFLS	.406	.081	.411	4.997	.000
2.TALS	.235	.111	.197	2.119	.035
3.LF	.032	.047	.049	.692	.490

N.B.: B = Regression Coefficient,  $\beta$  = Standardized Coefficients, t =t-value, Sig = P-Value

a. Dependent Variable: Organizational Commitment

b. Predictor Variable: leadership style (transformational, transactional and laissez-faire)



As observed from the above table of the three leadership styles, transformational leadership style was statistically significant contributor to predict OC and transactional leadership style was the second. But laissez-faire leadership style did not contribute much to predict OC, since ( $t= 0.69, p>0.01$  or  $0.05$ ).

Generally, this research reveals that transformational leadership style had positive and significant relationship with organizational commitment dimensions. This result is consistent with previous studies conducted by Garg & Ramjee (2013), Temesgen (2011) and Feleke (2014) that indicated leadership behavior had a positive impact on affective, continuance and normative commitment. It is also consistent with Saeed and others' (2013) study on leadership style and lecturers' commitment in Yemen Higher Education Institutions that leadership was a crucial factor in augmenting organizational commitment.

However, laissez-faire leadership style had negative, weak but significant correlation with affective commitment; it also had positive, moderate and significant correlation with continuance commitment and finally had positive, weak but significant correlation with normative commitment, which was consistent with research conducted by Garg and Ramjee (2013).

The result of descriptive statistics indicated that leaders did not demonstrate the ideal levels of transformational leadership behavior at PTCs. The result was consistent with previous study by Feleke (2014). The mean score order OC subscales of this study showed that affective commitment had the highest mean score followed by normative commitment, and then continuance commitment. This result was consistent with a study conducted by Temesgen (2011).

Leaders and subordinates in PTCs had different perceptions on TFLS and LS leadership styles applied. It means that there was a major difference between transformational leadership behavior which is being practiced by the leaders and leadership behavior which are being

perceived by subordinates in PTCs of Addis Ababa City Administration. This result was also consistent with study conducted by (Temesgen, 2011 and Feleke, 2014).

### *Findings*

This study revealed that the mean scores of transformational, transactional and laissez-faire leadership styles were (2.29, 2.07 and 1.52) respectively. Regarding comparisons of current mean score results of leadership styles with Bass and Avolios' (1997) ideal suggested level of effective leadership style, the ideal suggested levels of transformational leadership behavior was not revealed in the Poly technique colleges, since the current mean scores result of overall subscales of transformational leadership style was less than the mean score suggested by Bass and Avolio, (1997) in this study. This result was consistent with Feleke (2014) that leaders did not exercise the ideal suggested level of transformational leadership behavior at Defense University.

The above results in mean scores difference between leaders and trainers was supported by an independent sample t- test, that revealed no statistically significant for both transformational and laissez-faire leadership styles since  $p < 0.05$ . However, for transactional leadership style, there was no significance difference between the two since  $p > 0.05$ . This result was consistent with the study conducted by Temesgen (2011) that came up with significant mean differences between leaders' and trainers' perceptions in TFLS and LF leadership behaviors.

The result showed that the mean scores of the dimensions of organizational commitment (affective, normative, continuance) were 2.55, 1.94 and 1.78 respectively. Affective commitment had relatively the highest mean score from the three organizational commitment dimensions. So, the current status of staff commitment at Poly technique colleges was affective commitment. Affective commitment refers to

employees' emotional attachment to, identification with, and involvement in the organization and employees felt preferring to stay in the organization (Allen & Meyer, 1990).

On the other hand, normative and continuance commitment dimensions had minimum mean scores that were below the mean score of affective commitment. This implies that employees' compulsion to stay in the Poly technique colleges was low. This result was also consistent with Temesgen (2011) who studied on the relationship between leadership styles and employee commitment in private higher education institutions at Addis Ababa City.

This study disclosed that transformational leadership style had positive, moderate statistically significant relationship with affective and normative commitments; but positive, weak and statistically significant relationship with continuance commitment at 0.01 confidence level. This result was consistent with findings of Saeed and colleagues (2013), which came up with a positive and significant relationship between transformational leadership style and organizational commitment dimensions.

From the results of correlation analysis, it was found that transactional leadership style had positive, moderate and statistically significant relationship with continuance and normative commitment, but it had weak, positive and statistically significant relationship with affective commitment at 0.01 confidence level. As stated by Saeed et al., (2013), transactional leadership style has been found to have positive and significant relationship with all dimensions of organizational commitment except normative commitment.

The study also revealed that laissez-faire leadership style had negative, weak and statistically significant relationship with affective, but positive, moderate and statistically significant relationship with continuance commitment and also positive and had weak but statistically significant relationship with normative commitment at 0.01 confidence level. The

result was consistent with Garg and Ramjee (2013) findings where laissez-faire leadership style had negative correlation with affective commitment. However, the result was not consistent with (Feleke, 2014) findings that indicated no relationship between laissez-faire leadership style and affective, continuance and normative commitments at Defense University,

In this study, the regression analysis also revealed that among the three leadership styles, transformational leadership style was statistically significant contributor to predict OC than transactional and laissez-faire leadership styles, since the result of Beta ( $\beta$ ) of TFLS, TALS and LF were (0.411, 0.197, and 0.049) respectively. But, laissez-faire leadership style did not contribute much to predict organizational commitment, since ( $t=0.692$ ,  $\beta=0.049$  &  $p>0.01$  or  $0.05$ ).

### **Conclusions**

Currently, Ethiopia is implementing the second Growth and Transformation Plan (GTP- II) where TVET sector is expected to play a vital role in producing and meeting the demand for middle level man power for industries and support the expansion of micro and small-scale enterprises in the country. Thus, to achieve the above goals the utilization of different and effective leadership styles is essential. From the results of the study it was found that the three leadership styles were employed in Poly technique colleges and transformational leadership style seems the dominant. However, the ideal suggested level of transformational leadership style behavior was not unveiled. To this end, if there is no effective implementation of transformational leadership style, that would negatively affect the achievement of expected goals and outcomes in the Poly technique colleges particularly during the time of change.

Organizational commitment of employees is imperative to achieve organizational goals as well as organizational success. In addition, if employees are committed to their organization, then there will be

relatively no turnover and more willing staff to accept change. From the finding of the study, it was found that the current status of staff commitment in Poly technique colleges was affective commitment. Therefore, it could be concluded that the staff of Poly technique colleges felt less degree of continuance and normative commitments. This implies that trainers would be more likely to leave or may not stay long in their PTCs. This may hurt dedicated trainers in the institutions. To this end, the low level of trainers' continuance and normative commitment may negatively affect the achievement of organizational objectives in the Poly technique colleges.

Many studies revealed that full range leadership styles had positive relationship with dimensions of organizational commitment and also contribute to predict organizational commitment. In addition, full range leadership styles do play a role in development and improvement of affective, normative and continuance commitments in organizations. This study, however, found that the relationship between them was weak and moderate, where transformational and transactional leadership styles had positive and statistically significant relationship with affective, normative and continuance commitments, but laissez-faire leadership style had a negative relationship with affective commitment. In other words, giving more attention to transformational and transactional leadership styles could increase organizational commitment, but the more the laissez-faire leadership style exercised will decrease employees' affective commitment.

In general, although transformational, transactional and laissez-faire leadership styles do play important roles in determining levels of affective, continuance and normative commitments, the low level of normative and continuance organizational commitment and ineffective exercise of transformational leadership style might negatively affect the organizational performances in Poly technique colleges.

*Recommendations*

Although transformational leadership style seems the dominant leadership style, it was not employed to the expected level by the leaders the in the poly technique colleges. Hence, there is a need to develop the current capacities of leaders by organizing and taking management development programs, such as continuous professional development, different short and long-term leadership trainings for leaders in order to improve employees' commitment and achieve goals of Poly technique colleges in collaboration with Addis Ababa TVET Agency.

There is a need for Poly technique colleges offer employees' rewards in advance, such as paying college tuition, improve their payments and other benefit systems in collaboration with TVET agency to develop organizational commitment. In addition, leaders in Poly techniques colleges ought to organize different discussions, forums and meetings with trainers to maintain affective commitment to improve the low level of normative and continuance commitment of employees in PTCs.

Above all, Poly technique college leaders' should keep and improve the positive relationship between leadership styles and employees' organizational commitment by building trust and confidence in their followers, act with integrity, inspire visions to others, encourage innovative thinking, coach people for meeting agreed-upon objectives by organizing experience sharing packages in and out of the colleges in order to improve trainers' organizational commitment and retain dedicated employees.

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