

## TRANSFORMATIONAL LEADERSHIP AND AFFECTIVE COMMITMENT OF SELECTED TERTIARY INSTITUTIONS IN NIGERIA

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### Abstract

*The study examines the impact of transformational leadership style dimensions on affective commitment among employees in the Selected tertiary institution of Lagos State. The sampling units consist of academic staff (n= 195) non-academic staff (n=81) who are in the position of leadership. Simple random sampling technique was employed to select 350 participants for the study, out of which 276 respondents were used in the study. The results indicate that there is a statistically significant and positive relationship between some of the transformational leadership style dimensions and employees affective commitment, i.e intellectual stimulation(INTS), Articulating vision(ATVs), Inspirational communication(ISPC), Supportive Leadership(SUPT) and affective commitment at (  $r=.165^{**}$ ,  $r=.269^{**}$ ,  $r=.239^{**}$ ,  $r=.145^{*}$ ) respectively. This implies that as transformational leadership style improves, there is a corresponding increase in the level of affective commitment. The study established a means to keep hold of the employee by inspiring their intensity of effectiveness commitment to the organization. This study suggested that leaders have to get used to transformational leadership style in other to boost the level of affective commitment in the employee of academic environments. It was also discovered that of all transformational leadership styles dimensions only personal recognition (PERS) is not significantly related to affective commitment.*

*Keywords: Transformational Leadership, Affective commitment, Tertiary institutions.*

### Introduction

The leadership position is usually the desire of many discerning minds in modern organizations. However, there is no gainsaying the fact that not every person who desires to be a leader possesses the requisites skills that would make them function effectively as a leader. A good leader influences his subordinates and lay the path to follow (Braun, 2009). A similar point is made by Northouse (2001), who defined leadership as a process whereby one entity manipulates an assembly of individuals to attain a common goal. A leader will be efficient when he influences his associates in a positive way to reach the goals and objectives of the organization. Leadership could also be described as the essential component that influences the

welfare of both employees and their organizations. According to (Bass, 1985) confirmed with the work of Burns that transformational leadership stirs outstanding levels of motivation by providing a compelling vision and getting followers to transcend their self-interest.

Leaders who widen and uplift the benefits of their followers are referred to transformational leaders, produce commitment and awareness of individuals to the firmness and mission of the group, A leader ensures subordinates rise above their own self-interests for the betterment of the organization (Seltzer, Numerof, & Bass. (1989). opined that, approaches that cause a change in individuals and social systems could still be considered as transformational leadership. A valuable and positive change among subordinate will be attained by influencing followers becoming leaders. This could be achievable by connecting the follower's sense of individuality to the mission of the collective identity of the organization.

An individual who stimulates, inspires and transforms followers to achieve extraordinary outcomes are said to be a transformational leader (Robbins & Coulter, 2007). The concerns and developmental needs of individual subordinates are the priorities, the leader changes followers' awareness of issues by helping them to look at issues in a new way; and he is able to arouse, excite and inspire followers to put extra effort to achieve organizational goals. Transformational leadership theory is all about leadership that creates positive convert in the followers whereby the leader takes care of each other's interests and act in the interests of the group as a whole (Warrilow, 2012). Irrespective of the reward enjoyed in the organization, individual employee commitment depends on priority placed in exchange for their expectation from the organization. There are various leadership styles and their dimension used in the leadership literature. Transformational leadership dimensions have been used indifferently in organizations, For example, there are some noticeable dimensions of transformational leadership style, such as intellectual stimulation, idealized influence, individualized consideration and inspirational motivation (Bass & Avolio, 2000; Bass, 1999).

This study examined an aspect of leadership style known as transformational leadership. Burns (1978) introduced the concept of transforming leadership in his descriptive research on political leaders, this concept is also used in organizational psychology as well. Avolio, Bass, and Jung (1999) reveal that transformational leader's focus is directed toward the organization and the subordinate, and his or her conduct encourages follower commitment towards organizational objectives. Transformational leadership demand accuracy and compassion of employees and strong definite skills (Burke, 1986). while transformational leadership approach can help managers become exceptional leaders. However, the literature has been examined, but there is a scanty concentration of work done on transformational leadership style and commitment of employee in a tertiary institution in Lagos academic environment which is the gap this study intends to fill.

Earlier researchers submitted that personal work experiences and organizational factors serve as predictors of organizational commitment (Allen & Meyer, 1996, 1990; Eby, Freeman, Rush & Lance 1999; Meyer & Allen, 1997). An organizational influence which measured with the key basis of organizational commitment is leadership (Mowday *et al.*, 1982). However, transformational leadership was proven to be associated considerably with organizational commitment relative to samples by research and development professional in Singapore, (Lee 2004).

In due course, transformational leadership has been developed to be the most favorite subject in the leadership literature in the field of academics, (Bass & Avolio, 1990). Thus, the premise of this study.

Preceding researchers have high concentration towards the relationship stuck between leadership behavior and organizational commitment. Most studies have revealed that organizational commitment is better for employees whose leaders hearten their contribution in decision-making (Ugboro 2006), who care for them with compassion (Shore & Wayne 1993), equal opportunity (Allen & Meyer 1990; Brockner *et al.* 1992;) and are sympathetic of them (Allen & Meyer, 1990). In addition, Mowday *et al.* (1979) as cited in Ponnu and Tennakoon (2009) has pointed supervision as one of the critical organizational factors that can improve the level of commitment.

However, some measures of transformational leadership have been used in the literature to curb some job outcome deficiency by the employee. In the same vein, several researchers in the literature, resolve that there was a strong relationship between leadership styles and employee commitment (Avolio *et al.* 2004; Awan & Mahmood 2009; Bučiūnienė & Škudienė 2008; Lo *et al.* 2010; Lo *et al.* 2009; Lok & Crawford 1999; Ponnu & Tennakoon 2009 ). These studies were in general carried out in business organizations, up till now there has been a small number of researchers conducted in education sector particularly in Nigeria. Therefore, objective of this study is to investigate the relationship between dimensions of transformational leadership style, these are: (Inspirational communication, Intellectual stimulation, Supportive leadership, Personal Recognition, Articulating Vision) and affective commitment, in the Lagos metropolis tertiary institutions, The study hypothesised, if there is significant relationship between each of the dimension of transformational leadership and affective commitment.

### **Theoretical Framework**

Bass (1985) affirmed that charisma is a fraction of transformational leadership, As a result, Bass would have considered the transformational theory as including charismatic theory (House & Aditya, 1997). Charisma elements, on the other hand, is “clearly the most influential” of the four transformational dimensions, and classically, it is the dimension that has the high level of significant relationship towards the outcome attributes. (Conger & Kanungo, 1998,). Jointly with the work of Burns’s (1978) and Bass’s (1985) conceptualizations of transformational leadership and House’s (House & Shamir, 1993) conception of charismatic direction lay emphasis on the magnitude of essential rewards. The two theories evaluate the most effective leaders as the leaders who shown subordinates how to be recognized with the goals the leader coherent. However, Bass and his associates have revealed that the more efficient leaders are both transactional, in a path-goal sense, and transformational (Hater & Bass, 1988; Howell & Avolio, 1993). The changes that become apparent owing to transformational leadership need to be observed beyond the leader-follower relationship, rather, leader’s activities are entrenched and how it improves at group and organisation levels. For instance, we anticipate that a leader who constantly focuses on increasing follower potential will generate group norms that give self-confidence to colleagues to focus on serving each other persistently learn and enlarge. The broader the leader’s width of influence, possible such norms will turn out to be part of the bigger organizational customs. The fundamental theory of employee commitment is Allen and

Meyer's description. This theory differs from others in the character of the psychological state is described. They described a commitment to be in three dimensions, this was being identified as continuance, affective and normative commitment. Normative commitment is a moderately new feature of organizational commitment having been defined after the previous ones (Allen & Meyer 1990). An employee with high degrees of affective commitment stays in the job because they *want to* while with high levels of continuance commitment stays with the organization because they *need to*. Those with high degrees of normative commitment stay with an organization because they feel they *ought to remain* (Allen & Meyer 1990). Despite the consequences of an individual harmony in the organization, employees may have equivalent or diverse levels of all types of commitment. Thus, in spite of the definition, "committed" employees may likely offer much to the organization expectation and decides to stay with the same organization. (Allen & Meyer 1990).

In view of that, some studies have examined the influence of leadership on job outcomes such as organizational commitment and performance (Sanda & Kuada, 2013), Job satisfaction, (Aryee, Budhwar, & Chen, 2002; Sanda & Kuada, 2013), However, how dimensions of transformational leadership may impact employees commitment in tertiary institution needs to be explored. Moreover, concerns have been raised at the lack of context-specific research in leadership ( Daus & Ashkanasy, 2010; Liden & Antonakis, 2009; Schriesheim, Wu, & Scandura 2009). In line with this, Oghojafor and Adebakin (2009) also reported that participatory leadership style brings about the high level of satisfaction while a high level of job satisfaction reduces the propensity to leave. Owing to the characteristic plundering practice of most academic staffs and the desire of most employees to work in the academic environment, it is perceived that the leadership style may create feelings of discontent among employees in the academics and ultimately upsurge their low level of commitment. Hence, this study further aims to explore for leadership dimensions that attract a typical employee's commitment in a developing economy like Nigeria.

### Literature Review

The transformational pattern of leadership approach has been proved to be effective in both corporate and public institutions (Warrick, 2011). In furtherance of this, Burns (1978), claimed transformational leadership approach in leadership causes changes in social systems and individuals in its perfect shape, it creates valuable and positive change in the followers with the end goal of developing followers into leaders. It reshapes perceptions and ethics, and changes potential and aspirations of employees different from the transactional approach, it is not based on a "give and take" relationship, other than on the leader's personality, traits and ability to make a change through example, articulation of an energizing vision and challenging goals. Transformational leadership and employees' affective commitment application reveals a means to maintain employee by inspiring their level of affective commitment to the organization, leaders need to become accustomed to transformational leadership style in order to promote the intensity of affective commitment in the employees of banking sector (Tabassum, Riaz, Akram & Hassan, 2011).

Transforming leaders are idealized in the sense that they are a moral exemplar of working towards the benefit of the team, organization and/or community. Through transformational leadership theory was famous, scholars have been provoked about the way in

which the sub-dimensions of the model have been distinct (Yukl, 2008; Zahaeri & Shurbagi, 2012; Zhu, Sosik, Riggio, & Yang, 2012).

### **Articulating Vision**

Articulating Vision refers to exhibiting once leadership potential, and ability to be mindful of subordinate with a passion for your cause. Leaders who play an appealing pattern of leadership that will guarantee followers a procession of enthusiastic future, Ability of a leader to tap into employees' best instincts. ( Arnold, Barling, & Kelloway, 2001). A leader who identify what is right and respond to it, trust the potential of employee and recognize it. In due course, leadership under articulating vision is0 to prove to your subordinate that your principles, your judgments about what's valuable, are worth imitating. The study categorizes articulating vision as an essential transformational leadership dimension, it incorporated through the additional general construct of charisma. Bass (1985) maintained that the most significant component of transformational leadership is charisma. Empirical study upholds this affirmation, with meta-analytic results representing that charisma is most decisively linked with measures of effectiveness such as satisfaction with the leader (Lowe, Kroeck, & Sivasubramaniam, 1996).

### **Inspirational Communication**

Inspirational communication has been recognized as an imperative element of transformational leadership, (Barbuto,1997). Divers of authors have written on Inspirational communication leaders (Parker et al., 2006; Rafferty & Griffin, 2006). In the same view, Rafferty and Griffin (2006) submitted that inspirational communication, which comprises the showcasing of optimistic and elevating messages to subordinates, and progressive direction behaviors, or leaders' behaviors channel towards followers' enhancement and growth, positively influence followers' work outcomes (Rafferty & Griffin, 2006). Leaders with inspirational motivation encourage followers with high values, speak confidently about expectations goals, and provide a sense of the job at hand. Followers require having a well-built sense of rationale if they are to be encouraged to act. The visionary aspects of leadership are back up by communication skills that make the vision comprehensible, specific, influential and appealing. The followers are agreeable to dedicate more endeavor in their everyday jobs, they are confident and positive about the expectations and consider their abilities.

### **Supportive Leadership**

Transformational leadership differentiates itself from New Leadership theories. Bass (1985) originally stated that individualized consideration happens when a leader has a developmental direction towards staff and shows individualized courtesy to followers and responds appropriately to their personal needs. Studies in recent time have focused on one component of this construct, supportive leadership. For example, Avolio and Bass (1995) stated the leader displays more frequent individualized consideration by showing general support for the efforts of followers."

### **Intellectual Stimulation**

A large amount of immature element of transformational leadership is intellectual stimulation (Lowe.Kroeck, & Sivasubramaniam, 1996). This is leadership element which comprises of behaviors that intensify followers' curiosity and awareness of problems, and that

advance their capability and tendency to ponder about problems in a new direction (Bass, 1985).

The effects of intellectual stimulation are seen in increases in followers’ abilities to conceptualize, comprehend, and analyze problems and in the improved quality of solutions that they generate (Bass & Avolio, 1990).

**Personal Recognition**

The last dimension is deserted on the structure of research that has established a strong link between transactional leadership and the sub-dimensions of transformational leadership. Transactional leadership encompasses contingent reward and management-by-exception. Contingent reward involves rewarding followers for attaining specified performance levels. Bass (1985) recommended the following commendation for work well done, recommendations for pay increases and promotions, and commendations for excellent efforts are all examples of contingent reward behaviors.

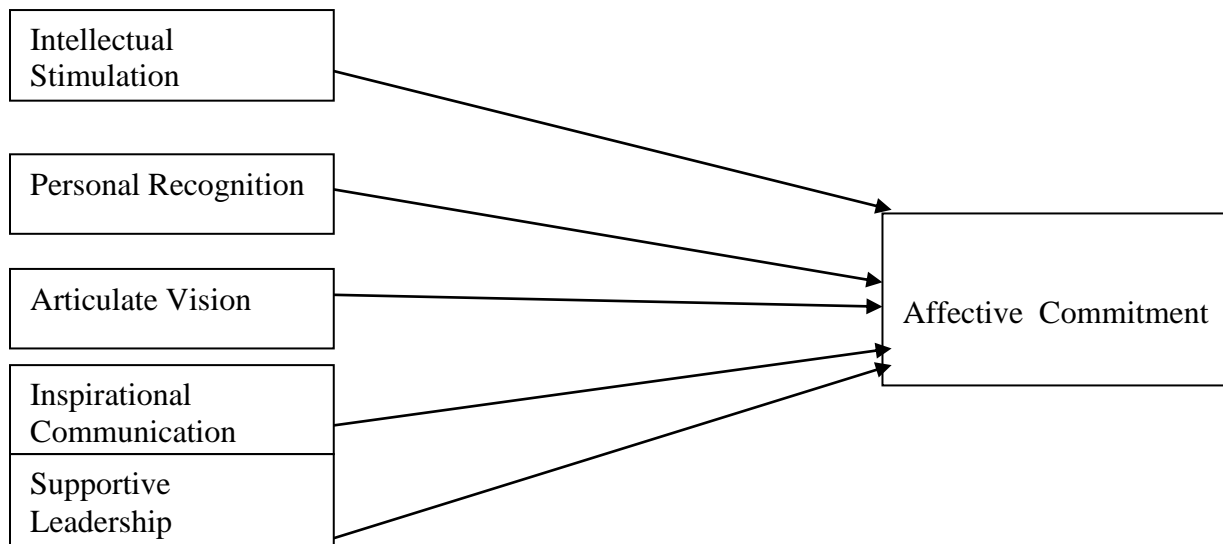
**Components of Organizational Commitment**

Allen and Meyer (1990) and Meyer and Allen (1991) recognized three different dimensions that reflect the organizational commitment of employee. The three-component model developed has been subjected to scholars inquiry and has gained support. (Meyer, Stanley, Herskovits & Topolnytsky, 2002). Convincingly, Meyer and Allen (1991) argued that one of the most significant and distinctive facts among the different forms of organizational commitment was that they have very different implications for behavior. Although all three forms tend to bind employees to the organization, However, their relationship with other types of work behavior can be quite different (Meyer et al., 2002).

**Affective Commitment:** This could be considered as 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 & Meyer, 1990; Mowday, Steers & Porter, 1979). Employees who are effectively committed to the organization will probably carry on working for it because they want to (Meyer & Allen, 1991).

**Conceptual Framework**

**Transformational Leadership**



**Developed by the author.**

**The study hypothesized that there is no positive significant relationship between dimensions of Transformational leadership and organizational commitment.**

**Hypotheses:**

- H1.** The intellectual stimulation does not have a positive and significant relationship with an affective commitment to the organization.
- H2.** Personal recognition cannot lead to a positive and significant relationship with affective commitment.
- H3.** Articulating vision does not have a positive and significant relationship with affective commitment.
- H4.** Inspirational communication cannot result in a positive and significant relationship affective commitment.
- H5.** Supportive leadership does not have a positive and significant relationship with affective commitment.

## **Method**

### **Sample and Procedures**

The target population for this study consists of employees in the Tertiary institution in Lagos and Ogun state. Thus, the selection of this region was based on that fact that 90 percent of tertiary institutions located in the region for purpose of the study. Simple random sampling technique was used to select 350 participants for the study, the sector was selected for the study because leadership through transformational leadership has been a serious aspect for employee commitment (Adawiyah & Meilisa 2013). Thus, when gathering primary data in such sector, simple random sampling becomes the most suitable for an adequate response because of the attitude of respondents towards questionnaire, especially in the context of the study compared to other sampling techniques (Leat & El-Kot, 2007). A sum figure of 350 questionnaires was used for the data collection from targeted respondents, however, only 276 copies of the questionnaire representing a significant percentage of response rate were completed and returned.

### **Measures**

**Leadership:** Leadership items were adapted from measures produced by House (1998) and Podsakoff, MacKenzie, Moorman, and Fetter (1990). Items were chosen on the basis of how well they assessed the theoretical construct under study.

**Articulating a vision:** three items developed by House (1998) were adapted to assess this construct.

**Intellectual stimulation:** three items developed by Podsakoff et al. (1990) were adapted to assess this construct.

**Inspirational communication:** three items developed by House (1998) were adapted to assess inspirational communication.

**Supportive leadership:** three items developed by House (1998) were adapted to assess supportive leadership.

**Personal recognition:** Three items reported by Podsakoff et al. (1990) were adapted to assess this construct

**organizational Commitment:** Scale by (Allen and Meyer, 1990) were used in the study. All items were rated five points Likert scale ranging from strongly agree (SA) to strongly disagree (SD)

**Respondents of Demographics Table 1.**

Characteristics	Status	Frequency	Percentage
Gender	Male	157	56.9
	Female	119	43.1
	<b>Total</b>	<b>276</b>	<b>100</b>
Age	21-30	18	6.5
	31-40	128	46.4
	41-50	109	39.5
	51years above	21	7.6
	<b>Total</b>	<b>276</b>	<b>100</b>
Marital Status	Single	37	13.4
	Married	167	60.5
	Divorced	7	2.5
	Window	34	12.3
	Widower	31	11.2
	<b>Total</b>	<b>276</b>	<b>100</b>
Educational Qualification	HND/Bsc.BA	15	5.1
	Msc/MBA	12	43.8
	Professional Qualification	7	2.5
	M.phil/Ph.d	13	48.2
	<b>Total</b>	<b>276</b>	<b>100</b>
Working Experience	Below 5years	75	27.2
	5-10years	149	54.0
	11-15years	7.2	7.2
	16years above	32	11.6
	<b>Total</b>	<b>276</b>	<b>100</b>
Organisational status	Management and academic staff	77	27.9
	Adjunct academic Lecturer	54	19.6
	Senior Lecturer	61	29.0
	Junior academic Lecturer	80	1.4
	Other	4	22.1
	<b>Total</b>	<b>276</b>	<b>100</b>

## Result

Out of a total sample of 276 employees, 56.9% of respondents were male and 43.1% were female. This implies that among all the people in the position of leadership in Lagos tertiary institution there are greater percentage numbers of male respondents compare to that



of a female in this study. Also, Respondent’s that fall into age brackets of 21 – 30 years.’ have 6.5%, the age brackets under the 31 – 40 years, with 46.4%, 41 - 50years respondent age and 51years and above were 39.5% and 7.6% respectively. This implies that about 80 percent of the total personnel of the tertiary institutions are in the position of leadership categories in Lagos focus area of the study. There are indications that respondent that are married are most affected by the study of the research, they have 60% from different categories of the respondents. Respondents with the qualification of M.Phil./Ph.D.and M.Sc/MBA have the higher percentage of 43.8% and 48.2% respectively, this simply means that both academic and non-academic employees consider important qualifications that will keep them on the job, it was apparent that there was a significant increase in academic qualification development. In another way round, those with HND/BA/Bsc and professional qualification respondents are with 5.1% and 2.5% respectively.

The designation analysis contains respondents that will give a good reflection of the hierarchical order of employees that are mostly expected to have a commitment as result of the effect of transformational leadership style towards organizational commitment. It was shown that senior academic, management and adjunct academic staffs have 29.0%, 27.9% and 19.6 respectively, while, junior academic staff and others have 29.0% and 1.4% contribution towards the study, this implies the significant involvement of senior academic, management and adjunct academic staffs due to aspiration they have towards the academic system.

**Table 2. Correlations Matrix Analysis between Transformational Leadership dimension and Affective commitment**

Variables	INTS	PERS	ATVs	ISPC	SUPT	AFFECT
INTS	276	1				
PERS	.760** (0.000)	1				
ATVS	.203** (0.001)	.154* (0.010)	1			
ISPC	.325** (0.000)	.253** (0.000)	.290** (.601)	1		
SUPT	.032 (0.601)	.112 (0.063)	.192** (0.001)	.434** (0.000)	1	
AFFECT	.165** (0.006)	.034 (0.574)	.269** (0.000)	.239** (0.000)	.145* (0.016)	1

**KEYS: Intellectual stimulation (INTS), Personal Recognition (PERS), Articulating Vision (ATVs), Inspirational communication (ISPC), Supportive leadership (SUPT) and Affective commitment (AFFECT).**

**Correlation is significant at the 0.05 level (2-tailed)**

**Correlation is significant at the 0.01 level (2 -tailed)**

**Hypotheses**

**Hypothesis One** stated that Intellectual stimulation would have a positive and significant relationship with affective commitment, thus tested. Using Pearson correlation coefficient, the result indicates that, the affective commitment has a significant relationship with Intellectual simulations at ( $r = .165^{**}$ ,  $P < 0.01$ ),

**Hypothesis Two** stated that Personal recognition can lead to a positive and significant relationship with affective commitment, was tested using Pearson Correlation Coefficient, the result shows that there is no significant relationship between Personal recognition and affective commitment.

**Hypothesis Three** stated that, there would be a significant relationship between Articulating a vision and affective commitment, was tested using Pearson Correlation Coefficient, the result indicates a significant relationship between Articulating a vision and affective commitment, ( $r = .269^{**}$ ,  $P < 0.000$ )

**Hypothesis Four** stated that there would be no significant relationship between Inspirational communication and affective commitment was tested using Pearson Correlation Coefficient, the result shows a significant positive relationship between Inspirational communication and affective commitment at ( $r = .239^{**}$ ,  $P < 0.000$ )

**Hypothesis Five** stated that there would be a relationship between Supportive leadership and affective commitment was tested using Pearson Correlation Coefficient, the result indicates a significant relationship between Supportive leadership and affective commitment at ( $r = .145^*$ ,  $P < 0.005$ ), continuance and normative commitment have no significant, therefore, hypothesis five is accepted.

The findings from hypotheses one, three, four and five showed the positive and statistical relationship between transformational and affective commitment.

### Discussion of Findings

This study hypothesized to support the five dimension of transformational leadership model that distinguishes between vision, inspirational communication, intellectual stimulation, supportive leadership, and personal recognition as it affects affective commitment. the result showed the positive relationship between transformational leadership and affective commitment, as it was established by Meyer & Allen (1991). This finding was supported by (Noordin, Mohd Rashid, Ghani, Aripin & Darus (2010) who established the high percentage of affective commitment in the study conducted on Malaysia teachers. In another way round, there was no statistical relationship between personal recognition and affective commitment.

Though dimensions of transformational leadership were associated with one another, they were unique in some significant means. These findings suggest that it is appropriate to examine the individual leadership sub-dimensions as opposed to a higher-order transformational leadership factor. Therefore, it is apparent in the study that, individuals were motivated by different factors. However, it is imperative to take cognizant of what motivates an individual in an organization, hence, the commitment of such employee. In other words, there should be adequate measurement towards employee commitment, how to get them dedicated to actualizing the academic objectives.

Nevertheless, it was discovered in the study that, employees in a tertiary academic environment in Lagos metropolis, have different views on what get them committed to their work and organization at large.

### Conclusion and Recommendation

This study set out to improve prospective dimension of organisational commitment called affective commitment, which dimensions of transformational leadership influence affective commitment in Lagos state tertiary institutions. Our findings were in line with the work of Meyer & Allen (1991), supported by Tabassum, Riaz, Akram & Hassan, 2011). established high percentage and significant relationship of affective commitment and transformational leadership style, the study was conducted on employees of the banking sector in Islamabad (Pakistan). In another way round, there was no statistical relationship between personal recognition and affective commitment.

Nevertheless, this showed a significant relationship between affective commitment and intellectual stimulation, articulating a vision, inspirational communication, and supportive leadership. We hope that our findings will spark future research interest and ideas in studying complex dimensions between transformational leadership and other applicable work outcomes. For instance, the other dimensions of organisational commitment relationship with transformational leadership style. Secondly, in spite of the strategic location and economic importance in Africa, there still remains a scanty research carried out in some other industries in Nigeria. Thus, findings enable organisations to evaluate the level of effective employee's commitment. It is equally looking forward that, findings and recommendations in this study would be useful to human resources practitioners, parents and policymakers on how to attract, retain and inspire employees in an academic environment, especially in tertiary institutions in Lagos metropolis. The result of this study is essential to both authorities in education board in public and private organizations, hence the contributions in strategic, structural and staffing decisions regarding the commitment of the employees.

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