

## **Relationship between Leadership Styles and Organizational Commitments among Lecturers in Public Universities: Job Satisfaction as Mediating Variable**

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**Abstracts:** This study investigated the relationship between leadership styles and organizational commitment. Besides, it endeavours to illuminate the role of job satisfaction as mediator on the relationship between leadership styles and organizational commitment. The structural equation model was utilized to break down information gathered from lecturers selected from various tertiary institutions in Nigeria. From the outcome it was shown that lecturers saw there, job satisfaction, organizational commitment and leadership styles at moderate level in the tertiary establishments. And furthermore it was demonstrated that there is positive relationship between leadership styles and organizational commitment in tertiary institutions in Nigeria. Job satisfaction depends specifically on the level of organizational commitment being seen by the lecturers. Job satisfaction also significantly contributes to organizational commitment, and also mediates between leadership styles and organization commitment. Implications of the results concerning job satisfaction, leadership styles and organizational commitment are discussed, and implications for human resources development are given.

**Keywords:** Leadership Style, Job Satisfaction, Organizational Commitment, Human Resources Development

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### **I. INTRODUCTION**

Tertiary Institutions are focusing towards motivating and retaining committed lecturers in their system. In recent decades, organizational commitment especially in education, health and management fields has grown in importance due to the fact that it is regarded as the main determinants of organizational existence (Allen & Meyer, 1996). Globally, governments are making efforts to provide citizens with quality tertiary education, but this would not be achievable without the commitment of lecturers who are the main drivers of the learning process in all the institution to achieve meaningful development ((Baba gana,2014).

In educational settings it has been discovered that organizational commitment has positives linkages with work performance, authoritative citizenship conduct and student accomplishment and has negatives associations with burnouts with turnover (Bogler and somech, 2004) in this way one of the fundamental difficulties going up against managers of educational institutions is to recognize factors that are probably going to add to the improvement of employees commitment and verify that those elements are taken into accounts in the plan of their commitment human resource programs.

The success or failure of any educational process is always attributed to the critical roles lecturers play in the human resource development initiative of a nation to help it achieve competitive economic standing, superior labor quality, and technological advancement ((Anyebe, 2014). Human resources in the educational system are teachers, instructors, facilitators, and lecturers who form the main assets as well as the essential drivers in any educational system and its development (Anyebe, 2014). This is because, College effectiveness and performance are measured irrevocably by the efficiency and quality output of its lecturers, and how successfully they created and developed learning processes and learning experiences that are relevant to the demands of the society, job market needs, and their students' wholesome development (Baba gana,2014).

Organizational commitment frequently alluded to as the association employee has with his organization, to the degree that he/she works, and can recognize, with the estimations of the organization (Ball and Cohen, 1996). As indicated by Allen and Meyer (1990) organizational commitment is the mental connection that connects the worker to his manager. Affective, continuance, and normative commitment was the three

measurements of organizational commitment this was hypothesized by Powell and Meyer (2004). Affective commitment alludes to workers' passionate connection to be related to, getting a charge out of association and inclusion in the organization. Continuance commitment alludes to employee's view of expenses related with worker's intention to exit from the organization. Normative commitment alludes to workers' sentiments of duty to proceed with the organization because of its commitments.

Scholarly staff must be bolstered by both administration (pioneers) and a HR office (Rhoades and Eisenberger, 2002). Ogunyemi (2007) presented that; —No organization can accomplish its targets without enough and powerful work-drive. Therefore there is a need to have a submitted staff in any organization. Individuals by nature connect with themselves in exercises that will profit them. At the point when workers feel that they are not accepting what they anticipated for, they tend to be hesitant to perform better and be faithful to their organization (Humphreys and Hoque, 2007).

Higher education, along these lines, assumes different parts particularly in the progress toward a learning based economy by giving the HR required to initiative, administration, business and expert positions that are vital for the improvement of the nation.

### **1.1 Statement of problem**

The significant writing uncovers that educational institution is considered as an administration industry assuming key part in creating keen, accomplished with top of the line attitude human capital required in vision 2020. Consequently, the lecturers are the fundamental player in the instructive areas who are mindful to create future human capital required by the country. According to Akintayo (2008), scholarly staffs that are resolved to enhance instructing and learning strategies, reinforcing examination and development are the primary factor with a specific end goal to hand tertiary establishment over into driving training centre in Nigeria. To be fruitful in overseeing educational organizations, chairmen need to end up plainly mindful of speakers' needs and duty and fortify their association with instructors toward the course of objective accomplishment. In this way, fulfilling these obligations needs lecturers who are focused on foundations for which they work. Profoundly dedicated lecturers are relied upon to get skill in new subjects that add to their work, upgrade their capacity to manage understudies' uncommon needs, and to enhance their classroom execution (Thomas, 2008). All together for advanced education to build up the above limits, it must guarantee that their lecturers are very much persuaded with a specific end goal to focus on the quality required for financial and political improvement.

Meanwhile, there is the issue of governance and leadership. Leadership and moral integrity were regarded by Akintayo (2008) as central to the crisis in Nigerian tertiary institutions. Ekong (2002) pointed out that, some leaders of the institutions, instead of protecting their constituency from —draconian government policies tended to act as mere law enforcement officers or government agents. The dichotomization of some of the institutions communities into different classes or groups and dictatorial leadership of some leaders as pointed out by some writers like Ekong (2002); Okecha (2008) had not also helped the Nigerian tertiary institutions system. Some of the activities of these leaders are believed to bring about inequity, rebellion and other vices in the tertiary institutions system which does not make for healthy working condition and organizational commitment.

## **II. OBJECTIVES OF THE STUDY**

- 1) To determine the level of organizational commitment, leadership styles and job satisfaction, among lecturers of tertiary in Nigeria.
- 2) To determine the relationship between leadership's styles and organizational commitment among lecturer of tertiary institutions in Nigeria.
- 3) To determine the mediating effect of job satisfaction on the relationship between Leadership styles and organizational commitment among lecturers of tertiary institutions in Nigeria.

### **Hypothesis**

1. Ha: There is significant relationship between leadership's styles and organizational commitment among lecturer of tertiary institutions in Nigeria.
2. Ha: There is mediating effect of job satisfaction on the relationship between job involvement and organizational commitment among lecturers of tertiary institutions in Lagos state, Nigeria

### **1.1 Leadership styles, job satisfaction and organizational commitment**

Numerous studies have been led to analyzing the association between leadership styles and organizational commitment (Dunn et al., 2012). The majority of the studies concentrate on transformational and transactional leadership. Transformational leadership depends on the connection amongst leaders and followers.

The leaders urge adherents to expand their levels of inspiration. Transactional leader's depends on the trade connection amongst leaders and supporter.

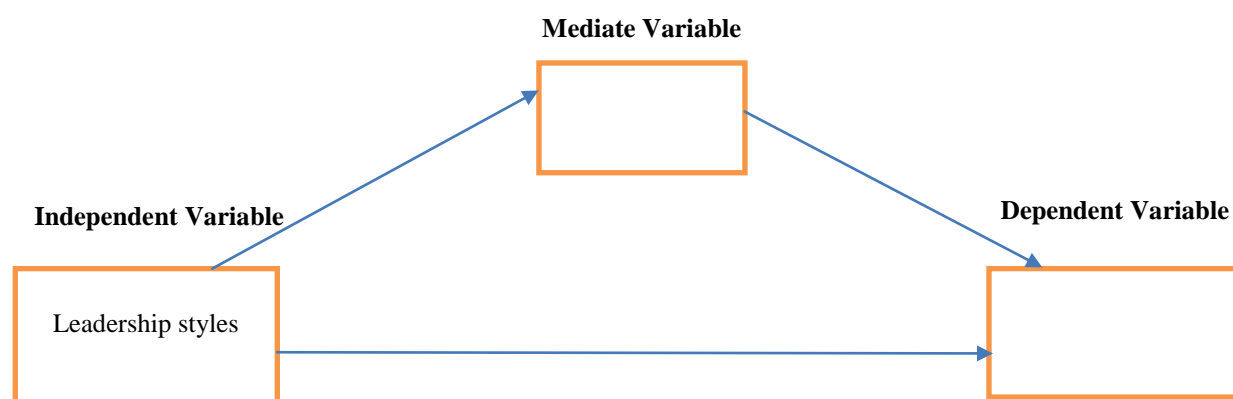
It was guaranteed that leadership style is considered as precursor of organizational commitment, this was led by different investigation on leadership style (Sabir, et al, 2011) and that there is a solid, positive connection amongst organizational commitment and leadership (Sabir et al., 2011). Earlier research proposes that work encounters, individual and organizational variables fill in as predecessors to organizational commitment (Eby et al., 1999). Leadership is one of the organizational factors that is viewed as a key determinant of organizational commitment in an organization (Mowday et al., 1982). Transformational leadership connects essentially with organizational commitment; this was discovered with tests of innovative work proficient in Singapore, Lee (2004). Organizational commitment does not have noteworthy association with transformational leadership. There is no connection found between transformational leadership and affective, normative and continuance commitment this was discovered by Hayward, Goss and Tolmay (2004). Transformational leadership is the most appropriate leadership styles generally received and ended up for Thai people, Limsila and Ogunlana (2007). Moreover, their outcome uncovers that transformational style is probably going to produce commitment from subordinates while transactional and laissez-faire are definitely not.

Pettijohn, Taylor and Keillor (2001), analyzed the connections existing between execution evaluations, sales representative hierarchical responsibility, and occupation fulfillment. In the event that different attributes of execution examinations that assemble duty and fulfillment could be distinguished, at that point supervisors might be more equipped for utilizing execution evaluations that yield positive outcomes.

Job Satisfaction and Organizational Commitment Numerous examinations utilize distinctive features of fulfillment to anticipate worker characteristics, for example, performance, organizational commitment, and service quality. (Oshagbemi, 2000). It is a debatable issue whether job satisfaction is the indicator of organizational commitment or the other way around. When an employee leaves, organizations incur hiring, orientation, and decreased productivity costs as well as temporary replacement costs. Estimates of these substantial costs are 1.2 to 1.3 times the 1-year salary of a registered nurse (RN) (Jones, 2005) to replace a single RN, or up to 5% of a hospital's budget for yearly turnover costs (Waldman, Kelly, Arora, & Smith, 2004). These costs often are paid by the government as a major payer of health care costs in the United States. The present study, wants to gauge the relationship between Job Satisfaction and Organizational commitment.

Organizational commitment, organizational culture, job satisfaction, and organizational adequacy has a broad writing that exists between them. Leadership is likewise known to be one of the determinants of organizational commitment. Such a relationship mirrors the leadership quality of the association (Stum, 1999). The investigation by Kent and Chelladurai (2001) exhibited that individualized consideration and intellectual stimulation; the two sub-develops of transformational leadership, and have a positive relationship with both affective commitment and normative commitment. There is no connection found between transactional leadership and affective, normative and continuance commitment while there is a direct positive relationship between transformational leadership and three parts of the organizational commitment, Hayward, Goss, and Tolmay (2004).

## Research Framework



### III. METHODOLOGY

#### 1.2 Population of the Study

The target population of this study is the lecturers from tertiary institutions in Nigeria. Specifically, the population shall consist of lecturers from the six (6) tertiary institutions in Lagos State in Nigeria. Based on the population of lecturers obtained from the various institutions there were **3969** lecturers serving in the 6 institutions as at the collection of the data in January, 2017.

#### 1.3 Determining the Sample Size

Based on the above method of sample size determination for a finite population, the sample size was estimated at approximately **576** lecturers in the tertiary institutions in Lagos state, Nigeria.

These figures are considered appropriate sample size for the study because it is in conformity with the Hair et al (2010) and supported by krejcie& Morgan (1970) table of sample size determination of continuous and categorical data.

#### 1.4 Method of Data Collection

Data was collected using structured questionnaire (instrument for data collection), this was used to collect relevant data from all sources and types. The instrument were also be subjected to reliability and validity test through the conduct of pilot survey.

#### 1.5 Data Analysis

Quantitative analysis of data obtained through the survey will be analyzed and triangulated. Descriptive statistics will be determined for all variables of interest. Survey items will be analyzed by applying Structural Equation Modelling (SEM) to examine relationships between the variables of interest. SPSS (version 22) was used for the descriptive analysis. This study aimed to seek for the mediating effect of job satisfaction on the relationship between leadership styles and organizational commitment among lecturers in Nigeria tertiary institutions. To this end, this study quantitatively examined the direct relationship as well as considering the mediating effects.

### IV. RESULTS AND DISCUSSION

#### Demographic variables

**Table 1:** Frequency distribution of lecturer demographic characteristics(n=404).

Variable	level	Frequency	Percent
Gender	Male	343	84.9
	Female	61	15.1
Age	25-30	66	16.3
	31-40	187	46.3
	41-50	102	25.2
	51-60	39	9.7
	above 60	8	2
	Missing	2	0.5
Experience years	3 years	30	7.4
	3-5 years	137	33.9
	5-10 years	145	35.9
	10-15 years	52	12.9
	15 years above	40	9.9
Highest Qualification	Master	167	41.3
	Phd	160	39.6
	Degree	97	14.1

#### Objectives 1:

To determine the level of organizational commitment, leadership styles and job satisfaction, among lecturers of tertiary in Nigeria

**Table 2:** Perception level of overall organizational commitment

It was reveals respondents perception on organizational commitment and their mean and standard deviation

Construct	Mean	SD	Level
Affective Commitment	3.24	0.91	Moderate
Continuance Commitment	2.72	0.79	Moderate
Normative Commitment	3.54	0.89	Moderate
Overall Commitment	3.17	0.86	Moderate

The above table indicates tertiary institutions lecturers perception on organitional commitment in their tertiary institution. Finding revealed that the lecturers perceptioun on the three constructs of organizational commitment was at moderate level. This means that lecturers perception on overall organizational commitment was moderate in tertiary institutions in lagos state, Nigeria.

**Table 2b:** Perception level of leadership styles

Construct	Mean	SD	Level
Transformational	3.45	0.77	Moderate
Transcational	3.58	0.84	Moderate
Leizer faire	3.63	0.93	Moderate
Overall Learship styles	3.55	0.85	Moderate

The above table indicates tertiary institutions lecturers perception on leadership styles in their tertiary institution. Finding revealed that the lecturers perceptioun on the three constructs of leadership styles was at moderate level. This means that lecturers perception on overall leadership styles was moderate in tertiary institutions in lagos state, Nigeria.

**Table 2c:** Perception level of job satisfaction

Construct	Mean	SD	Level
Job Satisfaction	3.42	0.76	Moderate

Overall score for job Satisfaction is moderate (M= 3.42 SD= 0.76). These results mean that tertiary institutions lecturers have rated moderate in explaining their job satisfaction of their institutions.

**Objectives 2**

To determine the relationship between leadership’s styles and organizational commitment among lecturer of tertiary institutions in Nigeria

**Hypothesis Tested**

Ha: There is significant relationship between leadership’s styles and organizational commitment among lecturer of tertiary institutions in Nigeria.

Hypothesis	Path
Ha: There is significant relationship between leadership’s styles and organizational commitment among lecturer of tertiary institutions in Lagos state, Nigeria.	LS ----->OC

**Table 3:** Total direct effect of independent variables on DV

Path	B	β	S.E.	C.R.	P value
OC <--- LS	0.386	0.343	0.087	4.424	<0.001

In the current study the significance level was considered 0.05

According to the result independent variables positively affect organizational commitment and were significant. Significant effect on organizational commitment and according to the results respondents with higher level of leadership's styles shows higher level of organizational commitment

**Objectives 3**

To determines the mediating effect of job satisfaction on the relationship between Leadership styles and organizational commitment among lecturers of tertiary institutions in Nigeria.

**Hypothesis tested**

Ha: There is mediating effect of job satisfaction on the relationship between leadership styles and organizational commitment among lecturers of tertiary institutions in Lagos state, Nigeria

**Table 4**

Hypothesis	Path	$\beta$	P-value	Empirical evidence
H1: There is significant relationship between leadership's styles and organizational commitment among lecturers of tertiary institutions in Lagos state, Nigeria.	LS --> JSAT---> OC	0.122	0.002	Supported

In the current study the significance level was considered 0.05.

**V. DISCUSSION**

As per the previously mentioned objectives and hypotheses a survey was adopted in this study for data collection and the lecturers from the selected tertiary institutions were the main subjects of study. The samples in this study were male (84.9%) and female (15.1%) with majority of the respondents in the age group between of 31 – 40 years old (46.3%). Also most of them had master degree (41.3%) and 5-10 years of work experience (35.9%).

Table 2a, b and c, indicates that, numerically, the respondents perceived the organizational commitment, leadership style and job satisfaction as (M = 3.17; SD = 0.86), (M = 3.55; SD = 0.85) and (M = 3.42; SD = 0.76) respectively. Table 2 also shows that respondents respond moderately to the three constructs under study in this research. The result indicates that the respondents perceive that they are an important asset of the organization and this, in turn, will increase their commitment to the organization. They are required to demonstrate a readiness to remain with the organization. Likewise, they will likewise feel that their endeavors are being perceived. This, thus, may trigger a chain response of the employees working more beneficially in light of the fact that they realize that their diligent work will pay off.

The analysis of the data provides strong evidence in support of the hypotheses H1 and H2, thereby revealing and articulating the relationships between the variables that were examined. The findings can leave no doubt that leadership styles plays a key role in the development of willing employee organizational commitment, and that identifies job satisfaction mediates the relationship between leadership styles and organizational commitment. This research thereby has arrived at a deeper explanation of the processes through which leader styles can produce employee commitment. That explanation is deeper not only because of its focus on leadership styles but also because it allows one to see how the nature of the styles influence resonates with and contributes to job satisfaction which, in turn, resonates with and contributes to the development of organizational commitment.

The statistical results have indicated a positive direct relationship between three styles of leadership styles, namely transformational, transactional, and Leizer faire, with organizational commitment. The measurable outcomes have demonstrated a positive direct connection between three styles of leadership styles, to be specific transformational, transactional, and Leizer faire, with organizational commitment. As expressed by Meyer and Allen (1997), workers who remain with an organization since they feel committed or having no way out don't show an indistinguishable energy and inclusion from employees who remain with an organization. In that capacity, transformational leadership practices are not as unequivocally identified with continuance commitment as to affective and normative commitment.

A model linking leadership styles with organizational commitment was proposed and tested. Results of this research are consisted with the results of previous research. The outcomes show that leadership styles to be specific transformational style, transactional, and leizer faire, have a decent marker for organizational commitment among the lecturers in public universities. Along these lines, it is a driving force for universities

top administration to guarantee that their lecturers do get the pertinent trainings, courses, exposures, and retooling that could upgrade their variables of authority. In addition, these exercises could be coordinated to the Human Resource Management of public universities to be directed. In addition, results have demonstrated that there is steady help for factors of leadership in relation to organizational commitment that help the proposed speculations. In this way this outcome is in help of different past research that found a positive connection between the two factors (Kent and Chelladurai, 2001; Leach, 2005; Pearce and Herbik, 2004). Subsequently, it is consistent to surmise that leadership styles would have a huge connection or association with employee's dedication. In the meantime the result is agreeable to different past research that proposes a positive direct connection between leadership styles and organizational commitment. This is additionally upheld by a research done by Arnold, Barling and Kelloway (2001) and they additionally remarked that leadership styles expand trust, responsibility and group viability.

Meanwhile, this study revealed a positive link between job satisfaction and organizational commitment. This study result proves that leadership style significantly effect on organizational commitment through the mediation of job satisfaction. It means that leadership style directly increase the job satisfaction of employees, as well as the high job satisfaction can increase organizational commitment. Satisfied employees had higher levels of organizational commitment. The result supported hypothesis 2. This finding is consistent with the findings of other previous studies in Bushra, et al. (2011) found that leadership styles has positive effect on job satisfaction and organizational commitment. In this case, job satisfaction was assessed through pay, promotion, supervision, work itself and coworkers, while organizational commitment includes affective, continuance and normative commitment. Previous empirical study found a positive relationship between job satisfaction and organizational commitment of export managers (Katsikea, et al., 2011), but Zehir, et al. (2012) found that job satisfaction is only positively related to affective commitment indicators. Salehi and Gholtash (2011) also found that job satisfaction has positive effect on organizational commitment. This study result found that job satisfaction significantly effect on organizational commitment of employees. It support the empirical evidence of Yucel&Bektas (2012) and Katsikea, et al. (2011) that job satisfaction has stronger association with organizational commitment, and (Yucel, 2012; and Armatlulua&Noyanb, 2011) also stated that job satisfaction has positive effect on organizational commitment.

### **Conclusions and Recommendations**

It was concluded from the study that, a good leadership style increases organizational commitment of employees. High job satisfaction can improve the organizational commitment. Leadership style has a significantly effect on organizational commitment indirectly through the mediation of job satisfaction. Its means that a good leadership style increase employee job satisfaction, and higher job satisfaction can improve commitment. (4) Higher of job satisfaction directly affects to increase the organizational commitment of employee. (5) Job satisfaction has a significant effect both directly or indirectly through organizational commitment. It is means that high job satisfaction can increase organizational commitment of employee, as well as higher organizational commitment can increase job satisfaction of employee. Mediation effect shows that job satisfaction is full mediator on the effect of leadership style on organizational commitment. Therefore the results of this study revealed that job satisfaction has a stronger role compared the organizational commitment. Based these conclusions, it is recommended to leaders/supervisors and management in tertiary institutions to improve the organizational commitment and job satisfaction of employee. Therefore, organizational commitment can be improved through; (1) strengthen the emotional ties of employees in organization (affective commitment), (2) the feeling of losing the opportunity of employees leaving the organization (continuance commitment), (3) awareness of responsibility of employee to work (normative commitment). While job satisfaction of employees can enhanced through; (1) Development program of employee capabilities (the work itself), (2) the action standardize salary / wage (salary), (3) praise and promote employee job performance (promotion), (4) monitoring effective work (supervision), (5) strengthening teamwork (working group), (6) maintaining a work environment to be comfortable and clean (work condition).

### **Recommendation for practice**

This investigation has numerous functional outcomes. The discoveries of this research gave profitable information to educational leaders, policy makers and human resource developer programs on the most proficient method to inspire, support and create principles of HR advancement with the accentuation on enhancing, creating and expanding lecturer commitment to tertiary establishments in Nigeria.

### **Implication for Hrd**

This study improves the body of information on human resource development in educational settings. To the researches knowledge, few investigates can be found in Nigeria investigating hypothetical and

experimental of the elements of organization commitment and organizational commitment and their linkage. This exploration expands the current hypothetical and observational research and gives a more far reaching exact takes a gander at how the components were represented to in tertiary establishments in Nigeria.

The discoveries of this investigation give vital data to educational pioneers to comprehend the present status and relationship in elements of organizational commitment and organizational commitment in organization, especially, the tertiary organizations in Nigeria.

### **Limitations and Opportunities for Future Research**

This study has some limitations. (1) This research was conducted in a public tertiary institutions using employees (lecturers) as respondents, (2) this study is a cross-sectional, with process to collect data using surveys to analysis the effect of leadership style to the organizational commitment based on job satisfactions and perceptions on benefits of organization that very dynamic. Therefore, it needs to re-analyze the changes of variables studied. Based on limitations of this study, further study should develops the population of research in both of private and public tertiary institution in order to compare the dynamics of leadership styles, as well as it'll be developed construct variables, including indicators and items of statement.

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