Factors Affecting Organizational Commitment Among Academicians Of Tertiary Institutions.

[1]Oladipo Kolapo Sakiru,[2]Oladipo Temitope Busayo (Nee Adekanye), [3]Amer Hamzah Jantan
[1]Faculty of Educational studies, Department of Human Resources Development, Universiti Putra Malaysia.
[2&3]Putra Business School, Universiti Putra Malaysia

Abstracts

In terms of organizational commitment, the level of academic staff in Nigerian tertiary institutions has caused major worry among education stakeholders. This is because academic staff plays an essential role in the overall quality and standard of the nation's education. As a result, this study looked into the factors that influence organization commitment among Nigerian teachers in tertiary institutions in Lagos State.

However, research have revealed that not enough attention has been devoted to the predictor of organizational commitment. In the meantime, this study investigates holistically determining elements impacting tertiary institution organizational commitment in Lagos state, Nigeria. In this case, social exchange theory was applied to investigate the relationship. A cross-sectional, correlational survey design was adopted, and a standard self-administered questionnaire was used to collect data from 404 lecturers recruited from tertiary institutions in Lagos state, Nigeria, using the Cochran (1977) formula for sample size determination. For data analysis, descriptive analysis and Structural Equation Modelling (SEM) were used.

The study took a quantitative approach, employing a cross-sectional descriptive survey. A descriptive statistic method was utilized to analyse demographic data and to establish the level of the constructs in the study. Before fully utilizing the model, the researcher ensures that it meets the following acceptance goodness-of-Fit indices: 2 (720) = 1268.064, p=0.00, 2 /DF=1.761, GFI=0.867; TLI=0.957, CFI=0.960; IFI=0.960, and RMSEA= 0.043.

The study's findings revealed that the majority of respondents reported moderate responses to the constructs: Organizational commitment (Mean=3.17, SD=0.86), and leadership styles (Mean=3.55, SD=0.84). Organizational support is rated as modest (M=3.32, SD=0.81). These findings indicate that tertiary institution lecturers rated intermediate in explaining their leadership styles, perceived organizational support, and institutional commitment. Also The overall job participation satisfaction score is moderate (M=3.56 SD=0.90). According to the results of the structural equation model study, there is a positive significant association between organizational commitment. Leadership styles, perceived organizational support, and job involvement are all factors to consider.

Finally, it is suggested that practitioners, governments, and society place a strong emphasis on perceived organizational support, job involvement, and leadership styles in order to promote academic staff organizational commitment. Simultaneously, lower the turnover rate among tertiary institution lecturers in Lagos state, Nigeria. More focus should be placed on the development of lecturers in tertiary institutions. As a result, this study recommended that predictors of organisational commitment be improved more effectively in tertiary institutions in Lagos state, Nigeria. Creating a gap for future researchers by integrating empirically grounded findings with theoretical explanations from the literature makes this research distinctive.

Keywords: Organizational commitment, Academic staff, Tertiary institutions, and Perceived organizational support

----

I.   Introduction

Everyone's life revolves on education. It is indisputable that education helps to a country's development. As a result, the educational system must be deliberately structured in order to achieve the best results for all parties involved. Educators, often known as teachers, tutors, facilitators, or lecturers, are the key participants in the education profession. Regardless of their position or the institution where they work, educators bear significant duties in educating students. When it comes to professors, their responsibilities are extensive and demanding. Lecturers are required to do more than just offer lectures; they are also expected to provide professional consultations, perform academic research, and publish their results for the benefit of the community.

They must also keep up with new knowledge, technology, and practices in order to provide the greatest possible education to their students. Lecturers, like all people, face workplace discontent issues. If they are dissatisfied, they may not be devoted to providing the finest service. Furthermore, there is a chance that their organizational commitment will fall short of expectations. This would, of course, have further negative consequences for the university. As a result, there is a strong need to understand the elements that lead to organizational commitment among academics so that management may take steps to create a conducive working environment that meets their expectations(Ok sakiru et al, 2017).

Meanwhile, academic institutions are collaborating to attract and retain devoted lecturers within their programmes. Organizational commitment, notably in management, education, and health, is growing in importance in modern ages; as a result, it is regarded as one of the key factors of organizational survival (Ok sakiru et al, 2018). Overall, government decisions seek to provide excellent tertiary education to populations. Organizational commitment, on the other hand, is the most essential factor in determining an organization's outcomes. It is crucial to the performance, quality, and productivity of a company (Ok Sakiru, 2014). Workers that are committed to their organization have a strong desire to stay a part of that organization (Shah et al, 2012). Organizational commitment has been identified as a crucial human component and the primary predictor of organizational success (Alsiewi and Agil, 2014), as well as a role in encouraging university faculty to perform actions to attain desired goals (Dou et al, 2017). (Ahulwalia and Preet, 2017). It has become a current problem in a time when resources are few. Firms have been forced to focus on retaining and hiring high-quality staff while also sustaining employee morale due to a lack of resources (Chordiya et al, 2017).

Organizational commitment has been found to be positively related to job satisfaction, perceived organizational support, and leadership styles in educational contexts (Bogler and Somech, 2004). As a result, the best encounters for opposing managers of educational facilities are to recognize characteristics that are likely to contribute to organisational commitment within the employees and sort confident that individuals influences are engaged in the formu Furthermore, the introduction of new roles and responsibilities of tertiary institutions, as well as the desire to meet the high demands of admission in society at large, appears to have made the job of those in charge of academic operations more difficult and sensitive, as issues relating to future reforms should not lose track of evolving ideas, technical variations, and scientific alternatives. Furthermore, according to Johnson (2010), reforms in the higher education system and the desire to respond to the ever-increasing pressure to perform effectively and efficiently in the face of dwindling government funding have caused most tertiary institutions to review their structures and policies in order to improve organisational commitment of academic staff.

The failure or success associated with an educational procedure is definitely related to the acute parts lecturers participate in the HRD resourcefulness of the nation, to support viable monetary standing, higher labour eminence, and technological improvement (Coward, & Dormann, 2012). HR within the scholastic organization are instructors, teachers, lecturers and facilitators, that make up the primary resources along with the vital motorists in almost any scholastic organization and it growth (Anyebe, 2014).

Higher education in Nigeria is having a transformation consequently for the educational reform which aims to boost tertiary institutions effectiveness. Tertiary institutions in Nigeria remains prone to boost the teaching-learning process, be self-responsible with regards to academics stuffs funding, personal and universal matters administration and achieved needed standards and quality assurance. Therefore, old and new, public and private institutions are actually faced with a lot of challenges. To stick to reliance on the reform, Nigeria tertiary institutions have to depend heavily on their own academic employees. The commitment of Nigeria academician's for his or her particular organizations is contended to become significant aspect in achieving tertiary institutions success.

Workplace commitment is one of the most critical variables influencing staff productivity and motivation (Tolentino, 2015). Employee commitment in educational institutions is defined by their willingness to work extra hours as well as their performance (Jing and Zhang, 2014); student achievement and learning (McInerney et al, 2015), organisational goal success (Khalili and Asmawi, 2012), and overall institution success (Khalili and Asmawi, 2012). (Lovakov, 2016). Rasheed et al. (2013) found that organisational commitment is inversely associated to turnover intentions. Education institutions all throughout the world compete like corporations, and this shift influences faculty perspectives and the overall structure of the workplace. As a result, faculty personnel are under increasing pressure to stay and excel at their educational institutions. Teaching is seen as a noble occupation. A faculty member will be unable to honour their teaching career until and until they are content with their profession and have a favourable attitude toward their students and institutions (Chandel, 2017).

One of the most serious issues in any organizations is a lack of commitment. An organization's most valuable asset is a dedicated employee. As a result, maintaining these individuals is critical to the profitability of these firms (Ok sakiru et al, 2018). However, public universities in Nigeria face a lack of commitment (Ok sakiru et al, 2018). Committed employees are the backbone of any firm. The demand for trained and competent

employees has increased due to the rapid increase in the number of universities (public and private) in Nigeria.The higher education sector is worthy of investigation as a critical sector that is increasing productivity and professional expertise, attracting many lecturers and students with numerous connections to business and network pursuits, and strengthening the nation's capacity to compete in an unstable economic system (Ok sakiru et al, 2017). Personnel retention is crucial in organizations and establishments whose economic sustainability and survival are dependent on a limited pool of professional skills.

Statement of problem

Organizational commitment of academic staff appears to be one of the primary criteria for measuring the quality and level of any educational institution across the world. According to Ok sakiru (2018), highly committed academic staff is critical to the success of any tertiary institution. In other words, staff dedication is one of the most essential challenges in the higher education system. Similarly,stated that it is challenging for public colleges to retain their employees due to the availability of more options. Numerous studies in the higher education system have demonstrated the importance of organizational commitment, particularly in the Western environment (Nwanzu & Uche–Okolo, 2017).

According to Onoyese (2017), many reports over the last decade and a half have revealed alleged inadequate organizational commitment among academic personnel, despite persistent attempts by both government and other educational stakeholders to increase organizational commitment.

As a result, it appears that organizational commitment among academic personnel is underwhelming. The need for these coordinated efforts stems from the fact that the academic staff's lack of organizational commitment has major consequences for the institutions, the nation's educational standard and development, employees' and students' academic performance. Despite extensive research on organization commitment, "questions about the drivers of organization commitment remain unresolved" (Krishna & Casy, 2008). Furthermore, the data reveals that the relationship between organization commitment and predictors is irregular (Nwanzu & Uche–Okolo, 2017).

Objectives of the study

The study's objectives are:
1)   To ascertain the amount of organizational commitment, Job involvement, leadership styles, and perceived organization support among academicians at Nigerian tertiary institutions.
2)   Determine the association between job involvement, job satisfaction, perceived organizational support, and organization commitment among Nigerian tertiary academicians.

II.   Literature Review

Relationships between Job Involvement and Organizational Commitment

Several empirical studies have found a positive association between job participation and organization commitment. According to Ayers (2010), job participation is one of the predictors of organizational commitment. Job involvement has a significant association with organizational commitment, according to the findings of Salim et al. (2012) and Raymond and Mjoli (2013). In their study, Salim et al. (2012) investigated organizational commitment among college instructors. College teachers who are profoundly motivated and involved in their profession are less likely to quit and leave the organization, according to researchers (Ok Sakiru 2014). A person who is sincerely engaged to his or her job will inspire others to be equally committed to the organization. Job engagement is viewed as one of the essential aspects that contribute to organizational commitment among college lecturers in this study. Researchers have also shown a correlation between job involvement and organizational commitment, especially in the health care industry. Uygur and Kilic (2009) performed research on the extent of organizational commitment and job involvement among Central Organization employees. Sjoberg and Sverke (2000) discovered that nurses with a lower level of job involvement are more likely to be absent from work. It shows a notably low level of organizational commitment. Absenteeism among nurses is reduced, and organizational commitment is considerably increased, when nurses are strongly involved in their work. According to Moynihan and Pandey (2007), the relationship between job involvement and organizational commitment is only moderately positive. The interplay between organizational commitment and work involvement has a significant impact on the organization's turnover rate, regardless of tenure, marital status, or gender. Previous study indicates a link between job participation and organizational commitment (Mohsan et al., 2011). Employees who are more involved in their occupations are more likely to love their work. Employees who are more involved in their jobs and have a higher level of organizational commitment are more likely to be motivated.

Relationships between Job Satisfaction and Organizational Commitment

Many previous research have been conducted on the relationship between work satisfaction and organizational commitment. Salim et al. (2012) and Chiu Yueh (2000) discovered that one of the most important criteria in predicting an individual's organizational commitment is job satisfaction. However, a number of academics have stated that their experiments had varying results. Lumley et al. (2011) established a link between work satisfaction and organizational commitment. According to experts, when employees are mentally challenged and given the opportunity to apply their talents and experience to solve work functions, their job happiness increases. The basic notion is that in order to achieve the organization's goal, employees would work more and perform better. As an employee achieves the organization's goal, they develop a sense of success and a strong emotional attachment to the organization.

According to Ok Sakiru (2017)'s research, there is a lack of dedication among NigerianLecturers in Nigerian tertiary institutions. According to the survey, job satisfaction has a major impact on the dedication of Nigerian Lecturers. For example, monetary benefits. When there are no monetary advantages, Nigerian lecturers' job satisfaction decreases, and this leads in a reduced degree of organizational commitment among Nigerian instructors. Despite the findings of the above studies, other research indicates that there is no causal association between organizational commitment and job satisfaction. Researchers go on to say that inconsistencies in results are often related to different metrics employed in job satisfaction and organizational commitment. Yogesh et al. (2010) performed research among employees at a certain organization for their study. According to the researchers, target respondents from diverse backgrounds or demographic variables will have varied opinions of the relationship between job satisfaction and organizational loyalty. As a result, it generates divergent perceptions of job satisfaction and has a detrimental impact on organizational commitment. Furthermore, some research studies have found strong evidence that job satisfaction promotes organizational commitment favorably (Donald, et al., 2016, Malik et al., 2010). Malik et al. (2010) found that work satisfaction among academicians in Pakistani private universities is positively connected to organizational commitment. Employees who are happy with their jobs will be more committed to the organization. Employees' professional teaching abilities and practise will improve as a result, and they will be more likely to connect to and stay with the organization.

Relationships between Perceived Organizational Support and Organizational Commitment

The bulk of empirical studies reveal a relationship between perceived organizational support (POS) and organizational commitment. According to Noordin et al. (2010), there is a link between perceived organizational support (POS) and three organizational commitment characteristics: affective commitment, continuous commitment, and normative commitment. According to the data, affective commitment has the highest score, followed by continuation commitment and normative commitment. Employees who receive a sufficient level of perceived organizational support, according to Ayers (2010), prefer to embrace oneself as a member of the organizational team. Employees feel a sense of belonging in the organization as a result. This finding is also supported by the findings of Rhoades and Eisenberger's early research (2002). The findings show that when perceived organizational support (POS) increases, so does personal attachment to the organization. According to the findings of Mohammadpanah (2016)'s latest study, there is a significant association between perceived organizational support (POS) and organizational commitment. This current study on the association between perceived organization support (POS) and affective commitment is based on the social transmission hypothesis. According to the researcher, when an employee understands and appreciates that the organization cares about their well-being, the employee is more likely to form an emotional attachment to the organization. However, the findings also demonstrate that employees acquire a negative attitude about their jobs when they believe their employer does not appreciate their contributions or cares about their employee benefits. If an employee obtains a better job opportunity, they are more likely to leave the company. In contrast, if staying in the organization is necessary rather than elective. It signifies that the employee remains to work solely for the benefits provided by the organization or because the expense of quitting the organization is too expensive. The outcome suggests that the employee is not loyal to the organization or has a low emotional commitment to it. According to Salim et al. (2012), one of the key factors influencing organizational commitment is perceived organizational support (POS). The outcome revealed a relatively significant link between the two variables. Researchers conducted this investigation among academicians at MARA Professional Colleges. The findings show that perceived organizational support (POS) is significant in increasing organisational commitment. When an organization values its employees' contributions and looks after their well-being. Employees are more likely to provide high-quality teaching skills in order to fulfil the organization's goals.

Population of the Study
The sampling frame was obtained from academics working in six higher institutions in Lagos state, Nigeria. Academic personnel from the aforementioned universities are among the prospective population.

Sample size
The study included **404** lecturers from tertiary institutions in Lagos, Nigeria.

Sampling Techniques
Simple random sampling was utilized

Sources of Data
Questionnaire was used to gathered information for this study

Analysis of Result for objective 1
Level of organizational commitment, leadership styles, job involvement and perceived organization support

I
Table 1.1: Mean and standard deviation for related items to perceived organizational support   (n=404)

Item	Mean	SD
Organizational Commitment	3.17	0.86
Leadership Styles	3.63	0.93
Perceived Organizational Support	3.32	0.81
Job Involvement	3.56	0.90

Note: Low (1-2.33), Moderate (2.34-3.66), High (3.67-5).

The table above depicts tertiary university lecturers' perceptions of organizational commitment, leadership styles, perceived organizational support and job involvement at their institution. The findings suggested that the lecturers' perceptions of the four constructs were moderate. Based on the variables examined, this suggests that lecturers' perceptions were moderate in tertiary institutions in Lagos state, Nigeria.

Analysis of Result for objective 2:

Figure 1.1 Overall path model with standardized path coefficients

Table 1.2: Total direct effect of independent variables on DV

Path			B	β	S.E.	C.R.	P value
OC	**<---**	**POS**	0.119	0.154	0.04	2.966	0.003
OC	**<---**	**LS**	0.386	0.343	0.087	4.424	<0.001

According to the findings (Table 1.2), independent variables have a positive and significant impact on organizational commitment. Job involvement had the greatest influence (ß=.371, p0.01) among the independent factors, showing that respondents with a higher level of job involvement tend to have a higher level of organizational commitment. Leadership styles (ß=0.343, p 0.001) were the second most important predictor (ß=0.343, p 0.001), and they also had a positive and significant effect on organizational commitment, with respondents with greater levels of leadership styles indicating higher levels of transnational commitment. According to these data, perceived organizational support had a significant positive effect on organizational commitment (ß =0.154, p=0.003). The R^2=0.562 value for organizational commitment revealed that a combination of all independent factors can explain 56.25 percent of the variance in organizational commitment.

III. Conclusion

According to the descriptive statistics, all of the constructs investigated in the study are of moderate difficulty. Organizational commitment, perceived organizational support, leadership styles, and work involvement were all low. As a result, respondents with moderate levels of organizational commitment, perceived organizational support, leadership styles, job satisfaction, and job involvement are more likely than those with low levels to be dedicated to tertiary institutions. As a result, lecturers must develop a modest level of organizational commitment inside tertiary institutions by demonstrating a decent level of understanding of all structures examined.

The outcomes of the structural equation modelling study demonstrated a strong link between perceived organizational support and organizational commitment among tertiary institution teachers in Lagos state, Nigeria. As a result, better collaboration in perceived organizational support procedures promotes positive workplace behaviour among tertiary academic employees. The findings of structural equation modelling revealed a substantial association between work involvement and organizational commitment among Nigerian tertiary institution academics.

Organizational commitment is crucial in higher education institutions. A better level of organizational dedication or faculty behaviour would result in a higher level of education and students for the nation. This study looked at the factors that influence organizational commitment to higher education institutions in Nigeria.. Lecturers are critical to the growth and success of educational institutions. As a result, it is critical for tertiary schools to please lecturers so that they are immediately devoted to the organization. They feel happy, contented, and dedicated to the organizations if they are motivated by compensation and incentives. At the same time, it was discovered that when people are motivated, they try to improve the organization's effectiveness. Experienced lecturers can offer higher results and are more committed to the organization. This study will help academics, practitioners, and researchers understand the many aspects that influence organizational commitment of lecturers in higher education institutions. This research can be expanded by collecting quantitative data and testing the hypotheses developed in this study on the factors influencing faculty members' organizational commitment to any specific university or educational organization, and then analyzing the results using appropriate statistical techniques.

Contribution to HRD

The most difficult task in human resource management is creating techniques for improving employee performance and engaging them in such a way that they remain dedicated to the firm for a long period. Employees are critical to the organization's growth and success. Employee commitment to the organization is critical to the organization's success and growth. As a result, it is critical for firms to keep their employees satisfied so that they may demonstrate higher levels of commitment at work.

Thus, in order to ensure that lecturers are capable and willing to do their tasks successfully, administrators and management must be aware of and comprehend the aspects that influence lecturers' satisfaction levels, which in turn shed light on their organizational commitment level.

References

[1].   Adegboye, S. T. (2016). Lecturer's quality and students' academic performance of Colleges of Education. *Journal of Management Development*, 14, 90 – 95.
[2].   Adelakun, K. T. (2016). The influence of employee characteristics on job performance. *International Journal of Education Science*, 2(2), 81 - 86.
[3].   Anyebe, A. A. (2014). Nigerian University and Its Mandate in A Changing World. E-Bangi, 9(2)
[4].   Amusa, O. I, Iyoro, A. O., & Olabisi, A. F. (2013). Work environment and job performance of librarians in the Public Universities in South-West, Nigeria. International Journal of Library and Information Science, 5(1), 457 – 461.
[5].   Allen, N. J., & Meyer, J. P. (1996). Affective, Continuance, and Normative Commitment to the Organization: An Examination of Construct Validity. Journal of Vocational Behavior, 49(3), 252–276.
[6].   Awang, Z., Ahmad, J. H. and Zin, N. M. (2010). Modelling Job Satisfaction and Work Commitment among Lecturers: A Case of UiTM Kelantan. Journal of Statistical Modeling and Analytics, 1 (2), pp. 45-59.
[7].   Bilgin, N. & Demirer, H. (2012). The examination of the relationship among organizational support, affective
[8].   commitment and job satisfaction of hotel employees, Procedia-Social and Behavioral   Sciences, 51, pp. 470-473.
[9].   Blau, P. M. (1964). Exchange and power in social life. New York: Wiley.
[10].   Bogler & Somech (2004). Influence of Teacher Empowerment on Teachers' Organizational Commitment, Professional Commitment and Organizational Citizenship Behavior in Schools

[11]. Capelleras, J. (2005). Attitudes of academic staff towards their job and organization: An empirical assessment. Tertiary Education and Management, 11, 147-166.
[12]. Cochran, W.G., 1977. Sampling Techniques (3rd Ed.), John Wiley and Sons, New York, 428 p.
[13]. Coward, J., & Dormann, C. (2012). Psychosocial safety climate: Conceptual distinctiveness and effect on job demands and worker psychological health. Safety Science, 50(1), 19-28.
[14]. Hossaini, M. S., Amirtash, A. M., & Mozafari, A. A. (2005). Relationship, comparison and explanation of different leadership styles with organizational commitment among scientific boards of lecturers in Iran universities. Sport Sciences and Moving, 1(6), 83-94
[15]. Humphreys, M. & Hoque, K. (2007). Have the lecturers lost their voice? Involvement and participation in the devolved further education sector. International Journal of Human Resource Management, 18(7), 1199-1213.
[16]. Joolideh, F., & Yeshodhara, K. (2008). Organizational commitment among high school teachers of India and Iran. Journal of Educational Administration, 47,127-136.
[17]. Johnson, O. A. (2010). Role perception on professional development needs and job performance of academic staff in universities in south-West Nigeria (Doctoral thesis), University of Lagos, Nigeria.
[18]. Mohammed, A. M., & Abdullahi, Y. B. (2011). An evaluation of academic staff motivation, dissatisfaction and job performance in an academic setting. *Journal of Business and Management Research*, 1(9), 1-13.
[19]. Meyer, J. P., & Herscovitch, L. (2002). Commitment in the workplace: Toward a general model. Human Resource Management Review, 11(3), 299-326.
[20]. Meyer, J. P. & Allen, N. J. (1997). Commitment in the workplace: Theory, research and application. Thousand Oaks, CA: Sage Publications, Inc.
[21]. Meyer, J. P., & Allen, N. J. (1990). A three-component conceptualization of organizational commitment. Human Resource Management Review, 1(1), 61-89.
[22]. Mosadeghrad AM, Yarmohammadian MH (2008). A study of relationship between managers' leadership style and employees' job satisfaction. Int J Health Care Qual Assur Incorp Leadership Health Service 19: pxi–xxviii
[23]. Nwanzu, C. L., & Uche - Okolo, O. C. (2017). Influence of training and development on job performance among non - academic staff of Delta State Polytechnic, Ogwashiukwu. Nigeria African Journal for the Psychological Studies of Social Issues, 20 (2), 1 – 15.
[24]. Onoyese, A. (2017). Motivation and job performance of lecturers of tertiary institutions in Nigeria: Implication for counseling. Journal of Education Educational Research, 4(2), 280-290.
[25]. Riggle, R.J., Edmondson, D.R. & Hansen, J.D. (2009). A meta-analysis of the relationship between perceived organizational support and job outcomes: 20 years of research, Journal of Business Research, 62(10), pp. 1027-1030.
[26]. Rhoades, L. & Eisenberger, R. (2002). Perceived organizational support: A review of the literature. Journal of Applied Psychology, 87(4), 698-714
[27]. Sakiru, O.k, Ismi Arif Bin Ismail, Bahaman Abu Samah, Adekanye Busayo Temitope(2018). Relationship between Leadership Styles and Organizational Commitments among Lecturers in Public Universities: Job Satisfaction as Mediating Effect." IOSR Journal Of Humanities And Social Science (IOSR-JHSS). vol. 23 no. 3, 2018, pp. 45-53.
[28]. Sakiru, O.k, Ismi Arif Bin Ismail, Bahaman Abu Samah, Adekanye Temitope Busayo. (2017). Influence of Demographic Variable on Job Satisfaction Among Academicians in Public Universities. International Journal of Innovative Business Strategies (IJIBS), Volume 3, Issue 1, June 2017
[29]. Oladipo Kolapo Sakiru Olorundare Agbana Aishat, Abu Daud Silong, Turiman Suandi (2015). Leadership Styles of Managers and Employee's Job Performance in a Banking Sector. IOSR Journal Of Humanities And Social Science (IOSR-JHSS)20(11), 68-73
[30]. Oladipo Kolapo Sakiru, Jamilah Othman, Azahari Ismail, Jeffrey Lawrence D`Silva, Salami Dada Kareem (2014). Review of Leadership Theories and Management Performance in Organizations. Research Journal of Applied Sciences, 9(2), 60 - 65
[31]. Sakiru, O. K., D'Silva, J. L., Othman, J., Daud, S. A., & Busayo, A. T. (2013). Leadership Styles and Job Satisfaction among Employees in Small and Medium Enterprises. International Journal of Business and Management, 8(13), 34-41.
[32]. Sekaran, U. & Bougie, R. (2010). Research methods for business: A skill building approach (5th ed.). Chichester, West Sussex: John Wiley & Sons, Inc.
[33]. Wann-Yih, W. & Htaik, S. (2011).The impacts of Perceived Organizational Support, job satisfaction, and Organizational Commitment on job performance in hotel industry, The 11th International DSI and the 16th APDSI Joint Meeting, Taipei, Taiwan, July 12