Impact of leadership style on organisational commitment: the role of national culture in nigerian universities.

Abstract The study explore the role of national culture on the relationship between leadership style on organisational commitment of Lecturers in Nigeria. A sample of 300 respondents was analysed using the PLS-SEM path analysis and it is reveal that in a hierarchical society such as Nigeria culture is an important factor affecting the workplace. It is found that due to cultural inclination of the Nigerian context, transformational leadership is not in practice due to the pertanalistc system adopted in the organisation as a result of traditional believe of the society. The study recommends that for institutions to maintain stable workforce they should give preference to culture in order to develop high level of organisational commitment. Therefore, scholars are highlighted to give more emphasis to leadership in education more especially in Africa which is given less consideration.

Keywords: Transformational, Transactional, Leadership, Organisational Commitment, Nigeria.

Introduction

A considerable body of literature shows the linkage between leadership behaviour and organisational commitment. According to Dai et al. (2013) leadership enhance followers commitment, performance and inspire them to become motivated to supass their interest for the betterment of the organisation which is known to be practiced by transformational leaders (Wang et al., 2011; Iyoti & Dev, 2015). Leadership style is vital for organisational set up, particularly universities which require effective and committed lecturers to help in attaining the objective that set the institution (Arustei, 2013). Thus, in the twenty first centuary universities are compiting to be at the top list in the global ranking, with their products and services meeting the world standard (Jung & Yoon, 2013).

Furthermore, literatures indicate that leadership style increases employee energy as well as innovative ability toward organisational success (Mittal & Dhar, 2015; Xenikou & Simosi, 2006) and commitment which affect their performance (Feng et al., 2006). Accordingly the leader fairness theory posit that, leaders increases followers commitment, through ethics domain and argues that leaders motivate followers to go beyond their usual limit of ethics and justice (Den Hartog & De Hoogh, 2009; Trevino, Weaver & Reynolds, 2006). Hence, transformational style is set to argument transactional leadership in accomplishing high level of organisational effectiveness (Avolio & Avolio, 2011; Waldman, Bass & Yammarino, 1990) but yet considering both have impact due to cultural inclination of societies and different community (Al-Sarayrah, Obeidat, Al-Salt, & Kattoua, 2016). Understanding environmental culture provides insight on common variety of individual experience (Almajali et al., 2016). Societal norms and values plays significant role in organisational settings as well as management. However, literature show that results on consequences as well as antecedents of leaders behaviour lack consistency (Dia et al., 2013) as leadership style affects performance and others report mixed results on the relation (Avolio et al., 2009). It is argued that such inconsistency be tested on individual commitment at the organisational level. Furthermore, studies on factors affecting transformational leadership are limited (Avolio et al., 2009) and the mechanisms which affect level of employee commitment are not fully evaluated (Hamandez, Eberly, Avolio & Johnson, 2011; Avolio, Zhu, Koh & Bhatia, 2004). Additionally, leadership behaviour in organisations is culture specific as societies differ in relation to their norms and values (Masa’deh et al., 2016). As a result there is need to understand societal culture (Hofsted, 1984) as individuals have diferent ways in accepting innovation within the environment (Maqableh et al., 2014).

Nonetheless, study on Nigerian universities reveals that 85.6% and 7.9% of senior and junior lecturers leaves their job (Okoro, Omeluzor, & Itunu, 2014), as similar finding support the assertion (Usman, 1982) that 75% of lecturers leaves their institution for abroad between 1976 and 1981 which posses serious trait to educational development in the country (Mustapha & Bolaji, 2015). This indicates lack of commitment in universities which is attributed to poor leadership, general knowledge, resource constrains, competing priorities and academic silos among others (Ralph & Stubbs,
2014) that leads to producing unproductive/unskilful graduate (Mustapha & Bolaji, 2015). According to Pitan and Adedeji (2012) graduates skill mistach accounts for 60.6% with major weakness record in communication, critical thinking, analytical, numeracy and host of others.

The starting point of any effort to increase high-performance culture is to determine the most basic influence of behaviour (Gebler, 2012, p.33) and the very core performance challenges facing organisations are behaviour roadblocks in human personality. Being aware of such traits is an effective step in increasing employee commitment (Khoeini & Attar, 2015), hence, psychological literature shows that leaders are isolated and make decisions base on stereotypes leading to non participation of employees which affects their commitment (Gebler, 2012, p.43), due to high cultural inclination. Societies with high inclination to cultural values are classified as highly religious and indicates areas level of inequality which are institutionalized and inescapable within organisational settings. Hence, previous literature highlights the importance of culture (Ditomaso, Post, & Parks-yancy, 2007) as well as withdrawal behaviour from the organisation (Peretz, Levi, & Fried, 2015).

Therefore, to study leadership styles on employees commitment to the organisation can be well understood exploring other mechanisms that will enhance such relationship. Thus, evaluating middle managers leadership styles in the university and employee commitment based on the role played by national culture mechanism will have significant impact by contributing to higher educational literatures as well as the body of knowledge.

Organisational Commitment

Organisational commitment is develop on the premise that employee’s attach themselves to the organisation, identify with the values, goals and willingness to put extra effort to attain the desired state (Porter et al., 1974). Similarly, it entails active relationship with the institution which leads to enhancing organisational wellbeing (Mowday et al., 1974). Organisational commitment in university is crucial for achieving the objectives that set the institution because its success depends upon faculty ability to perform higher and help student excel. Accordingly, Aydin and others (2013) define organisational commitment as “a definite desire to maintain organisational membership, identification with purposes, the successes of the organisation, the loyalty of an employee and a willingness to exert considerable effort on behalf of the organisation” (p.628).

In line with the above, committed employee is hard working, less absenteeism, low intention to quit, enjoy high satisfaction and record high performance, while less committed are subject to high turnover, absenteeism, low productivity which increases the organisations burden and cost for recruiting new employees (Allen & Meyer, 1996; Mowday et al., 1982). Thus, Reyes (1989) pointed out some functions of teacher commitment by comparing committed to uncommitted. This functions are highlighted below:

I. Less tardy, hard worker, and less motivated to leave.

II. Exert more effort in order to attain the objectives of the institution

III. Perform his/her duties more effectively.

IV. Increases student commitment towards learning.

V. Trust and work towards institutional goals.

VI. Take away all personal interest and work for organisational goals.

VII. Remain with the institution willingly.

Therefore, committed employees are bounded by their occupation, students and institution. Additionally, they are willing to help their students to excel during their study and future. Practically, teachers are bounded by, climate change in school, student development and personal wellbeing as well as career enhancement. Teacher commitment is categorise into; commitment to teaching, student and profession (Elliot & Crosswell, 2002; Firestone & James, 1993).

Henceforth, it is regarded as shared organisational values, goals, objectives, exert extra effort, willingness to stay and construction of employee cohesiveness (Mowday et al., 1979). High loyalty of employee to their institution indicates high interest to institutional goals and willingness to exert extra effort in school affair. Lecturers commitment to teaching refers to the extent to which they concern about student performance, wellbeing and their job (Park, 2005). Commitment to teaching denotes “the extent to which a person identifies psychologically with his or her work, and wants to engage in the work of teaching.” (Razak, Darmawan & Keeves, 2010). Therefore, the current research evaluate organisational commitment from the three dimensions by Allen & Meyer, (1990) and are indicated below:

“Affective commitment reflects an emotional attachment to, identification with and involvement in the organization. Continuance commitment is based on the perceived costs associated with discontinuing employment with the organization. Finally, normative commitment reflects a sense of obligation on the part of the employee to maintain membership in the organization” (p.64-45).
Therefore, acknowledging the fact that universities in Nigeria are facing organisational turbulence as employee retention and turnover, taking an appropriate measure to develop organisational commitment becomes an important issue for the development of the institutions.

**Transformational leadership style**

Studies on this leadership style prove to be promising. According to Bryman (1992) various organisational literatures indicates that this leader behaviour is positively connected with subordinates’ self-evaluation as well as job performance. As such they help in building employee level of commitment in various ways. This became a role model to his followers by being consistent and builds higher level of commitment to organisational goals (Bass & Riggio, 2014). Transformational leaders should have strong influence on moral commitment, continuance and normative commitment. Moreover, to gain employees trust and ensuring their integrity as well as dedication, transformational leaders seem to be fair in treatment and demonstrate or have hope in his followers through empowering them. Hence, shows concern by building trust on their followers through self-sacrifice behaviour (Conger & Kanungo, 1998).

Transformational leader influences employees’ base on a set of behaviour as; idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration (Bass & Avolio, 1994). Hence, through this behaviour he motivates his followers to accomplish organisational goals as well as high levels of efficiency (Bass & Avolio, 2004). This dimensions highlighted above are describe as:

*Idealized influence denotes employees’ ability to emulate the behaviour of their superior and standards are committed to the vision of the leader and develop high degree of respect (Bass & Avolio, 2004). Inspirational motivation reflects the leaders’ ability to inspire followers through building confidence, developing enthusiasm and group determination (Chan & chan, 2005). Intellectual stimulation however, provides followers with challenging task; thereby leaders stimulate and inspire employees to develop solution via thinking critically and creatively (Kirkbride, 2006). Finally, leaders assign responsibilities to stimulate learning, coaching and consider each employee individually (Bass & Avolio, 2004).*

Therefore, literature reveals that the Full Range Leadership model posit that transformational style is the most effective model in boosting employee morale at workplace (Avolio & Bass, 1991; Álvarez, Lila, Tomás, & Castillo, 2014), but this might be different considering other context of study. For example in context were culture is considered an important pillar in the society (strong hold on cultural values) like societies where unequal distribution of power is considered normal and acceptable, within this the leaders transactional style is perceived to be more effective when managing subordinates’ (Álvarez et al., 2014).

**Transactional Leadership Style**

Bass (1985) proposed the transactional style which is developed through certain exchange between the leaders and followers. This exchange is agreed upon rewards and punishment depending upon the satisfaction of the leader by the followers’ contribution or otherwise (Bass & Avolio, 1994). Transactional exchange is valued to advance both parties requirement (Ivery & Kline, 2010). Employees try as much as they can to fulfil their duties to avoid being punished for non-performing (Yahaya & Ebrahim, 2016). Hence, this style is realistic due to consideration given on meeting organisational goals.

Literature has argued that transactional leaders are not concern about followers personal development (Northouse, 2016), but they are transaction-oriented concern only about accomplishment of organisational goals. They focus on giving rewards and clarifying responsibilities in order to attain high level of performance and award punishment for poor performance (Burns, 1978). Leaders reward the followers for behaviours and for performance that meet with the expectation of the leaders (Bass and Avolio, 1994; Northouse, 2016). Hence, they employ their authority to influence their followers to achieve organisational objectives (Bass, 1985). Additionally, employing this style encourages employees through offering certain privileges such as rewards (pay or recognition) in return for a job well-done (Yulk, 2010). This leads to producing high organisational commitment by the employees and achieving the desired state expected by the leaders. Therefore, Yulk (2010) affirm that exchange relationship between leaders and followers may not likely to produce high level of commitment among the employees. Thus, transactional style is described based on the dimensions below:

*Contingent reward is the exchange process between leaders and subordinates. Leaders and subordinates negotiate about the task outcomes to be accomplished as well as the rewards for the accomplishment of the task. In contrast, both active and passive management by exception leaders act as monitors and intervene only in exceptional circumstances (Boerner, Eisenbeiss & Greisser, 2007). Management by exception is a practice where leaders intervene to correct follower...*
performance either in anticipation of the problem (active management by exception) or after the problem occurs (passive management by exception).

Therefore, transactional leadership plays a crucial role in societies with high inclination to culture such as those that are highly hierarchical. Theories developed within a particular region may not necessarily feet in different context. Most studies on leadership behaviour were conducted in the western culture and within the premise of political influence (Burns, 1978). It is important to understand the applicability of such theoretical assumption in different context so as to understand how environmental factors play role in developing a theory.

Transformational leadership style and organisational commitment.

Literatures on transformational style have proven to be rather promising. According to Bryman (1992) organisational literatures indicates that transformational style positively influence followers’ performance, as a strong correlation was found between the two factors (Dumdum et al., 2002). Furthermore, transformational style affects employee commitment through emulating leaders, identifying goal and valuing leaders (Top, Tarcan, Tekingunduz & Hikmet, 2012). In the same vein, leaders are consider as role models who exhibits consistent behaviour that influence follower commitment (Bass & Riggio, 2006), have strong impact on employee affective commitment and affected by transactional leaders. A study on principal leadership style in Turkey by Aydin et al., (2013) reveals that the fixed model effect on transformational style is associated with affective and normative commitment (0.48, 0.55), therefore argues that increase in transformational style can influence commitment in the same way.

Leaders employing this approach support employees to adopt a unique way of thinking, involve them in making decision and consider employees individually to increase their potentials (Bass & Avolio, 1994). Similarly, supporting employees to adapt to new ways in facing their job and identifying their needs, leaders will encourage them to participate in their work which will result in high level of commitment (Walumbwa & Lawler, 2003). Hence, literatures indicates that organisational commitment is higher were leaders support participation of followers in making decision (Rhodes & Steers, 1981), stressed consideration (Bycio, Hackett & Allen, 1995) and concern with employee development (Allen & Meyer, 1996).

However, transformational style is linked with organisational commitment both empirically and conceptually, but still some mechanisms need to be explored to enhance the previous findings as well as inconsistencies in literature (Dia et al., 2013; Avolio, Zhu, Koh, & Bhatia, 2004). Furthermore, studies evaluating the mechanisms through which transformational leaders enhances employee level of commitment are few (Kark & Van Dijk, 2007) and called for understanding the moderating or mediating role that would increase employee outcomes (Avolio, Walumbwa & Weber, 2009), as such literatures evaluating the moderation or mediation mechanisms are still needed (Walumbwa et al., 2008). Thus, previous study findings are mixed (Avolio et al., 2009) and needed more literatures to understand the theoretical stance. Therefore, the study hypothesis;

H1: There is significant positive relationship between transformational style and organisational commitment.

Transactional leadership style and organisational commitment.

Transactional style is seen as contingent reinforcement of employees based on performances. It motivates subordinates through appealing to their personal desires on instrumental economic rewards (Men, 2014). Transactional leaders generally use bureaucracy, policy, power as well as authority to control, this style is occasionally referred to as authoritative style (Bennett, 2009). Previous leadership researchers (Bass, 1985) have identified contingent reward, which involves leaders clarifying roles and task expectations and providing contingent rewards on the fulfillment of contractual obligations, as the main behaviour that represent transactional leadership because it “captures the exchange notion fundamental to transactional leader behaviour” (Podsakoff et al., 1990, p. 113).

It is apparent that previous study on transactional style has an effect at both the individual and organisational levels (Yukl, 2006). Transactional style represents active form of strategic leadership which is important ingredient in achieving organisational effectiveness (Bass, 1990; Bass & Avolio, 2000) and more common than transformational leadership (Liu et al., 2011). Howell and Avolio (1993) and Lowe et al. (1996) suggest that both leader and follower reach an agreement concerning what subordinates receive for achieving negotiated level of performance. For example, Walumbwa et al. (2005) observe that leaders assign agreement on what needs to be done and promises rewards for follower satisfactorily on certain assignment.
Therefore, transactional style affects employee level of commitment to the organisation (Rangriz & Mehrabi, 2010; Avolio et al., 2004; Walumbwa et al., 2005). Similarly, transactional style motivates followers by offering some form of satisfaction based on need such as reward in return for good job (Sadler, 2003; Yulk, 2014). This leads to employees producing results expected by their leaders expect. However, subordinates fulfil leaders’ requests due to exchange offered, not because they are devoted to their jobs. Yulk (2010) argued that this exchange process is not likely to produce passion and commitment among followers. Hence, the study hypothesis that;

H2: There is significant positive relationship between transactional style and organisational commitment.

National Culture

Culture is a key environmental factor which shapes people’s attitudes, perceptions, dispositions as well as behaviours. Culture is “the training or refining of one’s mind from social environments in which one grew up” (Hofstede 2014). This is because workplace interaction is seen as a social exchange and culture influences norms, roles, and expectations of these relationships. Furthermore, culture influences the types of social engagement and disengagement emotional processes which individuals experience (Kitayama, Mesquita, & Karasawa, 2006), hence this is critical in understanding organisational commitment in the workplace. The ways in which social interactions is perceived and explore differs across countries and organisations, due to differences in value systems. Therefore, this study seeks to evaluate how such ingrained culture difference will contribute to the adoption of the FRLT in Nigerian context.

Chong and Thomas (1997) examined employees’ perception on leadership style and found that leader’s and followers’ culture affects satisfaction. Leadership model held by members of different culture appeared to have culturally based differences. The study reveals that the complexity of cross-cultural leadership and the need to consider the effects on both leader’s and followers’ relationships. Hanges and others (2000) indicate that culture, leadership and follower’s self-concept affect behaviour. Popper and Druyan (2001) examine followers' cultural background and its effect on their perceptions of leadership and suggested that future formulations of leadership models in organizations should consider the cultural implications to the survival of organisational employees.

For purpose of this study two widely recognized dimensions of culture: collectivism and power distance were considered. Collectivism refers “a tight social framework in which people distinguish between in-groups and outgroups, they expect their in-group to look after them, and in exchange for that they feel they owe absolute loyalty to it” (Hofstede, 1992, p. 45). Power distance on the other hand refers to “the degree to which a community accepts and endorses authority, power differences, and status privileges” (Carl, Gupta, & Javidan, 2004, p. 513). Schwartz (1994) used the term hierarchy acceptance of differences in status and power across social roles and willingness to comply with the obligations and rules associated with those roles. Therefore, the current study will explore the moderating role of national culture from the two dimensions stated to understand how the FRLT will help in boosting employee organisational commitment in Nigeria. Hence, the study hypotheses;

H3: culture moderates the relationship between transactional style on organisational commitment.

H4: culture moderates the relationship between transformational style on organisational commitment.

School Leadership

There is a growing body of literature on school leadership (Leithwood & Jantzi, 2002; Saeed, Gelaidan, Ahmad, 2013; Raman, Mey, Don, Daud & Khalid, 2015) and emphasize on the importance of transformational leadership for school managers. This is due to its importance in enhancing employee commitment. Hence very crucial for organisational success (Bass, 1990) and student achievement as well as teachers commitment. In the past, lecturers role been encouraging and developing students potentials, but today as changes occur like development in information technology, relationship with the Gen Y generation, community as well as parents among others poses serious challenges to facilitators in universities to input higher commitment. Hence these development challenges lecturers wellbeing as well as competence, particularly when they experiencing stress, burnout, intension to quit and attrition (Pillay, Goddard & Wilss, 2005).

Noordin et al. (2008) assert that transformational leader behaviour is needed to enhance teachers commitment and also lack of recognition and support of followers by their leaders affect level of commitment negatively (Elliott & Crosswell, 2001). Furthermore, commitment to the organisation is the backbone of successful organisations and teacher commitment is the key to the success of any educational institution (Crowley et al., 1998). Similarly, transformational style motivate followers to embrace organisational
objectives as well as preferences (Ross & Gray, 2006) and also engage them to become more productive thereby leading to organisational effectiveness (Nguni, Sleeger & Denessen, 2006).

Several theories of leadership are grounded on the basis of three dimensions as: a process, personality characteristic and as certain behaviour. Virtually all the dominant theories reveal that to some degree “leadership involves persuading other people to set aside for a period of time their individual concern and to pursue a common goal that is important for the responsibilities and welfare of a group” (Hogan et al., 1994). Leaders develop vision in the mind of their employees to attain the organisation goals which further strike a balance the institution and the followers need (Jung et al., 2010). Hence, it involves idea initiation from both the leader and follower through the ability to getting things done via assistance and cooperation of the employees. Good leadership may be articulated as a collection of concepts, principles or practices that indicate the act of decision-making, giving directions to subordinates which inspire them to work as a team and enthusiastically in order to change condition and achieve the organisational goals.

Sergiovanni (1991) argues that academic leadership is no longer viewed as the practice of policy implementation and system maintainance which the leaders must put in place strategies, processes, and set new direction for success of educational system. Leadership in education must include awareness of the environment in which work takes place, capacity for formulating suitable attitudes, behaviour, and wide range of evaluative procedures to measure the effectiveness of both the leadership and those being led (Alounge, 2006).

Leadership development over time has taken different dimensions from the traditional approache to the contemporary perspectives of leadership (Yulk, 2010). Literatures over time has shown a variety of leadership behaviour (Peretomode & Chukwuma 2012). However, drawing on evidence from both literature and observation it is unlikely that there is ‘one package’ for leadership, one theory or model to be learned and applied in unrefined forms for all schools and in all contexts. Thus, there is no all purpose recipe for educational leadership; what’s right for one context or individual might be different from what’s right for another context or individual (Riley & MacBeath, 2003).

However, for educational success and increased faculty commitment as well as student performance, leadership is needed to boost performance. The increase in examination malpractice, failure of public schools and poor educational outcomes are all attributed to lack of effective leadership, hence appropriate leader behaviour can enhance greater effectiveness and improve educational outcomes.

Conceptual Framework

Reviewing prior studies and gaps in the literatures evaluated, the current study develop a conceptual framework illustrating the moderating role of culture on the relationship between transformational and transactional leadership styles on organisational commitment of lecturers in Nigerian universities, as shown below:
Methodology
The study adopts the positivist approach to investigate the problem stated. According to Scotland (2012) affirmed that scholars can study social reality independently and that social phenomena can be investigated quantitatively to determine its causal effect among the variables through correlation (Creswell, 2009). Therefore, for value-free science and statistical test employ the quantitative methods and also replication of previous findings (Nueman, 2011). Furthermore, the current study will adopt the Multi factor Leadership Questionnaire (MLQ) by Bass and Avolio (2004), Organisational Commitment Questionnaire (OCQ) by Meyer, Allen and Smith (1993) and the National culture survey by Yoo, Donthu, and Lenartowicz (2011).

Previous studies employ the use of various statistical packages such as SPSS, AMOS and host of others, hence reports inconsistent findings and reports on small sample size. The current study will employ the Smart PLS to study the theoretical issues. Chin (1998) argues that depending on the measurements and theoretical knowledge PLS more appropriate for analysis and minimize sampling limitation (Wong, 2010; Hoyle, 1995). Therefore, PLS will be employed because of its power of prediction-oriented on the existing theory (Hair, Sarstedt, Ringle, & Mena, 2012).

Result and Findings
The study analyse the data with a sample of three hundred (300) respondent out of which 190 were male and 110 female. The greater portion of the respondents were in the carder of Assistant lecturers (Master Degree), then followed by Graduate assistants (Bachelor Degrees) and the least were the PhD holders. Around 87% of the sample likes there job and only 13% dislike and wish to quit for a better job. The majority of the respondent are between the age of 25-35, followed by those of 36-46 and the least is 46 and above. The study reveals that shortage of qualified manpower in the university system in Nigeria is due to the inadequate number of PhD holders in the system. This is a major concern which highlights that even though employee like their job, but the rate of living the universities cripple the number of qualified teaching staff in the institutions. This will affect the products quality to contribute positively to the development of the nation atlarge. Many employers have challenged the quality of Nigerian graduates from home institution to be able to critically think, develop good problem solving skills and others (Pitan, 2012). Hence, institutions need high quality employees from different specialization to man the universities as higher degree qualification to teach is ability to carryout research and impact knowledge to students base on the trend world wide.

Furthermore, the study ensures that the data was reliable through computing the Cronbach alpha statistical coefficient. Nunnally (1978) posited that reliability coefficient has to meet an acceptable criterion of 0.70 which all the study variables attained. The correalional and regression analysis was done with the use of PLS-SEM path modelling to test the study hypotheses. The result in the study reveals leadership style influences organisational commitment of employees in the organisation with the use of PLS-SEM path analysis. PLS-SEM path analyses evaluate the relationship between the two leadership styles on organisational commitment extracted from the FRLT (Avolio & Bass, 2004). The PLS-SEM modelling was employed to assess the validity and reliability of all indicators as well as determining the relationships and moderating effect of national culture. The AVE for all the variables: culture, commitment, transactional and transformational (0.69, 0.51, 0.54, 0.51) respectively. Furthermore, Cronbach alpha is 0.79, 0.81, 0.71 and 0.86 respectively indicating reliability of the variables (Hair et al., 2012) and all the factor loadings of the variable were greater than 0.50.

Organisational commitment in the study according to previous researches (Steyrer et al., 2008) all the reverse items were deleted and the construct is treated as a single-dimension. Testing the study hypothesis with the Smart PLS-SEM according to Hair et al. (2014) path coefficient measures the significance of the model and indicates strength of the relations among the variables. Therefore, the hypotheses were tested through the structural model assessed by the t-value of 5 percent and above (Hair et al., 2012). The result of the hypothesis is shown below:

<table>
<thead>
<tr>
<th>Hypotheses</th>
<th>Relationships</th>
<th>Beta</th>
<th>Std Error</th>
<th>T Statistics</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>H1 TRANS -&gt; COM</td>
<td>0.384</td>
<td>0.047</td>
<td>8.029</td>
<td>Supported</td>
<td></td>
</tr>
<tr>
<td>H2 TRANSF -&gt; COM</td>
<td>0.301</td>
<td>0.056</td>
<td>5.375</td>
<td>Supported</td>
<td></td>
</tr>
</tbody>
</table>

Note: ***Significant at 0.01 (1-tailed).
From the table above it is seen all hypothesis were supported in the study. H1 posits that transformational style significantly relate to organisational commitment, this is supported with the t-value of 5.375 at 1 percent level of significance. This result is similar with previous studies were they found that transformational leadership influences employee commitment to their organisation (Saeed et al., 2013; Bushra et al., 2011). Additionally, H2 is also supported with the t-value of 8.029 at 1 percent level of significance. The findings is similar with previous literatures which opined that transactional leadership is seen as a give and take or reward and punishment style that tries to extract all the good from its employee and reward for goal attainment as well as punishment for otherwise (Jackson et al., 2013; Shin, 2013).

On the other hand, the study tested the moderating role of national culture (Kirkman, Lowe & Gibson, 2006) on the study variables to understand the applicability of the FRLT in the context of Nigerian environment and strengthen the inconsistencies found in the literature. The table below indicate the moderating effect on the study constructs to the dependent variable;

<table>
<thead>
<tr>
<th>Hypothesis</th>
<th>Relationships</th>
<th>Beta</th>
<th>Standard Error</th>
<th>T Statistics</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>H3 TRANSF*CUL-&gt;COM</td>
<td>0.220</td>
<td>0.057</td>
<td>3.83</td>
<td>Supported</td>
<td></td>
</tr>
<tr>
<td>H4 TRANSF*CUL-&gt;COM</td>
<td>-0.226</td>
<td>0.200</td>
<td>1.13</td>
<td>Not Supported</td>
<td></td>
</tr>
</tbody>
</table>

Note: ***Significant at 0.01 (1-tailed).

From the table above, the result reveals that national culture moderates the relationship between transactional leadership and organisational commitment at 1 percent significance level of t-value 3.83. On the other hand transformational leadership was not moderated by national culture, this is because in social sciences 10 percent level of significance is not accepted and the result is even less than the required 1.30 percent significance level. The result of the study is very important for academics to understand the importance of understanding the role culture plays in developing organisational commitment in the workplace. It is very crucial to understand the context in which research is conducted, this led to the discussion on why transactional style is moderated by culture and transformational leadership is rejected.

Discussion of Study Findings

Base on the findings of the study, there is a significant relationship between transformational leadership and organisational commitment. Transformational leaders are known to behave in a ways that support their subordinates’ commitment to their organization and motivate them to achieve organizational goals (Yukl, 1994), raise and develop employees interests (Bass, 1990). Finding a significant relationship between transformational leadership and organisational commitment assumes that in the case of employees believe that leaders pay attention to their interests which leads to attainment of unexpected outcome. As increased, they became well integrated in the organization. Due to enabling integrity, leaders encourages followers to enhance their performance through considering them individually and giving them upper hands in trying to overcome problem faced by the organisation. This implies that the leaders who give advices, supports, and pay attention to the individual needs of followers will enhance the level of organizational commitment of the employees (Kent & Chelladurai, 2001).

Furthermore, the study found that transactional leadership is significantly related to organisational commitment. This type of leaders employs the stick and carrot approach in dealing with their followers to extract high level of commitment. They get rewarded for a job well done and on the other hand get punished for poor performance. Leadership style within the workplace is the main factor in building organizational commitment of employees. It is important for one to consider that when talking about leadership style, it does not stop on the leader but the part below the leader. Leadership style include; the way leaders respect and show concern to the employee, the way they talks and have conversation with the employee, made decision and articulate a vision and so on. Therefore, this significant relationship between transactional leadership and organisational commitment is well-established in literature (DeGroot et al., 2000; Rangriz & Mehrabi, 2010). Many studies have investigated transactional leadership and organisational commitment and found consistent significant association between the two constructs (Avolio et al., 2004; Bono & Judge, 2003; Dubinsky et al., 1995; Dundum et al., 2002; Walumbwa & Lawler, 2003; Walumbwa et al., 2005).

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Interesting to note in these study is that culture played an important role in predicting organisational commitment. The study found that culture does not significantly moderate the relationship between transformational style and organisational commitment. This reveals that societies with high power distance are collectivist (Hofstede, 1992) in nature and translate that within the context transformational style may not be supported. According to Jogulu (2010) this societies turn organisations into family where the leaders became head and employees be members. He perceived this as paternalistic approach in running organisations. This affect the input of followers as they are not encourage to partake in decision making, problem solving as well as critical thinking to help organisation break through its challenges. Furthermore, high inclination to culture may affect employee commitment through increase in turnover and poor attitude to work. Leaders within this frame dominate the working environment with absolute control over all decision, as professional within the university employee expect fair treatment and taking alone, participation is much important to them and inequality is a threat to development. Hence, workplace needs the contribution of each and every employee and universities needs commitment staff to boost teaching and research as well as development of the nation at large.

However, culture is found to moderate the relation between transactional style and organisational commitment. The findings indicate that societies with high cultural inclination are considered as traditional in nature and inequality becomes an institutionalized and inescapable tradition (Hofsetede et al., 2014). Cultural acceptability in this contexts were considered normal part of the society, transactional leaders feet in this situation because they give reward and punishment (Jogulu, 2010). This appears to be a strong culture-specific influence in the nominated style of leadership. This is because in collectivist cultures, people like to pay greater attention to in group harmony and maintaining relationships. Subordinates tend to avoid direct debate and get through tasks quietly because leaders set clear expectations of how roles should be enacted. Managers are viewed as authority figures in organisations and open discussions on conflicts are not encouraged. Such role expectation creates a propensity for Nigerian leaders to lead in a transactional manner, because their values and beliefs influence their behaviours and identify leadership actions that are legitimate. This further reveals acceptance of a paternalistic style of a leader-subordinate relationship which is culture-specific. Leaders feel comfortable in leading in a transactional manner by being more directive or setting clear limits and expectations to their followers because of the identified societal value of “paternalism”. This assertion supports other empirical studies (e.g. Abdullah, 2001; Redding, 1990) where paternalistic leadership is perceived positively. Therefore, the result reveals that context played an important role in the development of organisational commitment which needs to be given considerable attention.

Conclusion

The study highlights that literatures reveals leadership styles are universal and beyond cultural boundaries due to the generality and acceptability of management practices and similarities in educational training and industry-specific. Javidan and Carl (2005) opined that leadership styles are common set of attributes which highlights human nature and need self-actualisation as well as achievement (McClelland, 1961; Maslow, 1954). This study presents the scenario that leadership styles and behaviour are culturally biased and there is need to learn new behaviours and skills when leaders operate in different cultural environments. Furthermore, it is found that context is an important determinant of how leadership should be practice and considering these will help in retaining workforce. This will in the long run help management to boost commitment to the organisation and reduce the rate of turnover intention among employees. Therefore, it is recommended that further research should systematically examine this possibility to ensure the role played by culture in exploring the Full Range leadership model and also explore the leadership avenues in the institutions of higher learning due to few relevance given to the area in Africa (Fourie, Merwe & Merwe, 2015).

Reference


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