



ACADEMIC LEADERS' LEADERSHIP STYLES AND TEACHERS' ORGANIZATIONAL COMMITMENT AT BULE HORA UNIVERSITY

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The organization's leadership style plays a critical part in mobilizing, motivating and focusing the employees in achieving its tasks. The commitment and maximum utilization of an organization's human resource among others accelerates the achievement of the organizations' vision, missions, goals, and values. This study aimed at investigating the relationship between academic leaders' leadership styles and teachers' organizational commitment at Bule Hora University. A correlation research design was employed. Out of 705 target population of teachers, 255 teachers and 67 academic leaders, totally 322 respondents were selected using simple random and availability sampling techniques respectively. Multi-Factor Leadership Questionnaire (MLQ) and Organizational Commitment Questionnaire (OCQ) were adapted for data gathering instruments. Pilot Study was conducted to check the internal consistency of the items using Cronbach Alpha. Data were collected from academic leaders (deans and department heads) and teachers of Bule Hora University. The participants completed the Bass and Avolio (2000) Multifactor Leadership Scale and Allen and Meyer (1996) Organizational Commitment Scale, which considered leadership styles as comprising of transformational and transactional leadership. Both descriptive and inferential statistics were employed to answer the basic questions. Then data were processed using a computer program such as SPSS v.20 and STATA software, and analyzed by descriptive statistics, Pearson's product-moment correlation (r) and multiple regressions. The descriptive analysis results revealed that the practice of both transformational and transactional leadership styles was low while continuance commitment was the dominant component of teachers' organizational commitment observed in the university. The correlation analysis further revealed that there was a strong, positive and significant relationship between transformational and transactional leadership behaviors of leaders with all dimensions of organizational commitment. Moreover, the regression analysis indicated that transactional leadership style predicts more teachers' organizational commitment. It was concluded that it would be difficult to achieve the overall goals of the university with the existing leadership style being used and teachers' commitment in the university. Thus, the study suggested different approaches to improve the existing leadership skills and teachers' organizational commitment in the university under study. Finally, for university leaders, in order to function in the most effective way, it is recommended that academic leaders must avail themselves to improve organizational commitment of teachers. To do this, firstly, emphasis should be given on regular leadership training for department heads and college deans within the university on how to make use of different leadership styles to enhance teachers' commitment.

Key Words: Leadership style, Organizational commitment, Transformational, Transactional, Affective, Continuance and Normative Commitment

INTRODUCTION

Background of the study

In today's world leadership plays an important part in the wellbeing of the society not only in terms of organization's success but also in establishing and identifying personal skills and hidden qualities which can benefit the society as a whole. In this seminar, the focus was on higher institutions and how the public universities are following the leadership styles and making teachers stay committed most valuable assets of an organization.

In this study, the importance of academic leaders' leadership styles in connection with teachers' organizational commitment in higher institutions of Ethiopia particularly Bule Hora University. Organizational commitment is a very strong term that is easy to observe but very critical in the real implementation. For any employee, it is not easy to commit to an organization for over years. These days everyone looks for the better opportunity and moves out whenever a better alternative comes in the way. So in this study, the academic leaders leadership styles and how does it affects the teachers' organizational commitment in a context of Bule Hora University were focused.

It describes a full range of influencing styles from non-leadership to powerful transformational leadership behavior. The model comprising three typologies of leadership behaviors: Transformational, Transactional, and non-transactional laissez-faire leadership.

Moreover, Leadership is one of the world's oldest and most topical issues. The importance of good leadership in producing what is required of an organization is accepted unquestionably, from corporate enterprises to educational institutions. Its key role within the changing education systems of different countries has been acknowledged over the past decade or so. Leadership is believed to exist at every level throughout an organization and usually includes management tasks.

In this regard, two important elements this study focused on were how leadership style matters in the organizational commitment of academic staff in higher education institutions. So, leaders can influence the behavior of their followers through the use of different styles, or approaches, to managing others. For the past three decades, a pair of predominant leadership styles (transactional and transformational leadership) has received a significant amount of attention (Abdulkadir Mohamud Dahie, 2017). Hence, in this study these two main leadership styles were focused and how these different styles have been affecting the teachers' commitment at Bule Hora University.

A committed employee will have an organizational identity, and he will work seriously, will be loyal to his job, and will have a positive attitude towards his organization (Hendri, 2019). These employees are also known to display behaviors that can help the organization achieve its goals precisely and also their willingness to be part of the organization in the long term. So that it can confirm the relationship between leadership styles and organizational commitment.

Therefore, the purpose of this study was to find the relationship between academic leaders leadership styles and teachers commitment at Bule Hora University.

Statement of the problem

Studying the relationship between leaders' leadership styles and organizational commitment of academic staffs-which determine success in achieving goals-is becoming more and more crucial in countries like Ethiopia where higher education institutions are expected to address multifaceted societal problems. The researcher experience showed that studies conducted in academic leadership are important for the success of the organization specifically educational institutions for the achievement of the overall goal of the institutions.

In the same way many more researches has been conducted on organizational commitment abroad but only few tried to investigate the effect of leadership style on the organizational commitment of academic staffs. What initiated the researcher more is, the leadership styles of academic leaders (deans and department heads) is the crucial element in achieving higher education institution goals. Hence, the commitment of teachers in Ethiopian Public universities specifically Bule Hora University needs to be studied in relation to the leadership style of academic leaders (deans and department heads).

Leadership style is often considered the most important factor in organizational success or failure. According to Efendi & Graduate (2020), leadership style is the ability to provide constructive influence to others or around to make collaborative efforts to achieve planned goals. Thus, leadership is an effort to influence employees by mobilizing available resources effectively and efficiently in the entire management process to achieve the desired goals and create good quality work.

Leaders do set themselves apart from other leaders through their leadership styles, which demonstrate these values, norms, behaviors and attitudes, beliefs and ideas to carry out their roles within their organizations and lead to goal achievement and success; however, those various leadership styles have an impact on how leaders behave and may have either a positive or negative impact over the organizational commitment level. According to Gwavuya (2011), when leaders are perceived as being ineffective in carrying out their duties, it will cause an increase in employee stress, a fall in performance rate, a decrease in commitment, and an increase in turnover. Therefore, this study examined the various leadership styles of academic leaders at Bule Hora University with a particular focus on transactional and transformational leadership and the relationship between those styles with the organizational commitment of teachers.

In recent years, leadership styles have drawn a lot of attention from management scholars, and many of them believe that they are a key factor in how well an organization's members perform (Wu, 2009). Leaders have adopted various styles when they lead others in the organization (Brown, 2003; Cheong, 2008; Chiang & Wang, 2012). Some are using a democratic, people or relationship-centered approach and others prefer an autocratic, production centered methods in order to achieve a similar goal, which is organizational effectiveness. Some are focusing on change and transformation in order to perform beyond expectations. Thus, this research aims to investigate the relationship between the leadership styles of academic leaders on teachers' organizational commitment at Bule Hora University.

In line with this idea, numerous researchers discovered that having a high level of organizational commitment contributes to an organization's success (Jassawalla & Sashittal, 2003; Brooks, 2002). Commitment is a crucial aspect for increasing and sustaining the organization's performance. Since they are directly involved in the educational process and development as well as accountable for providing students with knowledge and skills in positive ways, committed teachers are needed at the university level.

On the other hand, when transactional leadership increases, dedication decreases in an organization, causing workers' performance to diminish. Nguyen. et. al., (2022) confirmed the transactional leadership style as the least influential leadership style on employee commitment.

However, there are few studies on how these leadership styles affect each component of commitment, including affective dedication, normative commitment, and continuance commitment (Zain uddin, 2020; Ndlovu et al., 2018).

Comparatively speaking, leadership style and teachers' organizational commitment in primary and secondary education in most developed and some developing countries have been a widely researched topic. However, leadership style of academic leaders and teachers' organizational commitment in Ethiopian higher education is a topic that is under-researched. This is despite the fact that there are several issues that need to be examined. Hence, this study aimed to assess the relationship between academic leaders' leadership styles and teachers' organizational commitment at Bule Hora University.

Basic Research Questions

The study was guided by the following basic questions

1. Is there a significant relationship between Transformational leadership style and teachers' organizational commitment at Bule Hora University ✎
2. Is there a significant relationship between Transactional leadership style and teachers' organizational commitment at Bule Hora University ✎
3. Which leadership styles more predict the teachers' organizational commitment at Bule Hora University ✎

Objectives of the Study

General Objective

The general objective of the study was to assess the relationship between academic leaders' leadership styles and teachers' organizational commitment at Bule Hora University.

Specific Objectives

1. To identify the relationship between Transformational leadership style and teachers' organizational commitment at Bule Hora University.
2. To identify the relationship between Transactional leadership style and teachers' organizational commitment at Bule Hora University.

3. To determine a leadership style that has more influence on the teachers' organizational commitment at Bule Hora University.

The Significances of the Study

The results of this study may have the following significances.

- A. Policy wise: It may help policy and decision-makers to design viable strategies to promote the appropriate leadership styles for teachers' organizational commitment in higher institutions.
- B. Methodologically: It may contribute to the way of improving academic leaders' leadership styles that can advance the teachers' organizational commitment and may also help to recognize factors that retain teachers in the institution.
- C. Practically: It may develop academic leaders' awareness of the relationship between leadership styles and teachers' organizational commitment in the university.
- D. Further research: The study may serve as a supporting document or as a stepping stone for further study in the area.

Delimitations of the Study

This study was delimited from different perspectives. Firstly, geographically, it was delimited to Bule Hora University which is located in the two Guji Zone of Oromia Regional State, Ethiopia. It also delimited conceptually to the academic leaders' leadership styles and teachers' organizational commitment at Bule Hora University. Methodologically, the study delimited to only the two fundamental leadership styles (Transformational and Transactional leadership), and the tools are limited to the two standardized questionnaires i.e. Multifactor Leadership Questionnaire/MLQ/ and Organizational Commitment Questionnaire/OCQ/. A quantitative research method was the only approach employed in the study.

Limitations of the study

The researcher has predicted the following limitations during this study. The Researcher has also come up with solutions that addressed the expected limitations. Since this seminar is not funded by the organization, the researcher has foreseen some financial difficulties in the course of investigating the problems at hand. As a result, the researcher has focused on the academic staff alone as a strategy to address the limitation.

The quantitative research method usually involves structured questionnaires that have close ended questions and statements. This leads to limited outcomes and the result gotten in this study may have not correctly represented the actual occurring, in a generalized form. The respondents also have a limited option of responses, based on the researcher's selection.

Similarly, the researcher also faced an issue of time constraint in getting filled questionnaires from participants and hence, out of the 322 questionnaires sent out, 286 were filled in the time frame the researcher set for the data collection.

Lastly, lacks of commitment from participants also bring a limitation to the researcher. In the university where the study was performed, Bule Hora, some of the participants were reluctant at first to participate in the study.

Operational definition of terms

Academic leaders - a person who motivates academics in the university (deans, and department heads), and provide challenging opportunities as well as creates appropriate academic environments for academics to improve themselves.

Leadership styles - The behavioral approach employed by academic leaders to influence, motivate, and direct their followers i.e. Transformational and Transactional leadership styles.

Transformational leadership - is when leader behaviors influence followers and inspire them to perform beyond their perceived capabilities.

Transactional leadership - a leadership style that utilizes rewards and punishments to motivate and direct followers.

Organizational Commitment - the level of attachment the teachers feel toward their organization and work.

Affective Commitment – a willingness to exert effort on their behalf and a strong emotional attachment to the organization.

Continuance Commitment – the awareness of the costs associated with leaving the organization.

Normative Commitment - perceived obligations to maintain employment memberships and relationships in the organization.

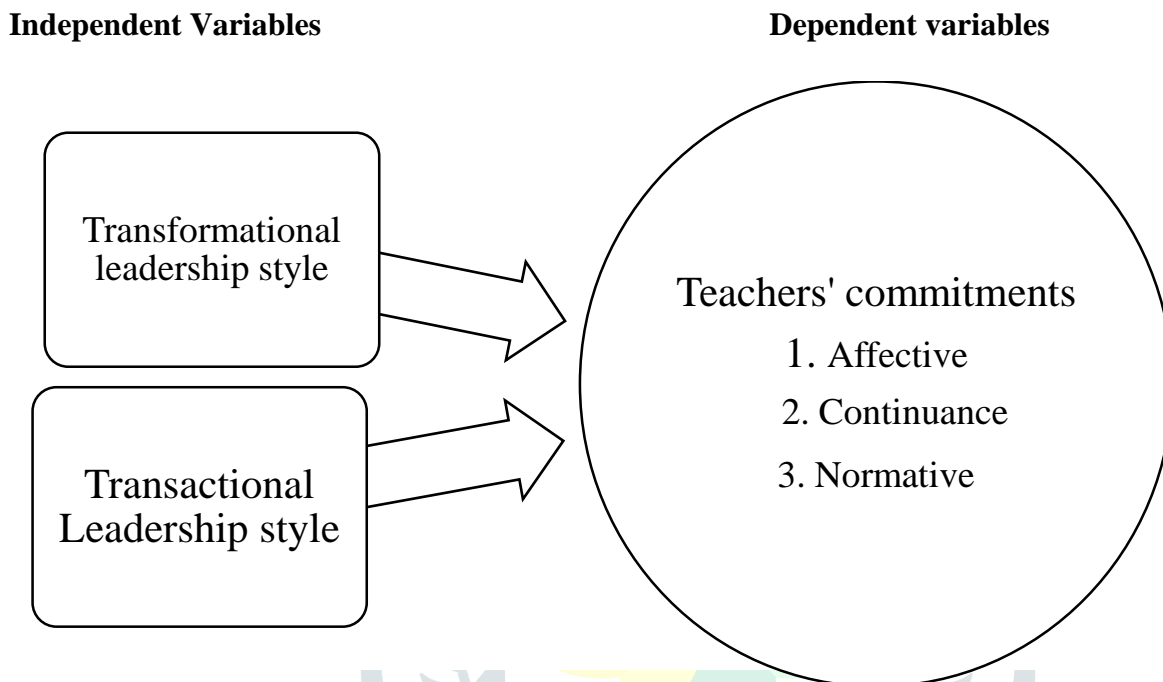
Organization of the study

The study was organized into five chapters. Chapter one constitutes the introduction parts such as the background of the study, statement of the problem, basic research questions, objectives, significances, delimitations, limitations, operational definitions of terms, and organizations of the study. The second chapter comprises a review of related literature. Chapter three embraced the methodology of the study which includes the research paradigm, research method, research design, population, sample, sampling techniques, tools, pilot test, validity and reliability, methods of data analysis and ethical consideration. The fourth chapter is composed of the presentation, analysis, and interpretations of the data and the final chapter comprises the summary of major findings, conclusions, recommendations and insight emerged from the study.

Conceptual Framework

The conceptual framework presents the relationship between the dependent variables and independent variables in the study. The dependent variable is supposed to be affected by the independent variable. In this study, teachers' commitment (affective, continuance and normative commitment) is the dependent variable and leadership styles (transformational and transactional) are the independent variables of the study.

Figure 1. Conceptual Framework showing relationship between the Dependent and Independent variables.



Source: Author Construct, 2023

METHODOLOGY

This part of the study presents the methodological aspects which include the research paradigm, research approach, research design, sources of data, population, sample size, sampling technique, data collection tools, pilot test, validity and reliability checks, data collection procedures, method of data analysis, and ethical consideration.

Research paradigm

In educational research, the term paradigm is the researcher's thoughts and beliefs about any issues explored that would subsequently guide their actions. It directs the researcher in the overall process of investigation including selection of research problem, setting research questions, determining the nature and types of reality, knowledge, methodology, and value of the research work (Willis, 2007).

Therefore, to study the academic leaders' leadership style and teachers' organizational commitment at Bule Hora University, the researcher was followed the assumption of positivist philosophy.

Research Method

A quantitative research approach was employed because the study examines the relationship between academic leaders' leadership style and teachers' organizational commitment.

Research Design

In this study, the researcher employed a correlational research design. A co-relational research design, one of the quantitative research designs was used to achieve the purpose of the study since it helps to determine the relationship between academic leaders' leadership styles and organizational commitment and collecting data to answer the basic questions of the study. Accordingly, this design is useful for associating two or more variables using statistical techniques (Creswell, 2012; Walliman, 2011).

Data Sources

The sources of data were only primary sources from academic leaders (deans and department heads) and teachers of Bule Hora University. They were selected because they were expected to provide firsthand information about the relationship between academic leaders' leadership styles and teachers' organizational commitment in the study area.

Population, Sample, and Sampling Methods

The population of the study were all academic staff of Bule Hora University. Multi-stage sampling techniques were employed to select the samples from the population. According to Bule Hora University, there are eight Colleges, one Institute, and one School, and five of them (50%) were taken through simple random sampling particularly through lottery method with the assumption that it gives all colleges and independent chance of being selected. In random sampling, each individual in the population has an equal probability of being selected (Creswell, 2014). Thus, with randomization, a representative sample from a population provides the ability to generalize to a population. After selecting the sample colleges, academic leaders (deans and department heads), and teachers were identified.

Therefore, sample size of teachers was determined by using Yamane formula (1967) with confidence interval 95% and 5%.

$$\begin{aligned}
 n &= \frac{N}{1+N(e)^2} \\
 &= \frac{705}{1+705(0.05)^2} \\
 &= \frac{705}{1+1.7625} \\
 &= \frac{705}{2.7625} \\
 &= \underline{255}
 \end{aligned}$$

Where, n = sample size

N = Target population.

e = sampling error/level of precision /0.05/ (Yamane, 1967).

S/No	Sample Colleges	The target population of Teachers			Sample Teachers			Academic leaders						Total sample
		M	F	T	M	F	T	Dept. Heads			Deans			
								M	F	T	M	F	T	
1	Education & Behav. Sciences	32	7	39	12	3	15	5	1	6	2	-	2	23
2	Health Sciences	129	13	142	47	5	52	10	-	10	2	-	2	64
3	Social Sciences & Humanities	150	18	168	54	6	60	15	2	17	2	-	2	79
4	Engineering & Technology	235	25	260	85	9	94	12	-	12	2	-	2	108
5	Agricultural Sciences	90	6	96	32	2	34	12	-	12	2	-	2	48
Total		636	69	705	230	25	255	54	3	57	10	-	10	322

Then, the departments were identified under the five sample colleges and 255 teachers were selected from all departments under the five colleges proportionally through simple random sampling as shown in table 3.1 below. Finally, five deans, five vice deans and all department heads (57) under sample colleges were taken through availability sampling method.

Table 3.1. Shows the Target Population and Sample of the Study.

Source; survey, 2023

Data Gathering Tools

The tools for the study were adapted from Multifactor Leadership Questionnaire and Organizational Commitment Scale with additional biodata of respondents.

Multifactor Leadership Questionnaire (MLQ): is a standardized questionnaire developed by Bass (1995:1998) to measure the dominant leadership styles. The MLQ is a 30-items questionnaire that measures transformational leadership and transactional leadership using a five-point Likert Scale (Bass & Avolio, 2000).

Organizational Commitment Scale (OCS): is a standardized questionnaire developed by Allen and Meyer (1996). The OCQ consisted of three dimensions: (a) affective commitment, (b) continuance commitment, and (c) normative commitment. It is a self-scoring questionnaire and the responses to each of the 18 items (6 items for each dimension) were rated on a 5-point Likert scale, 1 (strongly disagree) to 5 (strongly agree).

Data gathering procedures

The researcher adopted steps in collecting the data. First, relevant literature was reviewed to get adequate information on the topic. Second, objectives and research questions were formulated to show the direction of the study. Thirdly, the questionnaire was adapted from the Multifactor Leadership Questionnaire and

Organizational Commitment rating scales and piloted. Then, the questionnaires were modified and finally, the questionnaire was administered to sample academic leaders and teachers of Bule Hora University.

Validity and Reliability of Tools

A pilot study was conducted at Adola Teacher Education College to check the appropriateness of the items of tools and hence a preliminary step to avoid errors. To do this, nine academic leaders via availability sampling and twenty-one teachers randomly selected were used. The validity of the instruments was examined by the academic leaders and teachers who participated in the pilot study and colleagues. Their comments were considered and further adjustments were made to the questionnaire. For example, some unclear questions were reworded and the questionnaire structure of participants' background information like age and experiences, and the order of questions was rearranged. To determine the reliability of the evidence gathered through the scales Cronbach alpha, one of estimating test's reliability, was used in this seminar research. The Statistical Package for Social Science (SPSS v.20) software computer program was used to calculate the Cronbach alpha (α) value.

Table 3.2: Cronbach Alpha (α) values

No	Variables	α	Item size	No of respondents
1	Transformational leadership styles	0.846	15	30
2	Transactional leadership styles	0.743	15	30
3	Affective commitment	0.772	6	30
4	Continuance commitment	0.816	6	30
5	Normative Commitment	0.764	6	30

Source; survey, 2023

Table 3.2 shows the reliability coefficients of the instruments of each variable. A commonly accepted rule of thumb for describing internal consistency using Cronbach's alpha is as follows:

Table 3.3 Cronbach's alpha value range accepted rule of thumb.

Cronbach's alpha	Internal consistency
$\alpha \geq .9$	Excellent
$.9 > \alpha \geq .8$	Good
$.8 > \alpha \geq .7$	Acceptable
$.7 > \alpha \geq .6$	Questionable
$.6 > \alpha \geq .5$	Poor
$.5 > \alpha$	Unacceptable (George, D., & Mallery, P. (2003))

Source; survey, 2023

The results indicated that the reliability coefficients are high (i.e. $\alpha > .7$) for all variables and the instruments were reliable.

Data Analysis

Data was analyzed using the Statistical Package for Social Science (SPSS v.20) and Stata soft wares. Thus, a descriptive analysis such as mean, standard deviation, and grant mean ratings were used to analyze the background information of respondents, responses of teachers and academic leaders on the leadership styles, and teachers' commitment. In the analysis of the descriptive statistics (Zaidatol and Bagheri, 2009)

comparison bases of the mean score for five point likert scale instrument is used to compare the mean value as follow; the mean score below 3.39 is considered as low; the mean score from 3.40 up to 3.79 is considered as moderate and mean score above 3.8 is considered as high.

Pearson's correlations were used to analyze the relationship between the two leadership styles and teachers' organizational commitment as measured by its three dimensions. Karl Pearson's product momentum correlation analysis was applied to test the strength of the association between leadership style and organizational commitment (Manion & Morrison, 2007). The strength of relationships between each independent and each of the dependent variables were measured with the help of Pearson's product-moment correlation (r) where a correlation coefficient (r) between 0 to + .35 was interpreted as weak or low; between +.36 to +.65 considered as a moderate and greater than + .65 will be considered as strong relationship (Gay, L.R. et al., 2009).

Moreover, multiple regressions were also used to examine if there were statistically significant differences between the independent variables (leadership styles) in predicting each dependent variable (teachers' organizational commitment) in the study.

Ethical considerations

Research ethics refers to any set of rules or guidelines on the part of the researcher that directs the appropriate treatment of people participating in the research which concerning:

The sample college deans and department heads were informed before going to collect data and discussed with them the purpose of the study; a letter of permission request to the sample colleges were written from the Department of Educational Planning and Management of Bule Hora University; the researcher was showed all research ethics in all process of the study from the beginning to an end, especially during data collection; the information's from the participants were kept confidential; the participants were asked for verbal consent so as to give their idea freely.

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

This chapter is assumed to be the main part of this study. It deals with the presentation, analysis and interpretation of the data gathered from the sample academic leaders and teachers of Bule Hora University. The primary data gathered through questionnaires were analyzed and interpreted. Hence, the four basic questions rose in chapter one was given appropriate treatment. These are;

1. Is there a significant relationship between Transformational leadership style and teachers' organizational commitment at Bule Hora University?
2. Is there a significant relationship between Transactional leadership style and teachers' organizational commitment at Bule Hora University?
3. Which leadership styles more predict the teachers' organizational commitment at Bule Hora University?

A total of 322 (for 67 academic leaders and 255 teachers) questionnaires were distributed to the two groups of respondents. The distributed and return rates of questionnaires were presented in Table 4.1 below.

Table : Rate of Returns of Questionnaires

<i>N^o</i>	<i>Respondents</i>	<i>Distributed</i>	<i>Returned</i>	<i>Usable returns</i>	<i>Percentage</i>
1	Academic leaders	67	65	65	97.0 %
2	Teachers	255	221	221	86.7 %
	<i>Total</i>	322	286	286	88.8 %

Source: Field data 2023

Due to various reasons beyond control, two (2) questionnaires from academic leaders and thirty four (34) from teachers' were not returned. The remaining 286 properly completed copies of the questionnaires were included in the final computation of the data. Based on the responses obtained from the sample respondents, data presentation, analysis and interpretation were made as follows.

Background Information of Participants

Description of the characteristics of target population gives some basic information about the sample involved in the study.

Table . Characteristics of Respondents

<i>N^o</i>	<i>Items</i>	<i>Academic leaders</i>		<i>Teachers</i>		
		<i>N^o</i>	<i>%</i>	<i>N^o</i>	<i>%</i>	
1	Sex	Male	62	95.4	203	91.9
		Female	3	4.6	18	8.1
		Total	65	100	221	100
2	Age	21-30	23	35.4	78	35.3
		31-40	34	52.3	96	43.4
		41 -50	8	12.3	39	17.7
		50 and above	-	-	8	3.6
		Total	65	100	221	100
3	Educational level	BA/BSC	-	-	21	9.5
		MA/MSC	63	96.9	188	85.0
		Ph.D./Assist. Prof.	2	3.1	9	4.1
		Associate professor and above	-	-	3	1.4
		Total	65	100	221	100
4	Experience	1-5	13	20.0	108	48.9
		6-10	26	40.0	83	37.6
		11-15	19	29.3	22	9.9
		16 and above	7	10.7	8	3.6
		Total	65	100	221	100

Source: Field data 2023

As shown in Table 4.2 above the majority (95.4 %) of academic leaders and 91.9 % of teacher respondents were male and the remaining 4.6 % and 8.1% respectively were females. This shows that gender equality is not upheld among academic leaders and teachers at Bule Hora University. Moreover, the majority of

respondents 52.3% of academic leaders and 43.4% of teachers' age ranged from 31-40. This shows that they are mature enough to lead and run teaching-learning activities. As far as their experience is concerned, the majority (40 %) of academic leaders' respondents' service years ranged from 6 to 10, and 48.9 % of the teacher respondents' service years ranged from 1 to 5.

This indicates that the majority of the teachers, as well as academic leaders, have good experience in conducting teaching-learning activities and leading academic issues respectively. The teacher respondents' educational levels are master's and Ph.D. holders. The majority (96.9 %) of teachers and 85 % of academic leaders in the sample Colleges hold Master's degrees and the remaining (3.1 %) of academic leaders and 4.1% of teachers hold Ph.D. degrees/Assistance professors. This shows that there is a need of improving the educational level of teachers and academic leaders to the Ph.D. level.

Main result of the study

Descriptive Analysis of the Study

In the analysis of the descriptive statistics (Zaidatol and Bagheri, 2009) comparison bases of mean score for five point likert scale instrument is used to compare the mean value as follow; the mean score below 3.39 is considered as low; the mean score from 3.40 up to 3.79 is considered as moderate and mean score above 3.8 is considered as high.

Table. Descriptive Statistics of Academic leaders' response toward their leadership style

No	Items	N	Mean	Std. Deviation
1	Transformational leadership style	65	3.9056	.81589
2	Transactional leadership style	65	3.4482	.81108

Source: Field data 2023

As shown in table 4.3 above the academic leaders were asked about their leadership style and the response shows that the mean score of transactional and transformational leadership styles are 3.4482 with Std. D of 0.81589 and 3.9056 with Std. D. of 0.81108 respectively. The mean score of the transformational leadership style is greater than that of the transactional leadership style with almost similar standard deviation. This indicates that the academic leaders perceived as they behave transformational leadership more than that of transactional leadership style.

Table. Teachers' response toward transformational leadership style of academic leaders

No	Items	N	Mean	Std. Deviation
1	He/she goes beyond self-interest for the good of the group	221	3.3258	1.09657
2	He/she displays a sense of power and confidence	221	3.7511	1.08985
3	He/she talks about my most important values and beliefs	221	3.3032	1.26255
4	He/she specifies the importance of having a strong sense of purpose	221	2.9683	1.04616
5	He/she emphasizes the importance of having a collective sense of mission	221	3.0000	1.17551
6	He/she talks optimistically about the future	221	2.7195	1.06730
7	He/she talks enthusiastically about what needs to be accomplished	221	3.5113	1.10623
8	He/she articulates a compelling vision of the future	221	3.2670	1.02967
9	He/she seeks differing perspectives when solving problems	221	3.6697	0.92659
10	He/she gets others to look at problems from many different angles	221	3.5701	1.00490
11	He/she suggests new ways of looking at how to complete assignments	221	3.2986	0.94938
12	He/she treats others as individuals rather than just as a member of a group.	221	3.5520	1.08429
13	He/she spends time teaching and coaching.	221	3.7149	0.92697
14	He/she considers an individual as having different needs, abilities, and aspirations	221	3.3846	0.94942
15	He/she helps others to develop their strengths	221	3.1131	1.26162
Grand mean			3.34328	

Strongly agree = 5, Agree = 4, Neutral = 3, Disagree = 2 and strongly disagree = 1

Source: Field data 2023

As shown in Table 4.4 the teachers' responses on the characteristics of transformational leadership in relation to their academic leaders, most of their responses are at moderate level or average values. The other items like; the leader specifies the importance of having a strong sense of purpose (mean score 2.9683) and the leader talks optimistically about the future (mean score 2.7195) are low. The grand means value, 3.34328 also indicate low level that the teachers express their disagreement with the transformational leadership behavior of their academic leaders in the institution. In all of these cases, the values of the standard deviations were low. This indicates that all the mean ratings of sample respondents were closer together or clustered around the mean with very limited variability among sample respondents of the study.

Table Teachers response toward transactional leadership style of academic leaders

No	Items	N	Mean	Std. Deviation
1	He/she exchanges ideas and materials with staff members	221	3.5520	1.01947
2	He/she works for the loyalty and productivity of the university	221	3.3801	1.02264
3	He/she is ready to maintain and improve aspects that may need urgent improvement	221	2.8416	1.06911
4	He/she sees me as a means of achieving organizational goals	221	2.6154	1.06239
5	He/she fails to interfere until problems become serious	221	3.4344	1.06237
6	He/she focuses on irregularities, mistakes, exceptions, and deviations from standards	221	3.1267	1.17251
7	He/she discusses who is responsible for achieving specific performance targets	221	3.4977	1.05583
8	He/she gives recognition for accomplishing objectives	221	2.1222	0.93347
9	He/she gives advancement for better performance	221	2.5023	0.97526
10	He/she punishes staff members for poor performance	221	1.9231	0.81935
11	He/she takes appropriate action before problems become worse	221	2.3756	1.03535
12	He/she avoids response and delays the decision	221	2.6018	1.13410
13	He/she gives more focus on deadlines and punctuality	221	3.7195	1.02825
14	He/she encourages creative and innovative workers	221	2.1222	0.96224
15	He/she makes continuous monitoring	221	3.6335	0.99387
Grand Mean			2.89654	

Strongly agree = 5, Agree = 4, Neutral = 3, Disagree = 2 and strongly disagree = 1

Source: Field data 2023

As shown in Table 4.5 the teachers' responses on the characteristics of transactional leadership in relation to their academic leaders, the mean score of their responses are low. For instance, items like recognition for accomplishing objectives, advancement for better performance, punishment of staff members for poor performance, taking appropriate action before problems become worse, avoiding response and delaying the decision, and encouraging creative and innovative workers mean values are low. Moreover, the grand means value, 2.89654 which are at low level; indicate that the teachers express their disagreement with the transactional leadership behavior of their academic leaders in the institution.

Table 4.6 Descriptive Statistics on the overall Teachers' response toward academic leaders' leadership styles.

No	Items	N	Mean	Std. Deviation
1	Transformational Leadership	221	3.3433	1.02279
2	Transactional Leadership	221	2.8965	.97466
	Valid N (list wise)	221		

Source: Field data 2023

In general as shown in table 4.6, the academic leaders' leadership styles asked the teacher and respond that the transformational leadership style mean score are 3.3433, with Std. deviation of 1.02279 and the transactional leadership style are 2.8965, with 0.97466 Std. deviations. This indicates that majority of the sample respondents agreed with the items meaning that transformational leadership style is practiced more in the university though academic leaders of the university had low mean score on transformational leadership style behaviors. The finding also revealed that transactional leadership style is practiced at low level, yet its mean score was lower than the transformational leadership style. These indicate there is less agreement on the existence and practices of transactional leadership style among academic leaders in the university.

Table Descriptive Statistics on Teachers' Organizational Commitments

No	Teachers commitments	N	Mean	Std. Deviation
1	Affective Commitment	221	2.8544	.84226
2	Continuance Commitment	221	3.4548	.99428
3	Normative Commitment	221	2.6825	1.00961
4	Grand mean of teachers' commitments		2.9972	

Source: Field data 2023

As shown in Table 4.7 above the teachers' organizational commitments were identified based on the response of teachers working in the university. The mean score of continuance, affective and normative commitments are 3.4548, 2.8544, and 2.6825 respectively. Thus, continuance commitment is the dominant commitment type found among the teachers in the university even if it is at moderate level, followed by affective commitment which is at low level. Normative commitment is the least commitment observed. Therefore, more teachers in the university are committed due to lack of other employment alternatives, fear of loss the current position and aware the cost associated with leaving the institution. In general, the teachers' organizational commitment had a mean score which indicates there is low level (2.9972) of organizational commitment of academic staffs in the university.

Table Comparison between teachers' and academic leaders' responses on leadership styles

No	Leadership styles	Academic leaders			Teachers		
		N	Mean	Std.	N	Mean	Std.
1	Transformational leadership style	65	3.9056	.81589	221	3.3433	1.02279
2	Transactional leadership style	65	3.4482	.81108	221	2.8965	.97466

Source: Field data 2023

As shown in table 4.8 above, the mean score of both transformational and transactional leadership styles as responses of academic leaders is greater than that of teachers that is 3.9056 and 3.4482 respectively. On the other hand there is a difference in the mean scores between teachers and academic leaders' responses on leadership styles. The mean scores of teachers on both transformational and transactional leadership styles are lower than that of academic leaders. But in both participants' responses, the mean score of transformational leadership style greater than transactional leadership style. This indicates that both group of respondents perceived as transformational leadership style better experienced in the institution than that of transactional leadership style.

Correlations Analysis

Correlation analysis is a standard statistical technique conducted to evaluate the association of the variables with each other. Several techniques are commonly applied for the correlation analysis, including the Pearson's correlation, Kendall correlation, and Spearman correlation (Lemenkova, 2018). Concerning the study of Koerner and Zhang (2017), Pearson's correlation is the most straightforward technique applied by most researchers. Therefore, Pearson's correlation analysis is conducted to evaluate the variables' association based on the data provided. Commonly, three components are assessed with the correlation analysis: significance, strength, and level. The significance is measured based on the p-value, which in this case must be lower than 0.05 (95% confidence interval). The p-value that is < 0.05 indicates a significant connection with the variables. The level determines the positive or negative interconnection. The inclusion of the '-' symbol in the coefficient denotes a negative connection, whereas the absence of the symbol determines a positive connection. The strength of relationships between each independent and each of the dependent variables were measured with the help of Pearson's product-moment correlation (r) where a correlation coefficient (r) between 0 to + .35 was interpreted as weak or low; between +.36 to +.65 considered as a moderate and greater than + .65 will be considered as strong relationship (Gay, L.R. et al., 2009).

In this study, basic question number one, two and three which asked about relationship between independent and dependent variables were analyzed by correlational analysis. In this analysis, STATA software was employed.

Table 4.9 below shows the correlation analyze among the variables. The first objective of this study was to identify the relationship between academic leaders' transformation leadership style and the three dimensions of teachers' organizational commitment. The result indicated there is positive and strong relationship between transformational leadership style and the three dimensions of teachers organizational commitments i.e. affective commitment ($r = .9828$ and $p < 0.05$), continuance commitment ($r = .9863$ and $p < 0.05$) and normative commitment ($r = .9795$ and $p < 0.05$).

Table Correlation analyze between Transformational leadership and the three dimensions of commitments

	Transf~p	Affect~t	Contin~t	Normat~t
Transforma~p	1.0000			
AffectiveC~t	0.9828	1.0000		
Continuanc~t	0.9863	0.9823	1.0000	
NormativeC~t	0.9795	0.9703	0.9638	1.0000

The second objective of this study was to examine the relationship between transactional leadership style and teachers' organizational commitments. Correlational analysis was conducted and as the result indicated in table 4.10 below, there is positive and strong relation between transactional leadership style and the three dimensions of teachers organizational commitments i.e. affective commitment ($r = .9853$ and $p < 0.05$), continuance commitment ($r = .9804$ and $p < 0.05$) and normative commitment ($r = .9863$ and $p < 0.05$).

Table Correlation analyze between Transactional leadership and the three dimensions of commitments.

	Transa~p	Affect~t	Contin~t	Normat~t
Transactio~p	1.0000			
AffectiveC~t	0.9853	1.0000		
Continuanc~t	0.9804	0.9823	1.0000	
NormativeC~t	0.9863	0.9703	0.9638	1.0000

In general, this study found that there is strong positive relationship between the two dimensions of independent variables (leadership styles) and the three dimensions of dependent variables (teachers' commitments).

Regression Analysis

Preliminary analyses were conducted to identify if there were any violations in the assumptions of multiple regression such as linearity, multi-co-linearity, homoscedasticity and normality test so that no violation of the assumptions.

Regression analysis was taken to prove the significance of the variables used in this seminar research. Regression analysis expresses the impact of variables on each other. In this section, the third basic question was answered based on the techniques of multiple regressions. Multiple regressions show the results of various independent variables on the dependent variable. Regression analysis was basically used for the purpose of depicting the variation among different variables which show the influence of independent variables on dependent variable. In this case, independent variables are styles of leadership i.e. transformational and transactional. Whereas, dependent variables include the dimensions of organizational commitments.

Table Regression Result on Leadership Styles and Teachers' Organizational Commitment

Model Summary ^b									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.995 ^a	.989	.989	.09774	.989	10059.537	2	218	.000
a. Predictors: (Constant), Transactional Leadership, Transformational Leadership									
b. Dependent Variable: Teachers Commitment									

Source: Field data 2023

The third objective of this study was to identify a leadership style that predicts more the teachers' organizational commitment. The results in Table 4.11 above indicate that the R-square, as computed using the regression, is 0.989 showing that the predictor variable, represented by leadership styles, contributes (98.9 %) to teachers' commitment at Bule Hora University.

Overall, both independent variable of Leadership styles were significant on organizational commitment with $p < 0.05$ and together explained 98.9 % on teachers' Organizational Commitment. Only other 1.1 % factors are the extent to which extraneous variables which contributes to teachers' organizational commitment remain unexplained. This implies that the contribution of leadership style to teachers' organizational commitment is very high. From the findings, it should be noted that leadership style alone could influence teachers' commitment in the institution.

Table Regression Coefficients shows Leadership Styles that contribute more on teachers' Organizational Commitment

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	.096	.027		3.580	.000
	Transformational Leadership	.389	.053	.424	7.402	.000
	Transactional Leadership	.552	.055	.573	10.009	.000
	Leadership styles	.938	.007	.995	141.145	.000
a. Dependent Variable: Teachers organizational Commitments						

Source:
Field data
2023

As
regression
analysis
shown in

table 4.12 the beta, β (unstandardized coefficients) is a measurement to measure how strong the independent variable affects dependent variable. If the beta value is higher, it means that the independent variable affects greatly on the dependent variable. In this study, the beta means how strong the influence of transformational and transactional leadership style towards teachers' organizational commitment. The result showed that the extent academic leaders' transformational and transactional leadership styles predict teachers' organizational commitment which beta values are .389 and .552 respectively. This means that transformational leadership predicts 38.9% and transactional leadership predicts 55.2% teachers'

organizational commitments. Therefore, transactional leadership predicts teachers' organizational commitments more than that of transformational leadership style.

Discussion of the findings

Data collected through questionnaire was analyzed by using SPSS 20.0 and STATA soft wares. The overall scores for the transformational and transactional leadership subscales are below what Bass and Avolio (1997) consider ideal levels for effective leadership. For the most effective leadership, they suggest mean scores of 3.39 to 3.79 for both transformational and transactional leadership scales. The mean scores for the scales in this study are 3.3433 and 2.8965 respectively. These scores suggest that some teachers perceived their academic leaders as displaying at the ideal levels of transformational leadership behaviors which included going beyond self-interest for the good of the group, displaying a sense of power and confidence, talking enthusiastically about what needs to be accomplished, seeking differing perspectives when solving problems, getting others to look at problems from many different angles, treating others as individuals rather than just as a member of a group, considering an individual as having different needs, abilities, and aspirations.

However, teachers in the institution perceived their academic leaders as displaying lower than the ideal levels of transactional leadership behavior which comprises like giving recognition for accomplishing objectives giving advancement for better performance, punishing staff members for poor performance, taking appropriate action before problems become worse, avoiding response and delays the decision, encouraging creative and innovative workers are those items scored below the suggested mean score of 3.39 to 3.79. Therefore, academic leaders of the university had low transformational leadership style behaviors. The finding also revealed that the practice of transactional leadership style was low, yet its mean score was lower than the transformational leadership style. These indicate that there is less agreement on the existence and practices of transactional leadership style among academic leaders in the university.

On the other hand as shown in Table 4.7 the teachers' organizational commitments were identified based on the response of teachers working in the university. The mean score of continuance, affective and normative commitments are 3.4548, 2.8544, and 2.6825 respectively. Thus, continuance commitment is the dominant commitment type found among the teachers in the university followed by affective commitment. Normative commitment is the least commitment observed. The overall teachers' organizational commitment had a mean score of almost a low level (2.9972) in the university.

Thus, teachers' organizational commitment result reflected that teachers have moderate continuance commitment towards their organization. It means that teachers had high bond to the university because of the cost and risks associated to leaving the organization. According to affective commitment result, teachers have weak emotional attachment to, involvement in and identification with the organization and its goals. They were partially considered themselves as belonging to the university. Normative commitment had the lowest mean score. This means that teachers had low level of feeling of moral obligation to continue working for the organization.

Regarding the relationship between leadership style and organizational commitment, the current study found that there is strong positive relationship between the two dimension of independent variables (leadership styles) and the three dimensions of dependent variables (teachers' commitments). The result of this study indicated that there is positive and strong relation between transformation leadership style and the three dimensions of teachers organizational commitments i.e. affective commitment ($r=.9828$ and $p<0.05$), continuance commitment ($r=.9863$ and $p<0.05$) and normative commitment ($r=.9795$ and $p<0.05$).

Moreover, correlation analysis was conducted and as the result indicated in table 4.10, there is positive and strong relation between transactional leadership style and the three dimensions of teachers organizational commitments i.e. affective commitment ($r = .9853$ and $p < 0.05$), continuance commitment ($r = .9804$ and $p < 0.05$) and normative commitment ($r = .9863$ and $p < 0.05$).

The finding of this study is consistent with other researchers like (Broccardo et al., 2019; Cho et al., 2019; Shinkevich et al., 2019) showed that there was a positive association between leadership styles and employee organizational commitment. Yimam (2022) empirically exhibited that transformational and transactional leadership styles positively affect employee commitment.

However, Mayowa-Adebara and Opeke (2019) reported that transformational leadership contributed relatively more to employee commitment than transactional leadership. While studies revealed a significant relationship between transactional leadership style and employee commitment, Abasilim et al.'s (2019) research reported a small insignificant negative relationship between transactional leadership and employees' commitment. Donkor et al. (2021) revealed in a study that when transformational leadership is high, commitment to the organization rises, thereby increasing employee performance.

Although the study was carried out at private higher education institutions, Temesgen and Tilahun on the relationship between leadership styles and employee commitment show that transformational leadership style has significant and positive relationship with affective and continuance employee commitments while transactional leadership style has significant and positive correlation with only normative commitment (Teshome, 2013).

On the other hand, when transactional leadership increases, dedication decreases in an organization, causing workers' performance to diminish. Nguyen et al. (2022) confirmed the transactional leadership style as the least influential leadership style on employee commitment. This revealed that transactional leaders must clear workers' doubts by communicating contingent rewards to introduce positive relationships within institutions.

The third objective of this study was to identify a leadership style that predicts more the teachers' organizational commitment. The results in Table 4.11 indicate that the R-square, as computed using the regression, is 0.989 showing that the predictor variable, represented by leadership styles, contributes (98.9 %) to teachers' commitment in Bule Hora University.

Overall, both independent variable of Leadership styles were significant on organizational commitment with $p < 0.05$ and together explained 98.9 % on teachers' Organizational Commitment. Only other 1.1 % factors are the extent to which extraneous variables which contributes to teachers' organizational commitment remain unexplained. This suggests that the contribution of leadership style to teachers' organizational commitment is very high. From this it is possible to conclude that leadership style alone could influence teachers' commitment in the institution.

As regression analysis shown in table 4.12 the beta, β (unstandardized coefficients) is a measurement to measure how strong the independent variable affects dependent variable. If the beta value is higher, it means that the independent variable affects greatly on the dependent variable. In this study, the beta means how strong the influence of transformational and transactional leadership style towards teachers' organizational commitment. The result showed that the extent academic leaders' transformational and transactional leadership styles predict teachers' organizational commitment which beta values are .389 and .552 respectively. This means that transformational leadership predicts 38.9% and transactional leadership predicts 55.2% teachers' organizational commitments, meaning a 1% change in transformational and transactional leadership style will result in 38.9% and 55.2% increase in teachers' organizational commitment respectively. Therefore, transactional leadership style of academic leaders predicts teachers' organizational commitments more than that of transformational leadership style.

However, the result was not consistent with the findings of previous studies by Lo, Ramayah, and Min's (2009) study of 156 Malaysian executives working in the manufacturing sector, transformational leadership style has a stronger impact on affective organizational commitment than transactional leadership style. Looking more closely, the only aspect of transactional and transformational leadership that has a negative relationship with organizational commitment is management by exception passively. In conclusion, the research concluded that transformational leaders are more able to enhance commitment in employees than transactional leaders in Malaysian manufacturing industry (Lo, Ramayah, & Min, 2009).

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This section explains the summary, conclusions and recommendations of the study.

Summary of the Major Findings

The main purpose of this study was to find the relationship between academic leaders leadership styles and teachers' organizational commitment at Bule Hora University. The study was conducted to answer the following basic questions:-

1. Is there a significant relationship between Transformational leadership style and teachers' organizational commitment at BHU ☞
2. Is there a significant relationship between Transactional leadership style and teachers' organizational commitment at BHU ☞
3. Which leadership styles more predict the teachers' organizational commitment at BHU☞

To answer these basic questions, a correlational research design was employed. Multi-Factor Leadership Questionnaire (MLQ) and Organizational Commitment Questionnaire (OCQ) were data gathering instruments. Information was collected from academic leaders and teachers of Bule Hora University. Pilot Study was conducted to check the internal consistency of the items using Cronbach Alpha. The target population was 705 and of these 322 (67 academic leaders and 255 teachers) was selected as a sample of the study. But 286 (65 academic leaders and 221 teachers) respondents were used in analyzing the data. Both descriptive and inferential statistics were employed to answer the basic questions. The major findings were summarized as follow:

The majority (95.4 %) of academic leaders and 91.9 % of teacher respondents were male. This shows that gender equality is not upheld among academic leaders and teachers at Bule Hora University. Moreover, the majority of respondents 52.3% of academic leaders and 43.4% of teachers' age ranged from 31-40. This shows that they are mature enough to lead and run teaching-learning activities. As far as their experience is concerned, the majority (40 %) of academic leaders' respondents' service years ranged from 6 to 10, and 48.9 % of the teacher respondents' service years ranged from 1 to 5. This indicates that the majority of the teachers, as well as academic leaders, have good experience in conducting teaching-learning activities and leading academic issues respectively.

The teacher respondents' educational levels are master's and Ph.D. holders. The majority (96.9 %) of teachers and 85 % of academic leaders in the sample Colleges hold Master's degrees and the remaining (3.1 %) of academic leaders and 4.1% of teachers hold Ph.D. degrees/Assistance professors. This shows that there is a need of improving the educational level of teachers and academic leaders to the Ph.D. level.

The academic leaders were asked about their leadership style and the response shows that the mean score of transactional and transformational leadership styles are 3.4482 and 3.9056 respectively. The mean score of the transformational leadership style is greater than that of the transactional leadership style. This indicates that the academic leaders perceived they practice transformational leadership more than that of transactional leadership style.

On the other hand the academic leaders' leadership styles score result shows that the transformational leadership style mean score is 3.3433, with Std. deviation of 1.02279 and the transactional leadership style is 2.8965, with 0.97466 Std. deviations. This indicates that majority of the sample respondents agreed with the items meaning that transformational leadership style is practiced more than transactional in the university even if the academic leaders of the university had low mean score of transformational leadership style behaviors. The finding also revealed that the practice of transactional leadership style was low, yet its mean score was lower than the transformational leadership style. These indicate there is less agreement on the existence and practices of transactional leadership style among academic leaders in the university.

Regarding the teachers' organizational commitments of teachers working in the university, the mean score of continuance, affective and normative commitments were 3.4548, 2.8544, and 2.6825 respectively. Thus, continuance commitment is the dominant commitment type found among the teachers in the university

followed by affective commitment. Normative commitment is the least commitment observed. The overall teachers' organizational commitment had a mean score of low level (2.9972) in the university.

Thus, teachers' organizational commitment result reflected that teachers have moderate level continuance commitment towards Bule Hora University. It means that teachers had high bond to the university because of the cost and risks associated to leaving the organization. According to affective commitment result, teachers have weak emotional attachment to, involvement in and identification with the organization and its goals. They were partially considered themselves as belonging to the university. Normative commitment had the lowest mean score. This means that teachers had low level of feeling of moral obligation to continue working for the organization.

Regarding the relationship between leadership style and organizational commitment, the current study found that there is strong positive relationship between the two dimension of independent variables (leadership styles) and the three dimensions of dependent variables (teachers' commitments). The result of this study indicated that there is positive and strong relation between transformation leadership style and the three dimensions of teachers organizational commitments i.e. affective commitment ($r=.9828$ and $p<0.05$), continuance commitment ($r=.9863$ and $p<0.05$) and normative commitment ($r=.9795$ and $p<0.05$).

Moreover, correlational analysis was conducted and as the result directed, there is positive and strong relation between transactional leadership style and the three dimensions of teachers organizational commitments i.e. affective commitment ($r = .9853$ and $p < 0.05$), continuance commitment ($r = .9804$ and $p < 0.05$) and normative commitment ($r = .9863$ and $p < 0.05$).

Finally, the regression analysis result indicate that the R-square, as computed using the regression, is 0.989 showing that the predictor variable, represented by leadership styles, contributes (98.9 %) to teachers' commitment in Bule Hora University.

Overall, both independent variable of Leadership styles were significant on organizational commitment with $p < 0.05$ and together explained 98.9 % on teachers' Organizational Commitment. Only other 1.1 % factors are the extent to which extraneous variables which contributes to teachers' organizational commitment remain unexplained. This suggests that the contribution of leadership style to teachers' organizational commitment is very high. From this it is possible to conclude that leadership style alone could influence teachers' commitment in the institution.

As regression analysis, the result showed that the extent academic leaders' transformational and transactional leadership styles predict teachers' organizational commitment which *beta* values are .389 and .552 respectively. This means that transformational leadership predicts 38.9% and transactional leadership predicts 55.2% teachers' organizational commitments, meaning a 1% change in transformational and transactional leadership style will result in 38.9% and 55.2% increase in teachers' organizational commitment respectively. Therefore, transactional leadership predicts teachers' organizational commitments more than that of transformational leadership style.

Conclusions

Based on the findings indicated above, the following conclusions have been drawn. Based on the current study, both leadership styles are significant in promoting teachers' organizational commitment in the university.

The study result indicated that the academic leaders' practice of both transformational and transactional leadership styles in the university was found to be low. The continuance commitment is the dominant commitment type found among the teachers in the university followed by affective and normative commitment respectively. This depicts that teachers were committed due to lack of other employment alternatives and fear of loss/benefits gained from the university. On the other hand, teachers were low emotional attachments and less obliged to stay in the university under study.

The result also indicated that there is a positive and strong relationship between both transformational and transactional leadership styles and the three dimensions of teachers' organizational commitments. Therefore, academic leaders' leadership styles and teachers' organizational commitment have positive and strong relationship. As to this study the contribution of leadership style to teachers' organizational commitment is very high so that it is possible to conclude leadership style alone could influence teachers' commitment in the institution.

On the basis of this study, leadership styles have significant importance in creating organizational commitment of academic staffs of Bule Hora University. The study showed that transactional leadership style has an impact and more significant predictor of teachers' organizational commitment among academic staffs of Bule Hora University. Although leaders of the university exercised relatively more transformational leadership style, it has fewer outcomes to the determination of teachers' organizational commitment.

In addition, the study indicated that there is a low level of academic staff's commitment to Bule Hora University. The three elements of organizational commitment that were discussed in the research paper are very important since they describe a unique characteristic that each commitment holds. Combining these three elements will not only create teachers that are responsible towards their university but eventually help the university to grow. The institution should not only depend on individuals who "needs" and "ought" to stay but specifically, it is very important to have teachers who feel that they emotionally want to stay in the organization without any factors influencing the decisions. Thus, it can be concluded that academic leaders can play important roles to create the scenario that teachers want and feel comfortable to work within the university.

On top of this, teachers' commitment toward the achievement of its goals seems a challenge to the university where they had less emotional attachment to, involvement in and identification with the university. Study participants perceived that the University did not pay attention to their needs and interests. As a result, they fail to accept the vision, mission, goals and values of the organization although they had moderate attachment to it only for the cost that leaving the university may incur on individual teacher. Hence, there

is a need of change the existing teachers' commitment or attitude toward the university so as to achieve the vision, mission and goals of the university.

Generally, it is possible to conclude that it would be difficult to achieve the overall goals of the university with the existing leadership style being used and teachers' commitment in the university.

Recommendations

The following recommendations can be made based on the findings of the study.

In order to endorse teachers' commitment, Bule Hora University academic leaders should create an open and friendly climate in the institution in which teachers can freely express and share their opinions and collaborations on important decisions. This will reduce stress and increase teachers' commitment as well. For university leaders, in order to function in the most effective way, it is recommended that academic leaders must avail themselves to improve the organizational commitment of teachers. To do this, firstly, emphasis should be placed on regular leadership training and seminars for department heads and college deans within the university on how to make use of different leadership styles to enhance teachers' commitment. This recommendation is relevant because transformational and transactional leadership styles can enhance teachers' commitment.

Besides, the university's management officials together with MoE should pay attention to compensation packages such as providing good opportunities to award outstanding teachers through yearly award programs, which will motivate teachers to feel a sense of moral obligation to remain at the university.

Secondly, the management is demanding to enhance teachers' commitment by introducing good career advancement opportunities for teachers. Scholarship packages for teaching staff to further their postgraduate education by enrolling in advanced professional programs abroad will motivate them to remain committed to the institution. The study strongly recommends that future researchers should replicate this study in other private and public universities in Ethiopia.

Insights emerged from the seminar research

Based on the result of this study, academic leaders who want to get the most out of their staff should aim to demonstrate qualities associated with transformational, and transactional leadership. The study's major findings show that leadership has a significant correlation with improving teachers' commitment to the University. As can be seen, there are several approaches to executing a leadership behavior plan to increase teachers' commitment. It is crucial to remember that each individual has personality, abilities, talents, and background history. As a result, it's imperative to use the right leadership style, which may help people develop their personalities and create a positive work atmosphere.

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