

## **Leadership Practices and Organizational Commitment of University Teachers and Head of Departments**

<sup>1</sup>Riffat un Nisa Awan, <sup>2</sup>Umaira Yasmin  
[riffarukh@gmail.com](mailto:riffarukh@gmail.com)

### **Abstract**

*The objective of the study was to investigate the relationship between leadership practices of department heads and organizational commitment of University teachers. The study has investigated the difference of leadership practices and organizational commitment with respect to demographic variables. Data were collected from 180 teachers and 37 head of departments from three public universities of the Punjab i.e. University of Education, University of Sargodha and Lahore College for Women University. Pearson correlation, independent sample t-test and one way ANOVA were used to answer the questions. Correlation analysis indicated that department heads engaged frequently in 'Enabling others to act' while less engaged 'challenging the Process'. Organizational commitment level of department heads found to be higher than university teachers. Research study has identified significant differences only for one leadership practice i.e. 'Modeling the Way' based on years of employment. There were significant differences between 'Challenging the Process', 'Inspiring a Shared Vision' and 'Modeling the Way' based on educational qualification. The five leadership practices were significantly correlated with three forms of organizational commitment. There were no significant differences between organizational commitment of teachers based on demographic variables except for continuance commitment regarding current position and years of employment.*

**Keywords:** Leadership practices, organizational commitment

### **Introduction**

Leadership has its roots from the time of creation of man and his first step on the earth. ALLAH ALMIGHTY sent his holy prophets to lead the people how to spend life in true sense and how to deal with daily

matters round the clock. We have the holy personality of HAZRAT MOHAMMAD صلی اللہ علیہ وسلم as the best leader in every field of life. So, leadership is not restricted to one area or field although it is required in every walk of

<sup>1,2</sup> University of Sargodha, Pakistan

life. Leadership is an extensively researched area. Inquiry about leadership has become fruitful with the evolution of social sciences during 20<sup>th</sup> century. As a result many approaches to leadership have evolved. Leadership is one of the most important elements at school, college, and university. Many researchers tried to visualize its real pictures by exploring different distinct traits, behaviors and specific characteristics of successful leaders of institutions, and organizations. Hellriegel, Jackson & Slocum (2005) defined leadership as “an influence relationship among leaders and followers who struggle for real change and outcomes that reflect their shared purposes (p. 418)”. According to Kouzes and Posner (2002) leading is an activity and a relationship that invigorate an organization and bring development and improvement to a community. Managers and their leadership styles are crucial for achieving organizational goals and objectives (Mclaggan, Bezuidenhout, & Botha 2013). There is a shift of paradigm in organizations as Stone & Patterson (2005) stated that with the passage of time organizations have changed from authoritarian style to democratic, transformational leadership styles where people are encouraged and empowered (Stone & Patterson, 2005). Strong organizations place a greater emphasis on hiring the right people than on

organizational direction. He also identified that leadership capability hold more significance than specific skills, knowledge, or work experience (Collins, 2001). Kouzes & Posner (2001) after in-depth research on best leadership practices used by people in organizations to accomplish extraordinary things identified five Leadership practices.

- Modeling the Way
  - Inspiring a Shared Vision
  - Challenging the Process
  - Enabling Others to Act
- Encouraging the Heart (Kouzes & Posner, 2001;2002;2003;2007;2010)

**Modeling the Way:**

In leadership practice “Modeling the Way” a leaders has set up principles to treat the people (colleague, customers etc.) and to achieve the desired the goals. Standards of excellence were created and the leader the set personal example to be followed (Kouzes & Posner, 2001; Rowland, 2008).

**Inspiring a Shared Vision:**

In this leadership practice leaders inspire a shared vision by visualizing the future and enlisting others in common vision. Leaders have a desire to change the things ever done, to do something better than today and create something that no one has ever produced. Through their charisma and quiet influence, leaders

## **Leadership Practices and Organizational Commitment of University Teachers and Head of Departments**

enlist others in their dreams (Kouzes & Posner, 2001; 2003; Rowland, 2008)

### **Challenging the Process:**

A leader changes the status quo by looking for innovative ways to improve the organization. They take failures and mistakes that come while taking risk as a learning opportunity as well as way to success. They learn from their failures as well as their successes (Kouzes & Posner, 2001; 2002; Rowland, 2008). They also create a climate to challenge the process where they and others consider free to risk, experiment, fail, and change (Rozeboom, 2008).

### **Enabling Others to Act:**

In this leadership practices leaders help create trusting climate because they know that trust is at heart of cooperation. They understand that mutual respect is what endures extraordinary efforts. A leader's expectations exceed when he/she encourage their people that they can do more than expectations. When leadership is based on relationship people take risk, make remarkable changes based on trust and confidence that a leader gives them. A leader turns their followers into leaders themselves by that relationship (Kouzes & Posner 2002; 2007; Rowland, 2008).

### **Encouraging the Heart:**

In organizations accomplishing extraordinary thing is a hard work.

Leaders have to identify contributions to keep determination and hope alive.

Leaders should give a part in reward for their efforts to people. They make people feel like heroes (Kouzes & Posner, 2001).

In fact success of any nation, educational or non educational organization lies in powerful leadership. Organizational commitment is also a challenge for organizations to retain its employees. Srithongrung (2011) stated that organizational commitment is a person's identification and attachment to organizational goals due to internal motivation stimulated by their leader. Meyer and Allen (1991) identified three components of organizational commitment.

### **Affective commitment:**

Affective commitment means to employee's emotional attachment to, identification with and involvement in organization (Allen & Meyer, 1990). In this way affective commitment entails three aspects: (1) formation of emotional attachment (2) identification with (3) and desire to maintain association with organization.

### **Continuance Commitment:**

According to Allen & Meyer (1990) continuance commitment is psychological attachment of an employee with organization

in which employee is aware about the cost associated with leaving the organization. Therefore lack of employment alternatives increases the price associated with quitting the organization that increases the continuance commitment of employee (Allen & Meyer, 1990).

**Normative Commitment:**

In normative commitment employee has developed an obligation with organization to continue employment (Laka-Mathebula, 2004).

“Employees with a strong affective commitment stay because they want to, those with strong normative commitment stay because they feel they ought to, and those with strong continuance commitment stay because they have to do (Meyer & Allen, 2004, p.2)”.

According to Juliet & Murugan (2014) commitment is not just bound to submissive devotion to an organization but it involves an energetic attachment to with the organization. Committed employees apply higher levels of effort that would contribute to effectiveness of organization and it is critical factor to organization success (Laka-Mathebula, 2004). Organizational commitment is also an important factor to determine the organization’s success Jassawalla & Sashittal (2003).

Leadership and organizational commitment both are very vital for an organization

because leadership is a vital factor that facilitates organizations to increase the efficiency and achieve organizational goals and sustain competitive advantage because organizations achieve and sustain competitive advantage through group of committed employees (Keskes, 2014). This is evident that leadership and commitment have strong relationship

For any educational organization there is an ongoing challenge to have an effective leadership that may raise it to high column of success. So, there is daring need of research study in this area. Research studies had (Srithongrung, 2011; Lo, etal, 2010) identified relationship between leadership (transformation and transactional) and organizational commitment. Many research studies ( Nguni, Slegers& Denessen, 2006; Srithongrung, 2011; Korek ,Felfe & Zaepernick-Rothe, 2010; Lo, etal, 2010; Heroldetal, 2008) identify relationship between leadership (transformation transactional) and organizational commitment. These research studies concentrated on finding direct relationship between measures of leadership and various indicators of performance but in other research studies other certain variables identified as moderating the leadership performance relationship and there is insufficient focus on these intervening variables in previous studies. So, it is

## **Leadership Practices and Organizational Commitment of University Teachers and Head of Departments**

important to identify and incorporate these variables in future studies. (Bass et al., 2003) Jing & Avery (2008) tried to fill the above mentioned gap and has identified three moderating variables trust, organizational climate and vision that moderate the leadership relations. Podsakoff et al also (1990) proved trust as mediator variable between leadership and organizational citizenship behavior.

Cummings and Bromily (1996) defined trust as an individual's believe or common believe among group of persons that another individual or group make good efforts to behave in harmony with any commitments, is honest and does not take too much advantage of another even when opportunities are available. Leadership behavior affects employees trust in the organization (Pillai et al, 1999). Many empirical researches has highlighted that leadership and trust (Pillai et al, 1999; Barling et al, 2000; Arnold, et al 2001) were positively related. Also trust and organizational commitment (Aryee, et al 2002; Perry, 2004), and leadership and organizational commitment (Bycio, 1995; Lee, 2005) were positively correlated.

For any educational organization there is an ongoing challenge to have an effective leadership that may raise it to high column of success. So, there is daring need of research study in this area. There was little

research regarding leadership practices and organizational commitment especially at higher education level particularly in Pakistan. So, the current study aimed at exploring leadership practices used by University department heads, level of their organizational commitment, relationship between leadership practices and organizational commitment, differences of leadership practices and organizational commitment with respect to demographic variables (age, gender, educational qualification, gender of chairperson and years of experience within current University).

Objectives of the study were to:

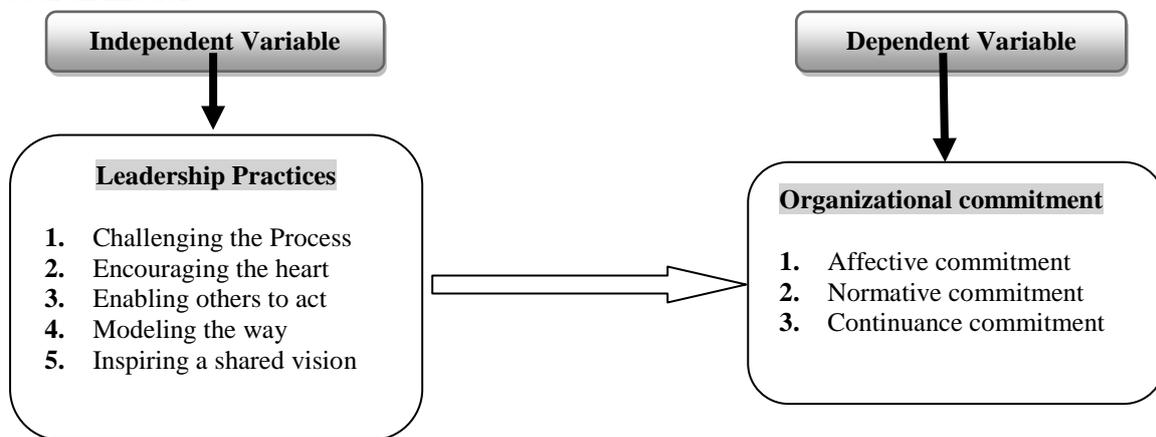
1. explore the prevailing leadership practices among University department heads.
2. examine level of organizational commitment of University teachers and Heads.
3. investigate leadership practices of department heads and organizational commitment of university teachers with respect to demographic variables
4. find out the relationship between leadership practices of HOD's and organizational commitment of teachers.

### **Method**

It was correlation research and data was collected from 180 teachers (lecturers, assistant professors, associate professors and professors) & 37 heads of departments from

faculty of Social Sciences of three Universities i.e. University of Education, University of Sargodha, & Lahore College for Women University (LCWU).

**Research model:**



**Instrumentation**

Questionnaire for the study comprised of two instruments i.e. Kouzes & Posner (2002) 30 item Leadership Practices Inventory comprised of leadership practices, assessing five leadership practices; (a) modeling the way; (b) Inspiring a shared vision; (c) Enabling others to act; (d) Encouraging the Heart ; (e) Challenging the process on a five point scale i.e.(1) Rarely or seldom; (2) once in a while; (3) sometimes; (4) fairly often; (5) very frequently. TCM (Three Component

Model) employee commitment survey (Meyer & Allen, 1993, 2004) was used to measure organizational commitment. TCM measures three forms of employee commitment; affective, normative and continuance commitment (Meyer & Allen, 2004).

**Data Analysis**

Researcher used Frequencies, Pearson correlation, independent sample t-test, One-Way ANOVA to analyze the data by the use of SPSS version 16.0.

**Table 1: Mean and Standard Deviation of Leadership Practices Inventory (N=180)**

Leadership Practices	Mean	Std. Deviation
Challenges the process	19.20	5.497
Inspiring a shared vision	19.89	5.358
Enabling others to act	21.06	5.478
Modeling the way	20.61	5.488
Encouraging the heart	20.72	5.747

## Leadership Practices and Organizational Commitment of University Teachers and Head of Departments

Data in the table showed that mean score of leadership practices as perceived by the teachers “Enabling others to act” was perceived to be most frequently used leadership practice by department heads ( $M=21.06$ ,  $SD=5.478$ ). While encouraging the heart ( $M=20.72$ ,  $SD=5.747$ ), Modeling the way ( $M=20.61$ ,  $SD=5.488$ ) and inspiring a shared vision ( $M=19.89$ ,  $SD=5.358$ ) were moderately used leadership practices. However Challenging the process ( $M=19.20$ ,  $SD=5.497$ ) is least used leadership practice among department heads.

**Table 2: Mean & Standard Deviation of Organizational Commitment of Teachers and Heads (Teachers=180, Heads=37)**

Organizational commitment	Mean		Standard Deviation	
	Teacher	Head	Teacher	Head
Affective commitment	22.10	25.29	5.20	2.98
Continuance commitment	19.71	23.75	4.00	2.78
Normative commitment	21.22	25.35	4.22	2.48

It was evident from data that mean value for affective commitment was high ( $M=22.10$ ) for teachers while continuance commitment was ranked as lowest ( $M=19.71$ ). Whereas heads’ affective and normative commitment were high as compare to continuance commitment ( $M=23.75$ ).

**Table 3: Pearson r, of Leadership Practices & Affective, Continuance and Normative commitment of teachers (N=180)**

Leadership Practice	Commitment scores		
	Affective Commitment	Normative Commitment	Continuance Commitment
Challenging the Process	.367**	.319**	.363**
Inspiring a Shared Vision	.338**	.353**	.342**
Enabling others to Act	.451**	.254**	.391**
Modeling the Way	.377**	.271**	.357**
Encouraging the Heart	.382**	.256**	.324**

\*\* 0.01 level of significant.

Data in the above table revealed a significant positive correlation between all five leadership practices and three forms of organizational commitment.

**Table 4: Gender Difference in Leadership Practices of Department Heads (N=37)**

	Gender	N	Mean	SD	t	Df	Sig.
Challenging the Process	Male	23	20.48	2.45	.958	35	.345
	Female	14	19.57	3.20			
Inspiring a Shared Vision	Male	23	25.22	2.66	1.217	35	.232
	Female	14	25.22	2.66			
Enabling others to Act	Male	23	25.04	2.46	-1.447	35	.157
	Female	14	26.21	2.20			
Modeling the Way	Male	23	25.52	2.81	.103	35	.919
	Female	14	25.43	2.44			
Encouraging the Heart	Male	23	25.22	2.61	-.442	35	.661
	Female	14	25.57	1.80			

Table showed the results for gender differences that exist in the use of leadership practices by university department heads. The *t*-test indicated that difference between two groups was not statistically significant. So, the results showed that male and female HOD’s equally practice each leadership practice.

**Table 5: One-Way ANOVA of AGE and Leadership Practices of Department Heads (N=37)**

Variable		Sum of Squares	Df	Mean Square	F	Sig.
Challenging the Process	Between Groups	17.908	3	5.969	.751	.530
	Within Groups	262.417	33	7.952		
	Total	280.324	36			
Inspiring a Shared Vision	Between Groups	33.676	3	11.225	1.731	.180
	Within Groups	214.000	33	6.485		
	Total	247.676	36			
Enabling others to Act	Between Groups	2.889	3	.963	.153	.927
	Within Groups	208.354	33	6.314		
	Total	211.243	36			
Modeling the Way	Between Groups	24.493	3	8.164	1.188	.329
	Within Groups	226.750	33	6.871		
	Total	251.243	36			
Encouraging the Heart	Between Groups	13.328	3	4.443	.801	.502
	Within Groups	183.104	33	5.549		
	Total	196.432	36			

Data in the table revealed that there were no significant differences between the groups in the use of leadership practices ( $p > .05$ ). So it can be concluded that the leadership practices of HOD’s were not dependent on their Age.

**Table 6: One way ANOVA of Educational Qualification and Leadership Practices of department Heads (N=37)**

Variable		Sum of Squares	df	Mean Square	F	Sig.
Challenging the Process	Between Groups	48.458	2	24.229	3.553	.040
	Within Groups	231.867	34	6.820		
	Total	280.324	36			
Inspiring a Shared Vision	Between Groups	42.576	2	21.288	3.529	.040
	Within Groups	205.100	34	6.032		
	Total	247.676	36			
Enabling others to Act	Between Groups	2.977	2	1.488	.243	.786
	Within Groups	208.267	34	6.125		
	Total	211.243	36			
Modeling the Way	Between Groups	62.977	2	31.488	5.687	.007
	Within Groups	188.267	34	5.537		
	Total	251.243	36			
Encouraging the Heart	Between Groups	22.932	2	11.466	2.247	.121
	Within Groups	173.500	34	5.103		
	Total	196.432	36			

Statistics in the table indicated that there were significant differences between the groups in the use of only three leadership practices “Challenging the Process”,  $F(2, 34) = 3.553$ ,

## Leadership Practices and Organizational Commitment of University Teachers and Head of Departments

$p=.040(p<.05)$ . “Inspiring a Shared Vision”,  $F(2, 34) = 3.529, p=.040(p<.05)$  “Modeling the Way”,  $F(2, 34) = 5.687, p=.007 (p<.05)$ . However data indicated no significant differences in the use of leadership practices “Enabling others to Act” and “Encouraging the Heart” ( $p>.05$ ),  $p= .786, .121$  respectively.

**Table 6.1: LSD Post Hoc Test of Multiple Comparisons**

Dependent variable	Education qualification		Mean difference (I-J)	Sig.
	(I)	(J)		
Challenging the Process	MPhil	PhD	-3.26667*	.014
Inspiring a Shared Vision	MPhil	PhD	-3.10000*	.013
Modeling the Way	MPhil	PhD	-3.83333*	.002

LSD Post Hoc test indicated that mean values for department heads with PhD qualification were significantly higher than those with MPhil level of education. It means heads with PhD qualification practice more frequently the leadership practices “Challenging the Process”, “Inspiring a Shared Vision”, “Modeling the Way”. Other group differences were not significant.

**Table 7: Independent Sample t-Test of and Gender and affective, Continuance and Normative Commitment of teachers N (Male=72, Female=108)**

The *t*-test indicated that difference between two groups for affective, continuance and affective commitment was not statistically ( $p>.05$ ), which means that three forms of commitment were not dependent on gender.

**Table 8: One-Way ANOVA of Age and Affective, Continuance and Normative Commitment of teachers (N=180)**

Variable		Sum of Squares	Df	Mean Square	F	Sig.
Affective Commitment	Between Groups	6.930	3	2.310	.084	.969
	Within Groups	4835.270	176	27.473		
	Total	4842.200	179			
Continuance Commitment	Between Groups	102.829	3	34.276	2.174	.093
	Within Groups	2774.565	176	15.765		
	Total	2877.394	179			
Normative Commitment	Female	22.16	5.181	-.181	178	.857
	Male	19.28	4.237			
	Female	19.99	3.844			
	Male	21.47	4.335	-1.170	178	.244
	Female	21.06	4.158	.648	178	.518

## Leadership Practices and Organizational Commitment of University Teachers and Head of Departments

	Total	2877.394	179			
Normative Commitment	Between Groups	63.720	3	21.240	1.195	.313
	Within Groups	3127.391	176	17.769		
	Total	3191.111	179			

*One-Way ANOVA result indicated* that groups were not significantly different with respect to affective, continuance and affective commitment based on their age.

**Table 9: One -Way ANOVA of Educational Qualification and Affective, Continuance and Normative Commitment of Teachers (N=180)**

Variable		Sum of Squares	df	Mean Square	F	Sig.
Affective Commitment	Between Groups	27.224	2	13.612	.500	.607
	Within Groups	4814.976	177	27.203		
	Total	4842.200	179			
Continuance Commitment	Between Groups	20.882	2	10.441	.647	.525
	Within Groups	2856.513	177	16.138		
	Total	2877.394	179			
Normative Commitment	Between Groups	10.198	2	5.099	.284	.753
	Within Groups	3180.913	177	17.971		
	Total	3191.111	179			

The One-Way ANOVA results indicated that there were no significant mean differences between groups based on educational qualification.

### Findings:

Findings of the study are as follows:

- Leadership practice “Enabling others to act” was most frequently used leadership practice among department heads while “Encouraging the heart”, “Modeling the way” and “Inspiring a Shared Vision” were moderately used leadership practices. Though “Challenges the Process” was perceived to be least used leadership practice. It indicated that departments were more engaged in “enabling others to act” and least in “Challenges the Process”.

- Teachers’ affective commitment was high as compare to continuance commitment and normative commitment lie at medium level. However department heads’ affective and normative commitment were high as compare to continuance commitment. It showed that Organizational Commitment level of department heads’ was high as compare to University teachers.
- All leadership practices of department heads were positively correlated to three forms organizational commitment of

- teachers. It indicated that leadership practices of department heads influence the organizational commitment level of university teachers.
- It was found that head of departments belonging to different gender do not vary with respect to use of leadership practices. It indicated that male and female equally practice each leadership practice.
- Head of departments with different age group do not vary in the use of leadership practices. It showed that leadership practices were not dependent on age of department heads.
- Heads with different educational qualification differ in the use of leadership practices “Challenging the Process”, “Inspiring a Shared Vision”, “Modeling the Way”. Department heads having PhD qualification use leadership practice “Challenging the Process”, “Inspiring a Shared Vision”, “Modeling the Way” more frequently as compare to those with MPhil qualification. Researcher found no significant difference in the use of leadership practices “Enabling others to Act” and “Encouraging the Heart” with respect to educational qualification.
- There were no significant differences between male and female regarding affective, continuance and normative commitment. It indicated that male and female teachers were equally committed.
- University teachers with different age group also do not vary with respect to affective, continuance and normative commitment. It showed that teachers belonging to different age have same level of organizational commitment.
- There was no significant difference in organizational commitment level of university teachers with respect to their educational qualification level. It indicated that organizational commitment of university teachers was not dependent on their educational qualification.

### **Discussion and Conclusion**

On the basis of conducted study it was concluded that HOD’s did not practice all five leadership practices with same frequency. It was concluded that HOD’s were more committed with the University as compare to teachers and three leadership practices “Challenging the

## **Leadership Practices and Organizational Commitment of University Teachers and Head of Departments**

Process”, “Inspiring a Shared Vision” and “Modeling the Way” were dependent on educational qualification. It was concluded that leadership practices of department heads were significantly related to organizational commitment in positive direction. It can be concluded that demographic variables have no significant role in determining leadership practices of department heads as well as organizational commitment of University teachers.

The results of the study indicated that “Enabling others to act” perceived to be most oftenly used leadership practice. This lead to conclude that department heads engage in treating others with dignity & respect, develop cooperative relationships, actively listen diverse point of views & supports the decisions that subordinates make on their own and ensuring that subordinates are developing themselves. The current study findings were in line with research studies (Stumpf, 2007; Rozeboom, 2008; Daniel, 2011) who also stated “Enabling others to act” the most frequently used leadership practice. Current study reported “Challenging the process” as least frequently used leadership practice that was compatible with (Baal ,2011) while (Stumpf, 2007; Rozeboom, 2008) studies indicated “Inspiring a Shared Vision” as least frequently used leadership practice that

was 2<sup>nd</sup> least used leadership practice in current study. Although department heads less likely to accept challenges, take initiatives to solve the problem, take risks and seek innovative ways to improve the organization. Taking risks and initiatives to overcome obstacles are important elements of Kouzes and Posner leadership practices of Challenges the Process and Inspiring a Shared Vision. If a University department chair is not capable of practicing these leadership practices then there will be lack in department head leadership (Baal, 2011).

It was found that organizational commitment of department heads was high as compare to University teachers. It may be due to high incentives, attractive post of department head. However both teachers and department heads affective & normative commitment was high as compare to continuance commitment. The results of the study were compatible with results of (Iqbal, 2010). Employees with strong affective commitment perform at higher level because they have a desire to stay in organization. Employees with high normative commitment also perform at higher level as they have an obligation with organization (Meyer et al., 2002) although low continuance commitment of teachers and heads showed that they have

no fear of any financial lose if they leave the organization (Meyer et al., 2002).

Significant differences were found for the leadership practices “Challenging the Process”, “Inspiring a Shared Vision” and “Modeling the Way” based on educational qualification. The results of the study were compatible with (Baal, 2011; Herbst& Maree, 2008). This may be due to the reason that higher qualification level add to his/ her credibility (Herbst & Maree, 2008) and with high educational level he/she can get broad exposure, more understanding of the situation.

The research study found a significant positive correlation between leadership practices and organizational commitment .Research studies (Woods, 2007; McCroskey, 2007; Nicholson, 2009; Mitchell, 2013) reported significant positive correlation between five leadership practices and organizational commitment. Kouzes & Posner (2007) indicated that if leader effectively utilizes the one or more leadership practices will increase the organizational commitment of employees. Also leaders can influence employees’ commitment by valuing their contribution and by caring about their wellbeing (Iqbal, 2010). Leadership practices of a leader directly influence the commitment of their employees.

Researcher found no gender differences in organizational commitment of University teachers. It may be due reason that male & females were given equal job opportunities at higher education level and there was no discrimination regarding pay, pension, giving of opportunities, other incentives associated with a University.

The results of the study revealed that teachers with different educational qualification hold equal level of affective, continuance & affective commitment. Study findings were in accordance with (Laka-Mathebula, 2004; Chaughtai & Zafar, 2006) who reported no difference in organizational commitment based on educational qualification. This refers to conclude that level of education was incompatible for determining the organizational commitment. It was found that organizational commitment of University teachers did not vary with age. The current study non-significant findings were consistent with previous research studies (Laka-Mathebula, 2004; Chaughtai & Zafar, 2006; Iqbal, 2010; Abdullah, & Ramay, 2012) who reported no relationship between age and organizational commitment. There age has no significant relationship with organizational commitment. The results of the present study indicated that demographic factors (age, gender,

## **Leadership Practices and Organizational Commitment of University Teachers and Head of Departments**

educational qualification) appeared to have no significant role in organizational commitment of teachers. It was suggested that heads of departments should practice

all five leadership practices with same frequency and should make efforts to improve the commitment of teachers for increased productivity.

## REFERENCES

- Abdullah, A., & Ramy, M. I. (2012). Antecedents of Organizational Commitment: A Study of Banking Sector of Pakistan. *Serbian Journal of Management*, 7 (1), 89 -102
- Allen, N.J., & Meyer, J.P. (1990). The measurement and antecedents of affective, continuance and normative commitment to the organization. *Journal of Occupational Psychology*, 63(1), 1-18
- Baal, K. M. (2011). *Leadership Practices of Science Department Chairs in Secondary Public Schools*. Unpublished Doctoral dissertation. Loyola University Chicago.
- Chughtai, A., & Zafar, S. (2006). Antecedents and Consequences of Organizational Commitment among Pakistani University Teachers. *Applied H.R.M. Research*, 11(1), 39-64.
- Collins, J. C. (2001). *Good to great: Why some companies make the leap--and others don't*. New York, NY: HarperBusiness
- Daniel, E. D. (2011). *Perceived Leadership Practices of Student Affairs Professionals: An Analysis of Demographic Factors*. Unpublished doctoral dissertation. University of South Florida (USF).
- Hellriegel, D., Jackson, S.E & Slocum, J.W. (2005). *Management* (10<sup>th</sup> ed.). Australia: Thomson (South western)
- Herbst, T.H., & Maree, K.G. (2008). Thinking style preference, emotional intelligence and leadership effectiveness. *SA Journal of Industrial Psychology*, 34(1), 32-41.
- Iqbal, A. (2010). An Empirical Assessment of Demographic Factors, Organizational Ranks and Organizational Commitment. *International journal of Business and Management*, 5(3), 16-27.
- Jassawalla, A.R., Sashittal, H.C. (2003). Building collaborative new product processes: Why instituting teams are not enough. *Advanced Management Journal*, 68(1), 27-30.
- Juliet, A.A., & Murugan, K. (2014). Impact of Leadership Practices on Organizational

- Commitment of Employees in Health Insurance Industry. *The International Journal of Applied Management and Business Utility (IJAMBU)*, 2(1), 35-38 ISSN 2348-1382
- Keskes, I. (2014). Relationship between leadership styles and dimensions of employee organizational commitment: A critical review and discussion of future Directions. *Intangible Capital*, 10(1), 26-51
- Kirkman, B. L., & Shapiro, D. L. (2001). The impact of culture values on job satisfaction and organizational commitment in self-management work teams: The mediating role of employee resistance. *Academy of Management Journal*, 44(3), 557-569
- Kouzes, J.M., & Posner, B.Z. (2001). *Leadership Practices Inventory [LPI]*. San-Francisco: Jossey-Bass/PFEIFFER
- Kouzes, J.M., & Posner, B.Z. (2003). *The five practices of exemplary leadership*. San-Francisco: John Wiley & Sons
- Kouzes, J. M., & Posner, B. Z. (2007). *The leadership challenge* (4<sup>th</sup> ed). Willow brook: John- Wily & Sons
- Kouzes, J.M., & Posner, B.Z. (2010). *The Truth about Leadership. The No-Fads, Heart-Of-The-Matter Facts You Need To Know*. EBSCO.
- Laka-Mathebula, M.R. (2004). *Modeling the relationship between Organizational commitment, Leadership style, Human resource management practices and organizational trust*. Unpublished doctoral dissertation. University of Pretoria
- Lo, M.C., Ramayah, T., Min, H.W., & Songan, P. (2010). The relationship between leadership styles and organizational commitment in Malaysia: role of leader-member exchange. *Asia Pacific Business Review*, 1(16), 79-103
- McCroskey, S. D. (2007). *The relationship between leadership practices and the three components model of organizational commitment: An empirical analysis*. Unpublished doctoral dissertation School of Business and Technology Capella University.

- Mclaggan, E., Bezuidenhout, A., & Botha, C.T. (2013). Leadership style and organisational commitment in the mining industry in Mpumalanga. *SA Journal of Human Resource Management*, 11(1), 1-9
- Mitchell, C.R. (2013). *Leadership practices and organizational commitment: a correlation study in two Midwestern organizations*. Unpublished doctoral dissertation. Tennessee Temple University.
- Meyer, J. P., & Allen, N. J. (1991). A three component conceptualization of organizational commitment. *Human Resource Management Review*, 1(1), 61-89.
- Meyer, J.P., & Allen, N.J. (2004). *Employee Commitment Survey: Academic Users Guide*. University of Western Ontario
- Meyer, J. P., Stanley, D. J., Herscovitch, L., & Topolnytsky, L. (2002). Affective, continuance and normative commitment to the organization: A meta-analysis of antecedents, correlates and consequences. *Journal of Vocational Behavior*, 62(1), 20- 52.
- Nicholson, W.M. (2009). *Leadership practices, organizational commitment, and turnover intentions: a correlational study in a call center*. Unpublished doctoral dissertation. University of phoenix
- Rowland, K. A. (2008). *The relationship of principal leadership and teacher morale*. Unpublished doctoral dissertation. Liberty University, Lynchburg.
- Rozeboom, D.J. (2008). *Self-report and direct observer's perceived Leadership practices of chief student affairs Officers in selected institutions of higher Education in the United States*. Unpublished doctoral dissertation. Graduate Studies of Texas A&M University
- Srithongrun, A. (2011). *The Causal Relationships among Transformational Leadership, Organizational Commitment and Employee Effectiveness*.

**Leadership Practices and Organizational Commitment of University Teachers and  
Head of Departments**

*International Journal of Public*

*Administration, (34)6, 376-388*

Stone, A.G., & Patterson, K. (2005). The  
History of Leadership Focus. Servant  
Leadership

Research Roundtable,1-23

Stumpf, D.S. (2007). *The administration  
of higher education extended  
campus Locations with a distance  
learning component: An analysis of  
best leadership practices at  
Columbia college. Unpublished  
doctoral dissertation .Georgia  
Southern University*

Woods, W. J. (2007). *The effect of  
leadership practices on organizational  
commitment: An  
analysis of MBA's and their individual  
work settings. Unpublished Doctoral  
Dissertation: School of Business and  
Technology. Capella University*