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EXAMINING THE RELATIONSHIP BETWEEN TRANSFORMATIONAL
LEADERSHIP MODEL AND ORGANIZATIONAL COMMITMENT MODEL TO
ENHANCE DECISION MAKING PARTICIPATION: EVIDENCE FROM THE
KINGDOM OF BAHRAIN

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ABSTRACT

This study aims to investigate whether the transformational leadership behaviors represent intellectual motivation, idealized effect, individualized reflection, and inspirational stimulation (Bass & Avolio, 2004) and whether it significantly impacts employee commitment to their organization. The study used the descriptive and analytical approach, and the sample of study represents all of employees in the field of government educational institutions in Kingdom of Bahrain. The basic sample of the research consisted of (256) employees, selected randomly from sixteen secondary schools in four Provinces. To collect data, the researcher used a questionnaire, which had prepared for this purpose. To analyzing the data, the study also used the proper statistical methods for reliability and validity test and examines the research hypotheses. The research findings indicated that, there is a significant correlation between the transformational leadership pattern and the organizational commitment in the government schools in the Kingdom of Bahrain. The responses of the administrative and the teaching staff conformed that the decision makers tend largely to apply the pattern of the transformation leadership. According the research findings, the researcher concluded a several recommendations in addition, the importance of the clarity and activation of the professional commitment rules and regulations by the administration, and more importantly, the factors of objectivity and impartiality in dealing with the staff under these rules. Numerous managerial implications follow from the findings as well as some suggestions to future research could learn from testing our model with other leadership types

Keywords: *Transformational Leadership, Organizational Commitment, Decision Making, Kingdom of Bahrain.*

I. INTRODUCTION

Today is the most amazing period of transformational change (Hamel and Valikangas, 2003; Herscovitch and Meyer, 2002; Hoopes and Kelly, 2004; Maddi and Khoshaba, 2005) and the leaders are required to demonstrate deep understanding of the inner dynamics of organizations. However, as organizational changes grow to be more frequent hence, understanding and predicting employees' psychological reactions to change are becoming more critical factors in terms of change management. The business and social environment is complex, dynamic and turbulent subsequently at least 70% of all change initiatives fail (Kotter, 2003) as well as, resistance to change is the more common reaction experienced by the organizations (Caldwell Herold, and Fedor, 2004) toward change implementation. Leadership is about directing and inspiring others towards achieving a vision. Thus, successful leadership starts with an appealing and inspiring vision that would be passionately communicated later to all involved stakeholders (Rebore & Walsmeij, 2007).

Decision-makers can utilize self-management skills to establish a consistent record of achievement and emotional control, while simultaneously earning trust from both internal and external constituents.

Organizations in Arabic realm provide guidelines to an organization to improve its administrative practices to maintain success and quality in a sustainable manner in order to create a healthy and harmonious work culture (Aldulaimi, 2016). According to Druker, P.F (2004), "Whatever a manager does he does through decision-making." Decision-making is so crucial to the job of managing that it is called the heart of management. However, decision-making is only one of the ways in which managers can influence effective accomplishment of goals. Thus decision-

making is the primary task of management. Leaders must realize the need to address the attack of emotions and human dynamics at the time of change implementation. Individual differences theory argues that, because of differing cognitive structures, individuals react differently to the same change message (Armenakis, Harris and Moss holder 1993; Armenakis and Harris, 2002).

There are few studies that addressed the relationship between transformational leadership as the independent variable with organizational commitment with three component affective, normative and continual commitment.

This study aims to identify the relationship between transformational leadership as the independent variable with organizational commitment with three component affective, normative and continual commitment of employees' of secondary schools in ministry of education in Kingdom of Bahrain. Specifically achieving the following objectives.

1. To examine the relationship between transformational leadership and affective commitment.
2. To examine the relationship between transformational leadership and normative commitment.
3. To examine the relationship between transformational leadership and continual commitment.

II. LITERATURE REVIEW

The concept has developed over a period of three stages, each of which had a strong impact on the current state of organizational commitment. The first stage defined commitment by using what is known as the Side-Bet Theory based on Howard Becker's (1960). According to this theory, employees are committed because they have totally hidden or somewhat hidden investments, "side-bets," they have made by remaining in a given organization. This scale was advanced as a tool for the better testing of the side-bet approach and is one of the three dimensions of organizational commitment outlined by Meyer and Allen (1991).

Second stage is the Psychological Attachment Approach and advanced by Porter, Steers, Mowday, and Boulian (1974) and described commitment as a focused attitude, uncontaminated by other constructs such as behavioral intentions. Accordingly, commitment was defined by Porter and his supporters as "...the relative strength of an individual's identification with and involvement in a particular organization..." (Mowday, Steers and Porter, 1979; p. 226).

The Third Stage is the Multi-Dimensional Approaches and the leading multi-dimensional approaches were advanced in the 1980s, one by O'Reilly and Chatman (1986) and the other by Meyer and Allen (1984). There were some other multi-dimensional approaches, but these had much less impact than the two main ones (Meyer & Herscovitch, 2001).

O'Reilly and Chatman (1986) defined commitment as the psychological attachment felt by the person for the organization, reflecting the degree to which the individual internalizes or adopts the characteristics or perspectives of the organization. They argued that one's psychological attachment may be predicted by three independent factors: (a) compliance or instrumental involvement for specific, extrinsic rewards; (b) identification or involvement based on a desire for affiliation; and (c) internalization or involvement predicated on the congruence between individual and organizational values.

The three dimensions (Figure 2.5) were characterized as a "three-component conceptualization of OC" and were described as "...distinguishable components, rather than types, of attitudinal commitment, that is, employees can experience each of these psychological states to varying degrees..." (Allen and Meyer, 1990). Later, stronger conceptual justifications were developed regarding this approach with an attempt to relate it to motivation theories (Meyer and Allen, 1991, 1997; Meyer, Becker, and Vandenberghe, 2004; Meyer and Herscovitch, 2001). Meyer and Allen and their colleagues were aware of some of the problems associated with the three-dimensional scales.

There are several reasons for the interest in multiple commitments. First, employees in the workplace are exposed simultaneously to more than one object of commitment, and a better understanding of the process and magnitude of their commitments can result from examining their multiple commitments rather than only one commitment at a

time (Cohen, 2003). Second, forms of commitment have been shown to predict important work outcomes such as withdrawal, performance, absenteeism, and tardiness (Blau, 1986; Cohen, 1999, 2003; Randall and Cote, 1991).

III. METHODOLOGY

Leadership is measured by multifactor leadership questionnaire (MLQ) developed by Bass and Avolio (2004). Decision making is measured by three dimensions namely willingness to participation, empowerment and felt accountability. These dimensions are taken from previous researchers Cree's (2000), Spreitzer (1995) and Hochwarter et al. (2003).

The sample population of this research contains the whole employees in secondary schools in ministry of education in Kingdom of Bahrain. The sample was 256 employees distributed to 155 male and 101 female. The majority of age were between 25-35 which forming 50%. Over 60% holding bachelor degree and have more than 10 years of experience. Reliability test conducted by Cronbach's alpha indicate that items reliable (.875). The results were revealed after entering data which analyzed using the SPSS 21, the first procedure of data analysis start with the preparing the data for analysis process, the second phase including the descriptive demographic profiles of the sample populations. Mean and standard deviation values are calculated to know the level of emotional intelligence, decision making skill and leadership skill. Canonical correlation analysis is applied to know the effect of emotional intelligence and leaders' decision making of the executives.

IV. RESULTS

The results indicate that transformational leadership has great influence on organizational commitment. Table 1 summarizing the results of the study using mean and standard deviation. While table 2 shows the correlation between the two variable which to investigate the relationship.

Table 1: Descriptive statistics of the study variables, Transformational leadership, Affective Commitment, Normative Commitment and Continual Commitment:

Statement	Mean	SD	Order
Transformational leadership			
The manager acquiring the teacher trust	3.889	0.64	3
The manager use simple words in his commands	4.024	0.87	2
The manager value the teacher feelings	4.032	0.67	1
Affective Commitment			
The manager doing his best to fix problems	3.818	0.78	5
The manager realize the need to change	3.842	0.78	4
The manager has clear vision for future	3.573	0.81	6
Normative Commitment			
I feel proud to be teacher in this school	4.063	0.694	1
I consider the problems of my job as my personal problems.	3.415	0.833	6
I feel belonging to this school as it my second house.	3.968	0.856	4
I have distinguished relationship with my colleagues.	4.016	0.781	2
There is value conversion between me and the school.	3.925	0.812	3
Work climate the comfortable in school	3.889	0.938	5
Continual Commitment			
The teachers keen to apply rules and bylaws.	2.723	0.804	6
The teacher compel to time and tasks.	3.700	0.749	3
The teachers keep the school assets and staff.	3.779	0.703	2
My manager gives me the opportunity to participate in decisions.	3.545	0.854	4

I believe my school deserve loyalty	3.980	0.706	1
I am thinking about my school situations and quality.	3.458	0.680	5
Continual Commitment			
I am ambitious to higher position	4.055	0.700	1
I participate in activities that serving the school.	3.482	0.835	3
I accept any job to continue working in school.	3.296	0.899	5
I will be happy to continue in my job the rest of my life.	3.099	0.724	6
I believe this school is better than other schools.	3.783	0.795	2
I talk about my school with my friends as it is wonderful workplace.	3.253	0.726	4

Table2:Pearson Correlation Coefficient of Transformational Leadership and organizational commitment

	affective commitment	Normative commitment	Continual commitment	Total
Transformational Leadership	0.812	0.621	0.776	0.699
Significant	0.05	0.05	0.05	

V. DISCUSSION AND CONCLUSION

This study aims to identify the relationship between transformational leadership as the independent variable with organizational commitment with three component affective, normative and continual commitment of employees' of secondary schools in ministry of education in Kingdom of Bahrain.

The preliminary results revealed that female employees have a greater affective and continual commitment.

Organizational commitment has been examined in three dimensions: Affective commitment means employees' being identified with the organization they work for. Continuance commitment is related to employee's staying in the organization considering the price he/she will have to pay if he/she leaves the organization. Normative commitment is associated with the obligation that employees feel about staying in the organization (Allen & Meyer, 1990).

Researchers examine organizational commitment in cultures such as Arabs, with interesting results. For example, normative commitment relates more strongly with turnover intentions for countries with collectivist versus individualistic cultures (Watsi, 2003). As such, this research answers the call for additional research regarding both transformational leadership and normative commitment in non-Western countries (Bergman, 2006; Watsi, 2003). Grounded in social exchange theory logic, this study proposes that transformational leadership causes high commitment among employees.

This study aims to investigate whether the transformational leadership behaviors represent intellectual motivation, idealized effect, individualized reflection, and inspirational stimulation (Bass & Avolio, 1990) and whether it significantly impacts employee commitment to their organization. Although transformational leaders serve a unique organizational role requiring them to effectively communicate a vision, establish collective goals, and manage their staff (Resick, Whitman, Weingarden, & Hiller, 2009). Decision making is one of the important tasks of a leader (Gardner, 1990). The quality of managers' decisions is a key feature in determining performance. The way managers/leaders arrive at decisions their DMS is also expected to affect performance (Russ et al., 1996) and consequently affect the employee commitment to organizations. Bogler and Somech (2004) note that the employees engaged in the organization want to have active roles in the organization. They want to have an impact on the programs, procedures or strategies of the organization.

Regarding the relationship between transformational leadership and organizational commitment. The results reveals a strong and positive relationship between the two variables. Affective commitment has the stronger relationship and continual commitment second. While, the normative commitment come in the third place. This is due to the strong feeling of employee of belonging and the effect of this leadership style on them to motivate them. Also, they are not keen to apply and submit to the rules and bylaw as much as they believe of loyalty to their organization. The managers who use the transformational leadership in leading the employees are more considering the employee feelings and work hard on motivation. The most important aspect of making employee feeling proud and have affective commitment is because they work as teachers. Aldulaimi (2017), acknowledge that technical skills training alone are not enough to develop future leaders..The study find the necessity of developing the managers to have the leadership skill and transformational leadership skills in particular due to its positive influence on organizational commitment.

Aldulaimi. S (2015) shows that organizational culture, leadership, and strategy have close interrelationships. Organizations that are adaptive, consistent in their values, engaging to employees, and embracing common missions in their cultures have a higher tendency to probe into issues, to seek methods to reduce costs, to look into the future, and to act proactively in their strategies. Therefore, the organizational should enhance the culture that asserting the values of motivation and positive communication in workplace to pave the way of emerging of transformational leadership.

The research findings indicated that, there is a significant correlation between the transformational leadership pattern and the organizational commitment in the government schools in the Kingdom of Bahrain. The responses of the administrative and the teaching staff conformed that the decision makers tend largely to apply the pattern of the transformation leadership. However, Cerne, Jaklic, Skerlavaj, Aydinlik, and Polat (2012) suggest that an autocratic leadership style is more common in countries like Arab with steep hierarchies and clan cultures. There are differences in the responses of the administrative and teaching staff in the secondary schools on the leadership pattern and organizational commitment, according to the Demographic variables.

According the research findings, the researcher concluded a several recommendations, including the Supreme leadership shall pay great attention to the professional development of the middle leadership and the executive leadership as well, on how to perform more responsibilities, and they should be given more authorities by delegating some of its (supreme leadership) tasks and responsibilities. The necessity to activate the participatory principle in decision – making process concerning the school, by all members of the educational and administrative board. The importance of the clarity and activation of the professional commitment rules and regulations by the administration, and more importantly, the factors of objectivity and impartiality in dealing with the staff under these rules.

Numerous managerial implications follow from the findings. Leaders can encourage higher levels of organizational commitment by adopting a transformational leadership approach with the management team and that will encourage decision making participation in results. Such an approach needs to be consistent and completely adopted. In this incident, the leaders may adopt a transactional leadership style and instill higher levels of affective and normative commitment in the staff. Transformational leadership might be the key to increasing levels of commitment in collectivistic cultures. This is of particular interest because, Randall (1993) finds that organizational commitment is lower in collectivistic cultures than individualistic cultures. In collectivistic cultures the protection of social associations may be stronger than to organizational interests. On the other hand, the mediating relationship of affective commitment reinforces previous studies which suggest affective commitment may be stronger in collectivistic cultures because of the potential to view the organization as a social entity.

Future research could learn from testing our model with other leadership types (e.g., transactional leadership). Transactional leadership simply can clarifying the association with commitment for more investigation. Future studies should give focus on the influence of transformational leadership on the effectiveness of human capital as the intelligent assets of organization. How this type of leadership contribute and enhance the continuity of employee and their desire of innovation.

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