



Organizational Leadership and Organizational Commitment of Kedah District Education Officers

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Abstract

The study aims to identify the leadership of district education office (DEO) in Kedah. This study also attempts to identify the relationship between organizational leadership and organizational commitment among the officers district education office (DEO) in Kedah. An Organizational Commitment (OC) (Meyer & Allen, 1990) and The Multifactor Leadership Questionnaire (MLQ5x) (Bass & Avolio, 2000) was used for the survey instrument. A total of 8 district education officers and 325 officers in district education office responded to the survey questionnaires. The statistical analyses used are the Spearman Correlation and Independent t-Test. The analysis found a significant difference between the organizational leadership in district education office. The results also reveal that a significant relationship does exist between positive organization commitment and leadership behavior. Considered individually, educational leadership is significant in predicting organizational performance and factors that influent officers' commitment. In conclusion, organizational leadership relatively more practiced in high performance district education office compare to low performance organizational and correlated with the officers' commitment.

Keywords: District Education Office, Leadership, Educational leadership and organizational commitment.

1. Introduction

Success of an organization depends on the collective performance of its administrators, the people who direct the work and lead the whole staff. Leader or department head must seek voluntary cooperation from his colleagues because the leadership does involve two or more persons. One of them tried to lead and motivate others in order to achieve the goals of the system. In the relationship department heads and staff, there are many aspects that need to be addressed.

Generally, the leader is an individual in a group that was given the responsibility to direct and coordinate the activities to achieve the goals of the organization. Leadership is the process of influencing the activities of the organization toward the achievement of planned results. Some people expected that the 'leader' is the one who can motivate followers to work hard, produce something great and people who help to raise more than the spirit or directing.

According Kulanz Salleh (2009), to become a leader in the school and was also a leader at the District Education Office requires leadership charisma. It requires knowledge in the field of academic, student and community background, problem behavior of students and staff, the school curriculum, office management, leadership, communication, political problems and so on. Without complete knowledge in these areas, an education administrator will find no confidence on his leadership ability.

In this study, researchers wanted to determine the relationship and differences between leadership and commitment of the District Education Officers officials in the District Education Office (DEO) in Kedah. Leadership and commitment are important aspect that must be practiced by the District Education Officers and members of the organization DEO'S for the success and excellence of the organization, especially an organization DEO'S.

According to the Director General of the Public Service Department (PSD) (2003) commitment from all of the employees to enhance organizational excellence is demanded. Every work should be done with a full of passion towards the organization's needs and put aside all other negative interest especially personal matter. It is important for an organization to create the mind-set that lead to the excellence results so that employees are more committed to the goals of the department. This could be done by constantly encourage the staff to appreciate and practice management cultures that can enhance organizational excellence.

According to Tymko (1985), for the organization of education, leadership effectiveness can be achieved if there is a systematic management of the surrounding and emphasize the high level of the academic achievement. This is based on the main goal of the DEO'S which is to improve the quality of education DEO'S through planning, execution and supervision of all educational activities at the district level (Ismail, 1993). In addition, DEO'S is also capable to influence the principal, teacher, headmaster or school work to achieve the educational goals in improving academic performance continuously and achieve the Key Performance Indicator (KPI) that has been setting up.

In this study, leadership refers to the District Education Officer refers to the transformational leadership of the charismatic nature, the ability to raise inspirational, intellectually stimulating and individual consideration (Bass & Avolio, 2004). In fact, transformational leadership emphasizes the leader's role that motivated the subordinates to perform their duties more than their expectation (Junaidi, 2010). Transformational leadership allows a leader capable of defining and achieving the vision of the organization, which subordinated accept and acknowledge the credibility of leaders. The main criteria for transformational leaders which have the ability to act as a change agent (agent of change) for the organization so that it can create new strategies in developing practices that are more relevant organization.

The concept of transformational leadership was first put forward by James McGregor Burns. In association with transformational leadership, Bernard Bass (Stone, 2004) said leaders of the transformational change personal values of

followers to support the vision and goals of the organization by fostering an environment where relationships can be formed by creating an atmosphere of trust in which the vision can be shared.

Next, operationally Bernard Bass (Gill, 2010) describes transformational leadership as leadership and performance beyond expectations. While Tracy and Hinkin (Gill, 2010) describes transformational leadership as a process of influencing major changes in the attitudes and assumptions of the organization and develop a commitment to the mission or objectives of the organization, while (Gill, 2010), explains the transformational leadership is the ability to influence, mobilize, and direct an action in a person or group of people to achieve a particular purpose in a particular situation. In fact, a leader is able to influence employees. Many studies on leadership have tested the relationship between the leadership and the staff.

In conclusion, transformational leaders have a special ability to lead and help to organize the vision of the organization and also change the attitude of employees towards achieving the goals and vision of the organization (Mondy & Premeaux, 1993; Tichy, 1986). Moreover, transformational leaders also take into consideration the needs of internal employees, have good relationships with employees, consistency in action and have their own credibility to enable the employee trust and confidence to do more than expected (Bass, 2003).

Commitment to the organization is described by the study (Mottaz, 1988, 1989, Mowday, Porter & Steers, 1982). According to Steers (1990), the higher the requirements and goals of workers covered by the organization, the higher their commitment to the organization. While Cook and Emerson (1978) noted that, from the perspective of behavioral commitment where the commitment will increase when there is a change in the reasons of profit. Ongoing commitment refers to the tendency of employees to continue working with the organization because he was not able to do the opposite of stop work of the organization or find another job (Greenberg & Baron, 1997). In addition, organizational commitment can be divided into two components, namely affective commitment or attitude or behavior and continuance commitment (McGee & Ford, 1987). Affective commitment is a commitment in the form of a moral statement that shows the positive participation of depth to the identification of the goals and values of the organization (Aven, Parker & McEvoy, 1993).

In this study, transformational leadership refers to the four types of which have been proved empirically by Bass, Avolio, Jung and Berson (2003) as a measure of transformational leadership. In addition, instruments to measure transformational and transactional leadership of multifactor Leadership Questionnaire (MLQ) by Bass and Avolio (2012) is a convenient measure of transformational leadership received in studies involving the military, education, and commercial (Bryant, 2003).

Idealism influence or charisma is a key component in transformational leadership (Bass, 2003). Influence of idealism is related to building confidence and trust as well as a model for followers to emulate (Bono & Judge, 2013). Leaders respected, trusted, and admired by his followers (Bass & Avolio, 2012; Bass, Avolio, Jung, & Berson, 2003). In addition, charismatic leaders instill a sense of pride, nourish interest groups, build confidence and demonstrate respect.

The second component is the ability to inspire members of the organization to implement something that is required. Leaders are able to explain the mission and vision of the organization (Bass, 2003; Bass & Avolio, 2012; Kouzes and Posner, 2000), understand that the form and have a vision of the organization is very important (Bass, 2003; Kouzes & Posner, 2000; Bennis, 1990). To achieve the goal of sharing a common vision, transformational leadership suggests that vision is to benefit all members, making them a sense of belonging and help members meet the higher requirements through various means such as metaphor, model, stories, slogans, and pictures (Kouzes & Posner, 1989).

In addition, another component of transformational leadership (Bass & Avolio, 2012; Bass, 2003) is the intellectual stimulation. Intellectual stimulation associated with the ability to solve the problem of alerting followers (Bono & Judge, 2013; Bass & Avolio, 2012; Kelly, 2003). Transformational leadership challenge followers to think again about the existing assumptions and beliefs, encouraging followers to be innovative and creative, to solve old problems in new ways (Leithwood, 2008; Barbuto, 2005). Leaders lose power to persuade their followers in a way to produce new ideas without fear (Stone, Russell & Peterson, 2008). Freedom given to lead followers to submit bold ideas without risk (Sivic, 2003) and creating a positive school culture by placing high expectations for staff and students (Leithwood, 2008).

The next component of transformational leadership is considered individually. Individual consideration refers to the willingness of leaders to listen to or meet the specific needs of individual (Sivic, 1998). Followers are treated differently by the individual and the skills, abilities, and knowledge (Shin & Zhou, 2003) with the aim of enabling them to achieve a higher level (Bass & Avolio, 2004; Stone, Russell, and Peterson, 2003). This goal can be achieved through praise, a fair division of labor, individual counseling, coaching, and professional development. Leadership creates a culture of mutual support by getting involved with teaching and followers (Bass & Avolio, 2012).

Leadership charisma, individual consideration, triggering motivation, and intellectual stimulation, are the properties of transformational leadership that is capable of producing outstanding results as well as can change individual behavior and organizational culture. Transformational leadership is not a natural birth, but learned (Bass, 2003; Bass & Avolio, 2012; Bass & Avolio, 2012) and leadership is needed in the future in the organization less bureaucratic and autocratic practices (Leithwood, 2008; Wonacott, 2000; Bennis, 1990; Covey, 1989).

Samer Khasawneh, Aiman Abdullah Omari and M. Abu-Tineh (2012) describes transformational leadership is one of the factors that can affect organizational commitment. Thus, according to the Loa, Ramayah & Run (2010) suggested a link between transformational leadership with organizational commitment. Transformational leadership has been proven to bring more fundamental changes, such as changes in values, goals and needs. Indica (2013) stated that organizational commitment has a close relationship with the transformational leadership on employees. Nugroho (2011) stated that transformational leadership has significant effect on the commitment of officers.

Previous studies showing transformational and transactional leadership has a significant relationship with organizational commitment (Abdull Sukor Shaari, 2003; Fortmann, 2003; Steer & Terborg, 1995; Koh, Bycio, Hackett & Allen, 1995; Green & Taber, 1986 ;), yet the relationship of transformational leadership and organizational commitment is stronger than the relationship between transactional leadership and organizational commitment (Judge & Bono, 2013; Koh, 1995). Transactional leadership is using the influence of rewards and punishments (Bass, 2003) to act as bargaining agent for employees of external motivation. When leadership prioritize economic rewards in exchange for the employee

to remain in the organization, leadership actually enlighten employees about the costs they have to bear if leaving the organization. Allen and Meyer (2013) describe this situation by the lasting commitment. Instead of transformational leadership using intellectual stimulation, and inspire motivation (Bass, 2003; Bass & Avolio, 2012) as important for alerting followers about trust and responsibility in the organization. Transformational leadership is associated with work and fun working interest (Harackiewicz & Larson, 1986) and thus, this situation will increase the commitment kerorganisasian (Lagomarsino & Cardona, 2003). Often this associated with the concept of normative commitment family socialization or socialization (Allen & Meyer, 2013). By way of setting aside self-interest instead of interest organizations (Yukl, 2012), transformational leadership realize that they need to perform his work at the level required to earn rewards and intrinsic job satisfaction (MacKenzie, Podsakoff & Rich, 2001), but also because they are bound by organization (Bryman, 1992). By Ross and Gray (2006) there is evidence that shows more transformational leadership is the main contributor to the commitment of teachers compared to transactional leadership. Previous studies (Nguni, Slegers, and Denessen, 2004) found that the contribution of transformational leadership is 17-18% of the total variance, while organizational commitment research (Koh et al., 1995; Lei, Tomlinson, and Genge, 1996) found that transformational leadership has strong influence on the willingness of employees to work harder thus increasing productivity.

2. Purpose of the study

The purpose of this study is to investigate the relationship between organizational leadership and organizational commitment among district education offices and officers of district education office in Kedah.

The objectives are to:

- i) To find the difference between leadership organization and the commitment organization at DEO's Kedah according to DEO'S's grade?
- ii) To find the difference between leadership organization and the commitment organization at DEO's Kedah according to achievement of KPI's DEO'S?
- iii) To find the relationship between leadership organization and commitment organization at DEO's Kedah?
- iv) To find the relationship between leadership organization dimension and organization commitment at DEO's Kedah?

3. Methodology

The most common approach used to collect information in the study is descriptive, using questionnaires and protocol interviews (Johnson & Christensen, 2005; Johnson & Christensen, 2012) and often theories of sociology, the theory that the form of macro (functionalism and conflict) always use a quantitative approach (Amir Hasan, 2002 Amir Hasan, 2006). Since this study involves the comparison between DEO'S and the respondent considerable research is more appropriate to use quantitative methods (Pang, 2006; Cohen et al., 2000; Amir Hasan, 2002; Amir Hasan, 2006). Researchers also compared the attributes of the respondents in terms of gender, age, work experience and professional qualifications of the characteristics of DEO's organization and organizational culture are also discussed for demographic factors have an influence on the formation of organizational leadership and organization DEO's.

3.1 Population and Sampling

In this study, the population is all the District Education Office in the State of Kedah Darul Aman. DEO's is selected because the researcher wants to study the practice of organizational culture officials in all DEO's in Kedah that have various behavior organizational culture, and organizational commitment. There are only two grades for DEO's grade A and grade B in different locations which are the city and rural areas. In Kedah there are eight DEO's that are composed to four DEO's grade A and 4's DEO's grade B. The number of the officers for Kota Setar District is 76 people, DEO's Kuala Muda Yan (81), DEO's Kulim Bandar Baharu (79), DEO's Baling sik (64), DEO's Kubang Pasu (65), DEO's Padang Terap (44), DEO's Pendang (36) and DEO'S Langkawi (53) (JPN Kedah, 2013).

Stratified random sampling method used by grade and achievement of KPI DEO'S DEO's. The researcher used a list of all DEO's as a framework in the state of samples graded Achievement DEO's and DEO's. There are two steps that must be followed in a stratified random sampling (Mohd Majid Konting, 2005; Cohen, 2000; Mohd. Majid Konting, 2000). The first step in this is to determine the sampling strata to be studied. DEO'S divided by grade, location and KPIs for DEO'S. Then in each DEO's samples randomly selected to represent the population distribution of staff and the sample size between the strata is done on a proportionate basis (Creswell, 2014; Johson and Christensen, 2012; Gorard, 2001). All DOE's chosen because only 8 DEO's available in the state of Kedah. This coincided with the use of Cochran formula in determining the sample for categorical variables and continuous. An Organizational Commitment (OC) (Meyer & Allen, 1990) and The Multifactor Leadership Questionnaire (MLQ5x) (Bass & Avolio, 2000) was used for the survey instrument. Respondents to the quantitative survey comprised of 325 officers and District Education Officers 8 involving 8 district education office (DEO), which consists of 4 grade A district education office (DEO'sA) and 4 grade B district education office (DEO'sB). While respondents involving eight officers and 10 district education officers in eight DEO's consisting of four DEO'sB and four DEO'sA.

4. Results

Research question 1

Is there is a difference between leadership organization and the commitment organization at DEO's Kedah according to DEO's grade?

The result in Table 1 shows that the results of Independent Samples Test for the difference between each of the leadership and organizational commitment by Grade

Table 1 Independent Samples t-Test for the difference between each of the leadership and organizational commitment by Grade

Variable	t	df	Sig.
Leadership	3.05	253	.003
Commitment	1.02	323	.309

$p < .05$

Research question 2

Is there is a difference between leadership organization and the commitment organization at DEO's Kedah according to achievement of DEO's KPI's?

The result in Table 2 shows that the results of Independent Samples t-Test for the difference between each of the leadership and organizational commitment by KPI DEO's

Table 2 Independent Samples t-Test for the difference between each of the leadership and organizational commitment by KPI DEO's

Variable	t	df	Sig.
Leadership	3.77	323	.000
Commitment	1.87	323	.062

$p < .05$

Research question 2

Is there is a relationship between leadership organization and commitment organization at DEO's Kedah?

The result in Table 3 shows that the results of the Spearman Rho for the relationship between each of the leadership and organizational commitment.

Table 3 The relationship between each of the leadership and organizational commitment.

Variable	1	2	3
1. Organizational Culture	1		
2. Organizational Commitment	.371	1	
3. Leadership	.500	.508	1

* $p < .05$. ** $p < .01$.

Based on the results in Table 3, shows the relationship between organizational culture and organizational commitment variables, leadership and achievement of KPIs is positive and significant at $p < .05$. Spearman correlation coefficient r is from .37 to .51. In other words, the value of this coefficient indicates moderate relationship strength.

The correlation coefficient r between organizational culture and organization commitment is positive and significant ($r = .37$, $p < .01$) and the leadership of the district education officer ($r = .50$, $p < .01$).

Research question 2

Is there a relationship between leadership organization dimension and organization commitment at DEO's Kedah?

The result in Table 4 shows that the results of the Spearman Rho for the relationship between each of the leadership dimension and organizational commitment.

Table 4 the relationship between each of the leadership dimension and organizational commitment.

Variable	1	2	3
1. Organizational Culture	1		
2. Organizational Commitment	.430	1	
3. Leadership	.532	.468	1

* $p < .05$. ** $p < .01$.

Table 4 shows the analysis of the correlation between organizational commitment to leadership dimensions of district education officer of transformational and transactional. Analysis showed that there was a significant and positive relationship between organizational commitment to transformational leadership ($r = .43$, $p < .05$) and transactional ($r = .43$, $p < .05$).

5. Discussions

This study aimed to identify the relationship of leadership and commitment to the organization by grade DEO's and KPI achievement DEO's. The study focuses on transformational leadership. The results showed that there were significant differences between organizational leadership among DEO's 'B' and DEO's A. The findings also showed that there were significant differences between the leadership of the organization between DEO's high achievers and DEO's low achievers.

In addition, this study also found that there was a significant relationship between the leadership of the organization by grade DEO's and DEO's KPI achievement. In addition the results also showed a significant relationship between organizational leadership with organizational commitment. The study also showed that there was a significant relationship between organizational commitments to leadership behavior District Education Officers.

The results of this study show that there is a significant and positive relationship between transformational leadership statistically with organizational commitment. This means that the higher the transformational leadership practices district education officer, the higher commitment to the organization DEO's officers. These findings parallel studies (Samuel, 2011; Fortmann et al., 2003; Abdull Sukor Shaari, 2003; Koh, Steer & Terborg, 1995; Bycio, Hackett & Allen, 1995; Green & Taber, 1986). The study also showed that the relationship between transformational leadership more strongly with affective and normative commitment than transactional leadership. Thus, these findings parallel studies (Ross & Gray, 2006; Brown, 2003; Wu, 2003; Jantzi, Leithwood, & Yu, 2002; Isaac Sin, 2001; Bass & Avolio, 1990; Bass, 1985), which found that leadership transformational, have a stronger relationship with organizational commitment than transactional leadership.

Samuel (2011) found a positive and significant relationship exists between leadership behavior and organizational commitment. This means that when a leader considerate to employees and always make sure they are satisfied. The study found that employees are more likely to do good service in the interest of our customers and this is a prerequisite for achieving quality of service. These findings are consistent with several previous studies. Blau (1985) and Williams & Hazer (1986) explained that the leadership does not play an influential role in generating commitment. Committed workers will always be actively involved in the organization. These workers are more willing and effort at work and have a strong desire to remain in the organization. These results are consistent with the pattern found in several western studies, as described by Yousef (2000). In his study of the major organizations in the United Arab Emirates, found that employees are committed to the organization when they see senior officers practice behavior support or participation.

Studies on the relationship between leadership behavior and organizational commitment have proven that organizational support and supervision play an important role in enhancing organizational commitment (Allen & Meyer, 1990; Eisenberger et al, 1986; Mottaz, 1988; Reichers, 1986; Vancouver & Schmitt, 1991 Vancouver et al, 1994). Liu, Chiu and Fellows (2007) found that individuals who are motivated to become more committed to their tasks and enables a better performance can be achieved. Wiener and Vardi (1980) explain that there is a positive relationship between commitment and job performance. Organizations benefit from a workforce that is committed for committed employees tend to make a positive contribution and to remain with the organization (DeCotiis & Summers, 1987; Beck & Wilson, 2000; Bishop & Scott, 2000).

These findings are parallel and non-parallel with the study of Wu (2003), which showed particularly transformational leadership as charismatic and intellectual stimulation have a strong positive relationship with commitment. In addition, transactional leadership as rewards also affects employee commitment. Wu (2003) also found that transformational leadership has a significant relationship with social relations in the corporate culture. This study found that transformational leadership, particularly charismatic, motivational trigger, and individual consideration and intellectual stimulation rather have a stronger relative to organizational commitment. The finding is in line with the study of Wu (2003), the rewards are significant and positive relationship with organizational commitment and transformational leadership has a closer relationship with affective commitment than transactional leadership.

The results showed that there is a positive and significant relationship between transformational and transactional leadership with commitment to the district education officer. The results also indicate relationship or influence of transformational leadership is more powerful than the official commitment to transactional leadership. Transformational leadership district education officers who can stimulate the intellect, inspire motivation, individual consideration, and show a high charisma can enlighten officers about trust and responsibility to the organization as well as working to improve the enjoyment and interest in their work. Thus, awareness of responsibility and trust with added fun and interest to work will increase commitment to the organization DEO's officers. As a result, the willingness of officials to work harder is to improve the achievement of KPIs DEO's.

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