PRINCIPAL MANAGERIAL STYLES AND ORGANISATIONAL COMMITMENT AMONG SECONDARY SCHOOL TEACHERS IN OYO STATE, NIGERIA

Elizabeth O. **BELLO**[1]; Afolakemi O. **OREDEIN**[2]

[1]*Department of Educational Foundation Federal College of Education (Special) Oyo, Oyo State, Nigeria*
[2]*Faculty of Arts & Education Lead City University, Ibadan Oyo State, Nigeria*

A B S T R A C T

Managerial style plays an important role in the organisations of today and it is very important because of the role it plays in the organisational commitment of teachers. This paper examined teachers' organisational commitment. A descriptive survey research design was adopted in this study. One research question was raised and answered, two hypotheses were formulated and tested. The population consisted of 604 principals and 14,508 teachers from secondary schools in Oyo state. The multistage sampling procedure was used to select 316 principals and 2,960 teachers. Two validated questionnaires, MSOCQ (r = 0.82), MSPQ (r = 0.86), were used to collect data. The descriptive statistics of mean and percentages were used to analysed the demographic variables and research question while inferential statistics of PPMC correlation and t-test were used to test hypotheses at a 0.05 level of significance. The three hypotheses were rejected, and the result revealed transformational managerial style was mostly adopted by principals (weighted mean=3.38). A significant combined relationship between principal managerial styles and teachers' organisational commitment (r = 0.886**) Also, there was a significant gender difference in principal managerial styles and teachers' organisational commitment (t=2.38, df = -260.85, p<0.05), (t = 1.43, df = -2671.69, p>0.05) respectively. It was concluded in the study that there is a gender difference in principal managerial styles and teachers' organisational commitment. However, based on the findings recommendations were made to principals' managerial styles to enhance more teachers' organisational commitment regardless of their gender.

1. Introduction

Organisational commitment characterizes an employee's relationship with the organisation and a psychological condition that will affect the decision of the organisation to continue or not to continue membership. It is the power that binds an individual to single or more goals (Jung &Yoon 2016). Employee commitment to the organisation is critical for achieving effective organisational results and performance (Yalabik, Swart, Kinnie & Van Rossenberg 2017). Non-

committed employees may scare outsiders by describing the organisation in negative terms, thereby inhibiting the ability of the organisation to recruit high-quality employees (Mallik., Mallik &Keerthi 2019). Affective commitment, continuance commitment, and normative commitment are three types of commitment offered by several authors and addressed in this study. Affective commitment is reported to be the most powerful of organisational commitment as it is based on intrinsic, rather than, extrinsic motivation. This type of commitment forms over time as a result of positive treatment by the organisation (Imran, Sundus & Henna 2019). It includes the core elements of loyalty to the organisation, identification with the organisation, and involvement in the organisation. The essence of this kind of commitment comes from the idea that individuals choose to and want to remain in the organisation (Hansen & Kjeldsen 2017).

Continuance commitment can be regarded as a contractual attachment to the organisation (Al-Jabari & Ghazzawi 2019). Employees' long-term gains (pay, position, retirement rights, etc.) in exchange for what they offer to the organisation are vital in continuance commitment. The economic status, organisational rules (obligatory service, contract, etc.), and social pressure (inconstancy, incompatibility, etc.) arising from culture can also lead to continuance commitment, in addition to the fact that the gains of the employees, in the long run, prevent them from turnover intentions (Khan & Jan 2015). An employee who exhibits this dimension of commitment remains in the organisation, because he/she perceives it as a kind of compulsion, and believes that he/she must do so. It develops when the costs of leaving are too high, when an employee has made too much investment in each organisation, or when he/she does not see any alternative employment (Bisaso, Mugizi & Bakkabulindi, 2015).

A normative form of commitment is guided by the belief, responsibilities, and sense of obligation that workers who work for an organisation must stay with the company. Normative commitment is characterised by a sense of obligation and allows employees to appreciate their relationship with their organisation. This commitment encourages employees to stay with their company and support any transformation initiatives they initiate (Adewoyin., Opeke, Ikonne & Madokoma 2020). In this paper principal managerial styles are considered as a factor that could influence teachers' organisational commitment. There are several managerial styles, but autocratic, democratic, and transformational managerial styles are considered in the study.

Management styles are how a manager approaches and executes the achievement of objectives. An individual (or management team) can persuade a group to attain goals that they have or that

they both share by using persuasion or an example-based approach known as management (Tauceana., Tamasilaa & Negru-Strautia 2016). Managerial styles, according to the literature, involve how managers interact with others both inside and outside the business, how they regard themselves and their job, and, to a significant part, whether or not they are good managers. Furthermore, managerial styles are techniques for motivating followers (Yahaya & Enrahim 2016). (Tauceana et.al., 2016) opined that management is not a "one size fits all" phenomenon. Managerial styles should be selected and adapted to fit organisations, situations, groups, and individuals. It is thus useful to possess a thorough understanding of the different styles as such knowledge increases the tools available to lead effectively. Any organisation that adopts the appropriate managerial style(s) in conjunction with other aspects of its operations has a better chance of meeting its objectives. The management style of an organisation has a significant impact on the culture of that organisation. This, in turn, has a direct or indirect impact on the organisation's performance

Any organisation's lifeblood is management, and its importance cannot be overstated. A managerial style, according to one author, is the way that managers employ to carry out their management responsibilities. This is described as specific conduct used by management in an organisation to push employees toward achieving a specific organisational goal (Igbaekemen & Odivwri 2015). Managerial style plays an important role in the organisations of today. It is the way and manner in which a manager or supervisor chooses to act towards his employees or subordinates and the way the management function is being carried out by them and it reflects what managers "do" and how they "behave (Xenikou 2017). According to research, a variety of elements might influence a manager's management style. Some of the factors may emerge organically, while others are influenced by the manager's surroundings. To adapt to a changing culture, some managers may need to change their management style. There are different types of managerial styles. However, this study will focus on the autocratic, democratic, and transformational types of managerial styles.

An autocratic/authoritarian manager is described as arbitrary, controlling, power-oriented, coercive, legitimate, punishing, and having a closed mind (Lussier 2020). Managers who emphasise loyalty and obedience are defined as those who make decisions on their own and insist on rigorous adherence to standards. The decision-making process is centralized, and autocratic leaders are fully responsible for their decisions and the performance of their subordinates. In autocratic managers, followers' praise and criticism play a vital impact (Chukwusa, 2019). Authoritarian managers, also known as autocratic managers, set clear expectations for what must

be accomplished when it must be accomplished, and how it must be accomplished. A definite distinction exists between the management and the followers (Rameshkumar, 2019)

A democratic manager understands that there is no organisation without its people. He looks at his and others' positions in terms of responsibilities rather than status and often consults in decision-making. While he solicits, values, and takes into account others' opinions, however, he sees the ultimate responsibility for decision-making as his own. He accepts that authority also means the buck stops with him. Although he sees the organisation as a cooperative venture, he knows that he ultimately must face the consequences of his decisions alone (Ngussa & Luicensi, 2017).

Democratic management invites the participation of staff members and others, not only in decision-making but in shaping the organisation's vision. It allows everyone to express opinions about how things should be done, and where the organisation should go (Irawanto, 2015). Bringing in everyone's ideas enriches the organisation's possibilities. But it still leaves the final decisions about what to do with those ideas in the hands of a single person (Dike & Madubueze 2019). Democratic managers make the final decisions but include team members in the decision-making process. They encourage creativity, and team members are often highly engaged in projects and decisions (Irawanto, 2015).

Transformational management focuses more on change and inspires followers to be committed to a shared vision and goals for an organisation or unit, challenging them to be innovative problem solvers, and developing followers' management capacity through coaching, and mentoring. Based on the idea that management is more than just a social interchange between the manager and the followers (Ghasabeh, Soosay & Reaiche, 2015). To engage the follower in meaningful dedication and involvement in the work at hand, management must also address the follower's sense of self-worth. As a result, transformational managers achieve the goal by utilising the four behavioural components associated with transformational management Individual consideration, intellectual stimulation, inspiring drive, and idealistic influence are the four components of transformational leadership (Reza, 2019)

In this paper, gender is considered as a moderating variable that can influence the management styles of principals and teachers' organizational commitment in school. Gender which is defined as a cultural constant developed by society to differentiate between the roles, behaviour, and mental and emotional attributes of males and females could also have a major influence on the managerial styles of the principals and the organisational commitment of teachers (Gustavsen,

2019 & Oribhabor, 2019). Male and female principals and teachers differ in their management styles due to their different attitudes, behaviour, biological and cultural upbringing as well as psychological differences. Hence, the gender of principals could play a vital role in teachers' organisational commitment (Hoque & Awang 2019). Therefore, this study investigated the influence of managerial styles on teachers' organizational commitment using gender as a moderating variable the study.

2.   Statement of the Problem

Low organizational commitment among teachers is becoming alarming and management plays a critical role in an educational global environment ensuring the well-being of employees and fairness in work rules so that they can remain committed to the organisation is another major challenge facing schools today. To this end, this study investigates the relationship between principal managerial styles and teachers' organisational commitment and the extent to which gender could influence principals' managerial styles and teachers' organisational commitment among public secondary school teachers in Oyo State, Nigeria.

3.   Objectives of the Study

The purpose of the Study was to:

1. examine the most adopted managerial style used by principals in public junior secondary schools in Oyo state, Nigeria
2. ascertain the combined Relationship between the Principal Managerial Styles and Organizational Commitment in Public Secondary Schools in Oyo State, Nigeria
3. determine the gender difference in principal managerial styles in public junior secondary schools in Oyo State, Nigeria and
4. determine the gender difference in organisational commitment among public junior secondary school teachers in Oyo State, Nigeria.

4. Research Question

1. What is the most adopted managerial style (autocratic style, democratic style, and transformational style) used by principals in public junior secondary schools in Oyo State, Nigeria?

5.   Hypotheses

The following null hypotheses were tested in the study at a 0.05% level of significance:

H_{01}: There will be no Significant Combined Relationship between the Principal Managerial Styles (Autocratic, Democratic, and Transformational) and Organizational Commitment (Affective, Normative, and Continuance) in Public Secondary Schools in Oyo State, Nigeria

H_{02}: There will be no Significant Gender Difference in Principal Managerial Styles in Public Junior Secondary Schools in Oyo State, Nigeria.

H_{03}: There will be no Significant Gender Difference in Organisational Commitment among Public Junior Secondary School Teachers in Oyo State, Nigeria.

6. Theoretical Framework (Robert House's (1971) Path-Goal Theory of Management)

The path-goal theory, also known as the path-goal theory of manager effectiveness or the path-goal model, is a management theory developed by Robert House in 1971. The theory states that a manager's behaviour is contingent on the satisfaction, motivation, and performance of his or her subordinates. The theory assumes that the manager's job is to guide workers to choose the best paths to reach their goals as well as the organisational goals. The theorist argues that managers will have to engage in different types of management behaviours depending on the nature and the demands of a particular situation. It is the manager's job to assist followers in attaining goals and to provide the direction and support needed to ensure that their goals are compatible with the organisation's goals. These styles, according to the theorist, include supportive, directive, participative, and goal-oriented. A group is facilitated by management appealing to a group member's self-esteem and making the activity joyful or at the very least bearable. Using a contingency theory technique, a manager can simply guide the group to do the work.

According to the proponent, for managers to be effective, they must engage in behaviours that complement subordinates' circumstances and skills in a way that compensates for shortcomings and contributes to subordinate satisfaction, and individual and work unit performance. The theory is relevant to this study because it could guide principals to understand that to clarify the path, they must know the processes involved and have a vision of how to achieve the goals of the school. To be able to remove obstacles to the achievement of the school's goals from the path of the followers, the principal must have the necessary styles and skills to know when there are obstacles, what to do, and how to do it.

7. Methodology

A descriptive survey research design was adopted in the study. The population of this study

consisted of all teachers (14,508) in the 604 public secondary schools in Oyo state. Multistage sampling procedures were used to select the sample size of 2,960 and 316 public secondary school teachers and principals respectively. Two structured Questionnaires designed by the researcher titled Managerial Styles and Organisational Commitment Questionnaire and "Managerial Styles of Principals Questionnaire (MSPQ)" were used to obtain the needed data for the research. Teachers were given two thousand nine hundred and sixty (2,960) copies of the structured questionnaire to fill out. 264 (84%) and 2,795 (94%) copies of the questionnaire for principals and teachers were retrieved respectively. Sixteen per cent and six per cent of the copies of the questionnaire were not retrieved, and some of them were not properly filled.

8. Answering of Research Question

Research Question: What is the most adopted managerial style used by principals in public junior secondary schools in Oyo state, Nigeria?

The result revealed that the transformational managerial style is mostly adopted by principals in Oyo state public junior secondary schools with a weighted mean of ($\bar{x}$ =3.35), although the democratic managerial style is high with ($\bar{x}$= 3.38) while the autocratic, managerial style is the least used by the principals with a weighted mean of ($\bar{x}$= 2.74). This is explained in figure 1 below:
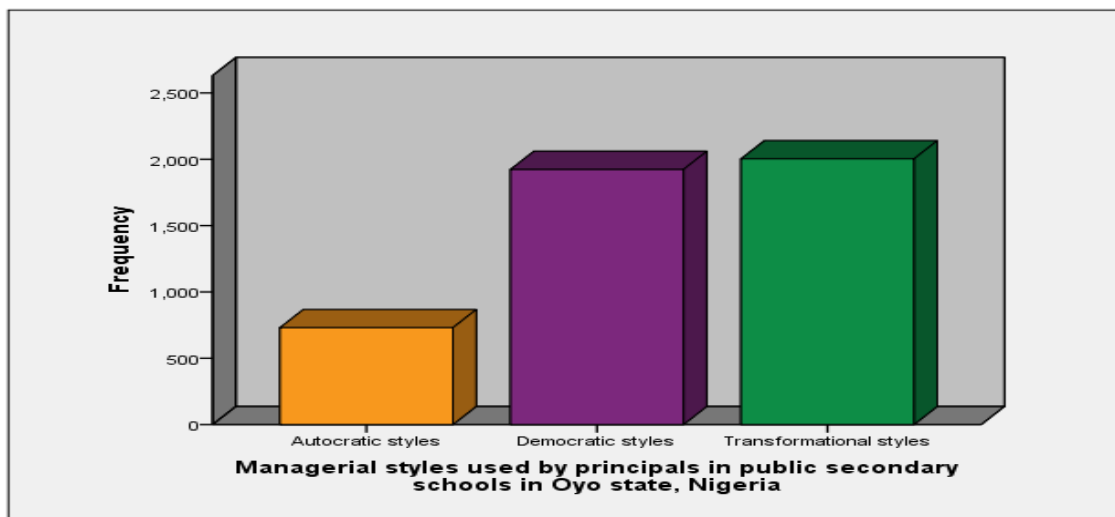

Figure: 1: A Bar Chart Showing the Managerial Styles Mostly Adopted by Principals in Public Junior Secondary Schools in Oyo State

9. Test of Hypotheses

Hypothesis One: There will be no Significant Combined Relationship between the Principal Managerial Styles (Autocratic, Democratic, and Transformational) and Organizational

Commitment (Affective, Normative, and Continuance) in Public Secondary Schools in Oyo State, Nigeria

Table 1: Pearson Product Moment Correlation Analysis Between the Principal Managerial Styles and Organisational Commitment (Combined Correlation)

	Correlations	
	Principal Managerial styles in public secondary schools	Organisational commitment among teachers in public secondary school
Principal Managerial styles in public secondary schools	1	0.886**
Organisational commitment among teachers in public secondary school	0.886**	1

**. Correlation is significant at the 0.05 level (2-tailed).

The Table 1 revealed the combined relationship between the Principal managerial styles (Autocratic, Democratic, and Transformational) and organizational commitment (affective, normative and continuance) in public secondary schools in Oyo State, Nigeria. There is a significant combined relationship (r = 0.886**) between the principal managerial styles and teacher organizational commitment in public secondary schools in Oyo State, Nigeria Hence the hypothesis is rejected. This shows principal managerial style can significantly influence the organizational commitment of the teachers in public secondary schools for sustainable development in Oyo State, Nigeria.

Hypothesis Two: There will be no significant gender difference in principal managerial styles in public junior secondary schools in Oyo State, Nigeria

Table 2: Inferential statistics of t-Test Showing Gender Difference in Organisational Commitment among Public Junior Secondary Schools Teachers in Oyo State, Nigeria.

T-Test
Group Statistics

Gender	N	Mean	Std. Deviation	Std. Error Mean
Female	130	3.16	0.446	0.039
Male	134	3.30	0.491	0.042

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Principal managerial styles in public Junior secondary school in Oyo state, Nigeria.	Equal variances assumed	13.03	0.00	2.37	262.00	0.02	-0.14	0.06	-0.25	-0.02
	Equal variances not assumed			2.38	260.85	0.02	-0.14	0.06	-0.25	-0.02

Field Survey2022

Table 2 shows a T-test to know the gender differences in principal managerial styles, the result revealed there is a significant gender difference in principal managerial styles of females and males in public junior secondary schools in Oyo state, Nigeria (t = 2.38, df = -260.85, P<0.05), the mean values for female and male in the table above are given as 3.16 and 3.30 respectively while the standard deviation value of female and male are 0.446 and 0.491 respectively. This indicates the gender of principals could play a significant role in teachers' organisational commitment. Therefore, there is no statistical reason why the null hypothesis should not be rejected. Hence null hypothesis is rejected.

Hypothesis Three: There will be no significant gender difference in organisational commitment among public junior secondary school teachers in Oyo State, Nigeria.

Table 3: Inferential Statistics of T-Test Showing Gender Difference in Organisational Commitment among Public Junior Secondary Schools Teachers in Oyo State, Nigeria.

 T-Test

Group Statistics

Gender		N	Mean	Std. Deviation	Std. Error Mean
Organisational commitment among teachers in public Junior secondary schools in Oyo state, Nigeria	Female	1556	3.25	0.744	0.019
	Male	1239	3.29	0.732	0.021

	Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Equal variances assumed	1.45	0.23	-1.42	2793.00	0.15	-0.04	0.03	-0.10	0.02
Equal variances not assumed			-1.43	2671.69	0.15	-0.04	0.03	-0.10	0.01

Source*: Field Survey 2022*

Table 3 above shows the result for gender differences in organisational commitment among public junior secondary school teachers in Oyo state, Nigeria. The result reveals there is a significant gender difference in the organisational commitment of females and males in public secondary schools in Oyo state, Nigeria (t = 1.43, df = -2671.69, P>0.05), The mean values for females and males in the table above are given as $\overline{x}$=3.25 and $\overline{x}$= 3.29 respectively while the standard deviation value of female and male are 0.744 and 0.732 respectively. The null hypothesis is therefore accepted. This implies gender could play a significant role in teachers' organisational commitment.

10. Discussion of Findings

The research question examined the managerial styles used by principals in public junior secondary schools in Oyo state. The findings revealed that transformational managerial styles were mostly adopted by principals in public junior secondary schools in Oyo state. This indicates principals encourage, Inspire, and motivate employees to innovate and create change that will grow and shape the future of the organisation and increase the level of organisational

commitment of the teacher. This is in line with a study that transformational management is a critical aspect in ensuring teachers' job satisfaction and school commitment. As a result, transformational management is linked to an effective managerial style and the ability to influence instructors' perceptions and motivation, resulting in job satisfaction. Because there was a significant association between transformational management and teachers' job satisfaction and commitment, it is appropriate for administrators to use it for the successful and smooth operation of schools. In this regard, the school's management structure should allow the principal to transfer authority and opportunity to other administrators and senior teachers to make choices at the school level (Jeyasushma., Chua & Siaw 2017). (Al-Mahdy., Al-Harthi & El-Din 2016) also mentioned that using a transformational leadership style improves teachers' performance.

Hypothesis One which states that there would be no significant combined relationship between the principal managerial styles and Organizational Commitment in Public Secondary Schools in Oyo State, Nigeria. The result revealed a strong significant combined relationship between principal managerial styles and teachers' organisational commitment in public junior secondary schools in Oyo State, Nigeria (r = 0.886**). This was corroborated by (Sudheep & Narayanaswamy, 2016) the correlation result revealed a positive significant relationship between secondary school teachers' leadership styles and organisational commitment, teachers who reported better organisational commitment received better leadership from their school heads.

Hypothesis Two states there will be no significant gender difference in principal managerial styles in public secondary schools in Oyo State, Nigeria. the result revealed there is a significant gender difference in principal managerial styles of females and males in public junior secondary schools in Oyo State, Nigeria (t = 2.38, df = -260.85, P<0.05), the mean values for females and males in the table above are given as 3.16 and 3.30 respectively while the standard deviation value of female and male are 0.446 and 0.491 respectively. This indicates the gender of principals could play a significant role in teachers' organisational commitment. This is corroborated by a researcher that male and female principals differ in their management style due to their different attitudes, behaviour, biological and cultural upbringing as well as psychological differences. The gender of principals could play a vital role in teachers' organisational commitment (Oribhabor2019).

Hypothesis Three stated there will be no significant gender difference in organisational commitment among public secondary school teachers in Oyo State, Nigeria. The result reveals

there is a significant gender difference in the organisational commitment of females and males in public secondary schools in Oyo State, Nigeria (t = 1.43, df = -2671.69, P>0.05), The mean values for females and males in the table above are given as 3.25 and 3.29 respectively while the standard deviation value of female and male are 0.744 and 0.732 respectively. The null hypothesis is therefore accepted. This implies gender could play a significant role in teachers' organisational commitment. This negates research on the relationship of leadership behaviour with organisational commitment which reveals male and female teachers had a similar type of leadership behaviour/style (Meyer & Espinoza,2016)

11. Conclusion

Based on the findings it is concluded that the transformational managerial style is mostly adopted by principals in public junior secondary schools and gender can influence principal managerial styles and teachers' commitment to the organisation, which can be related to attitudes, cultural upbringing, and psychological differences. Leadership is measured in terms of transformation style, there is a need for improvement of managerial style on organisational commitment.

12. Recommendations

The following recommendation was made based on the findings:

1. Principals should provide a leadership style-based system for their teachers for better effectiveness.
2. Motivations should be given to teachers regardless of their gender to enhance commitment to their primary assignment.
3. Teachers' organisational commitment can be boosted through proper mentoring and the creation of an information-sharing system

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