

**TRANSFORMATIONAL LEADERSHIP AND ORGANISATIONAL
COMMITMENT OF TWO SELECTED PRIVATE UNIVERSITIES
IN MOGADISHU, SOMALIA**

A Thesis

Presented to the

College of Higher Degree and Research

Kampala International University

Kampala, Uganda

In Partial Fulfillment of the Requirements for the Master

Degree of Public Administration and Management

By:


Mohamed Muhumed Abdulkadir

MPA/34548/113/DF

December, 2012

DECLARATION A

"This thesis is my original work and has not been presented for a Degree or any other academic award in any University or Institution of Learning".


Mohamed Mohamed


Name and Signature of Candidate

12.12.12

Date

DECLARATION B

"I confirm that the work reported in this presentation was carried out by the candidate under my supervision".


Dr. Abuya Makeno Isaac

Name and Signature of Supervisor

12.12.12

Date

DEDICATION

I dedicated this thesis to my, sister Amina Muhumed, , my mother Jamila Haji Muhumed and my father Muhumed Abdulkadir who have tirelessly supported me with patience and understanding which cannot be measured.

ACKNOWLEDGEMENTS

First of all, the researcher thanks Allah for his numerous blessings, for giving him health, strength and perseverance to continue and finish this research.

The researcher then wishes to express his thanks to all of his professors at Kampala International University. In special, I wish to recognize Dr.Abuga Mokono Isaac for his great supervision and continuous support throughout the whole research period.

The researcher would like to extend his thanks to all employees of the two universities Mogadishu University and SIMAD University for their time completing all questionnaires, and special thanks for Mr. Shafi' Mo'allim Ibrahim for his assistance, coordination and support during the research survey process.

More importantly, the researcher wishes to express his deepest gratitude to his father, Muhumed Abdulkadir as being his life example for commitment and hardworking, and to his dear mother, Jamila Haji Muhumed, for her dedication, patience and great love.

Thank you all that in one way or another made his journey at Kampala International University very pleasant and enjoyable.

ABSTRACT

The study was carried out to investigate the relationship between transformational leadership and organizational commitment of two selected universities in Mogadishu, Somalia. This study was guided by four objectives which consist of these (1) To determine the demographic characteristics of the population in terms of: age, gender, level of education, and experience of respondents working in the selected universities (2) To determine the level of transformational leadership of the selected universities (3) To determine the level of organizational commitment of the selected universities (4) To establish if there is a significant relationship between the levels of transformational leadership and organizational commitment of two selected universities in the study. The study also was conducted through descriptive survey and correlation research design, quantitative approach with a questionnaire and includes 100 respondents derived from a target population of 134 from the selected private universities in Mogadishu, Somalia. Data which was obtained using the research instruments was then statistically analyzed. Two-tailed correlation analysis showed that there is a strong positive relationship between the transformational leadership and organizational commitment. Overall findings from this study suggest that transformational leadership does play important roles in determining levels of organizational commitment. The researcher suggested and generated the following conclusions; the more leaders of the universities display and practice these behaviors such as; leading by doing, developing employee attitudes, inspiring a shared vision, generating enthusiasm, encouraging creativity, providing coaching and recognizing accomplishments, the more employees may want to, need to, stay at the university. University leaders should demonstrate their commitment to the employees by sharing information, provide for the development and growth of employees within the organization and offer more than market related incentives. Universities should provide comprehensive training that will encourage leadership to exhibit leadership behaviors such as building trust, inspiring a shared vision, encouraging creativity, emphasizing development, and recognizing accomplishments.

TABLE OF CONTENTS

Chapter		page
One	THE PROBLEM AND ITS SCOPE	1
	Background of the Study	1
	Statement of the Problem	4
	Purpose of the Study	5
	Research Objectives	5
	Research Questions	6
	Hypotheses	6
	Scope	6
	Significance of the Study	7
	Operational Definitions of Key Terms	8
Two	REVIEW OF RELATED LITERATURE	9
	Concepts, Ideas, Opinions from Authors/Experts	9
	Theoretical Perspectives	20
	Related Studies	21

Three	METHODOLOGIES	24
	Research Design	24
	Research Population	24
	Sample Size	24
	Sampling Procedure	26
	Research Instrument	27
	Validity and Reliability of the Instrument	27
	Data Gathering Procedures	28
	Data Analysis	29
	Ethical Considerations	30
	Limitations of the Study	30
Four	PRESENTATION, ANALYSIS AND INTERPRETATION	31
	Profile	31
	Level of transformational leadership	34
	Level of organizational commitment	37
	Relationship between transformational leadership and organizational commitment	40

Five	FINDINGS CONCLUSION RECOMMENDATION	43
	Findings	43
	Conclusion	45
	Recommendation	46
References		48
	Appendices	53
	Appendix IA - Transmittal Letter	53
	Appendix IB - Transmittal letter for respondents	56
	Appendix II - Clearance from Ethics Committee	57
	Appendix III- Informed Consent	59
	Demographic characteristics of the respondents	60
	Researcher's Curriculum Vitae	64

LIST OF TABLES

Table 1 :	Respondents of the Study	26
Table 2:	Profile of the respondents	31
Table 3:	Level of transformational leadership	37
Table 4:	Level of Organizational Commitment	40
Table 5:	Relationship between transformational leadership (IV) and Organizational Commitment (DV)	40
Tale 6:	Linear regression analysis between transformational leadership and organizational commitment	41

CHAPTER ONE

THE PROBLEM AND ITS SCOPE

Background of the study

Leadership is a fundamental aspect of management because it has an important bearing on a range of activities that can lead to the attainment of organizational outcomes. For this reason scholars and practitioners in leadership propose effective leadership in organizations in order to propel the wheel of change in ensuring institutional outcomes, Bass, (1985), Bennis and Nanus, (1985), Conger and Kanungo, (1990) and employee outcomes, Arnold and Feldman, (1982), Breaugh, (1981).

This proposition essentially, has become indispensable against an increasingly pressurized and changing environment with demands from all sectors of society for organizations to be accountable for their continual existence. Universities as organizations have not been exempted from such pressures. Transformational Leadership (transformational leadership) behaviors represent the most effective leadership style and principal contributors for the realization of outcomes in colleges and universities Rouche, Baker and Rose, (1989).

This is because transformational leadership is characterized as the formal collegial model of leadership to higher educational institutions, Bush, (2003). transformational leadership stimulates and inspires followers to achieve beyond expectation and in the process developing their own capacities, Bass, (1985). James MacGregor Burns writing in his book *Leadership* (1978), initiated the concept of "transforming leadership". To Burns transforming leadership "occurs

when one or more persons engage with others in such a way that leaders and followers raise one another to higher levels of motivation and morality" (1978:20).

At its heart, transformational leadership is about appealing to and engaging people at an emotional level and inspiring trust, loyalty and respect. It is about building the cultural scaffolding that is pivotal to an organization's capacity to change and achieve its desired future, Russell, (2006:125).

Organizational commitment is one of the striking and ongoing topics which managers are facing, Lo et al., (2010). Grusky, (1966), one of the earliest people who defined organizational commitment, described commitment as "the power of person's commitment to organization", Wahn, (1998; 256). The other definition for organizational commitment is person's unity of identity with certain organization, and the combined power of commitment, Leong, Furnham and Cooper, (1996).

Organizational commitment is giving attention to people in organization; and this shows positive relationship between the two of them, Akbar, and Zaman, (2011).

Transformational leadership may enhance organizational commitment in the long term and giving those intrinsic rewards for transform employees' attitudes towards organizations in positive ways, Srithongrung, (2011). During the last two decades, researches of transformational leadership have been focusing on exposing complexity of leadership behavior and leadership effectiveness,

Piccolo ve Colquitt,(2006). Franke and Felfe, (2011) examined about how transformational leadership affects employees' psychological problems; Mulla and Krishman ,(2011) examined the impact of transformational leaders' morale on their followers morale; Oreg and Berson, (2011) examined influence of transformational leaders' personalities on employees' behavior who showed resistance to organizational change.

In Canada, School leadership research has found that transformational approaches have positive effects on teachers. The essence of transformational leadership is dedication to fostering the growth of organizational members and enhancing their commitment by elevating their goals. The dynamics of the role, and the rationale for viewing transformational leadership as superior to other conceptions of leadership, have been elaborated for a variety of organizations by Bass and Podsakoff (Bass, 1985; Bass & Avolio, 1994; Podsakoff, MacKenzie, Moorman, & Fetter, 1990) and extended to schools by Leithwood (e.g., Leithwood et al., 1999).

In United States of America (USA), and Kenya study that was conducted on the effect of transformational leadership on work-related attitudes, organizational commitment and job satisfaction in two distinct cultures Kenya in Africa and the United States of America (USA)) established a strong and positive effect of transformational leadership on organizational commitment and job satisfaction in both cultures Smith, Keridall & Hulins (1961)

In Tanzania, Nguni et al, (2006) studied transformational leadership behaviors in both primary and secondary school settings in Tanzania. The study findings showed that the group of transformational leadership behaviors had

strong to moderate positive effects on value commitment, organizational citizenship behavior, and job satisfaction of teachers.

In Somalia, there are no such studies relating to transformational leadership and organizational commitment of private universities.

Statement of the problem

Somalia, in general, and Mogadishu, in particular, many universities have failed to get the commitment of their employees. As result they ultimately suffered from poor job performance, higher labour turnover, higher absenteeism, and low of university's image and reputation, Ahmed,B. (2011). The most important evidence that indicated the worsening conditions is the low rate of employees' commitment to the universities. Porter et al., (1974), found out that employees with lower levels of commitment were more likely to leave than their counterparts. However, organizations can increase their employees' commitment by providing them with fair and reasonable working practices in a rather cost-effective way. To stay committed, employees should feel valued and recognized by management, Drucker, (2009).

Although Buchanan ,(1974),Steers,(1977),made studies concerning organisational commitment, and found out that organisational commitment was affected by four major factors: Personality, Job Speciality, Pay and Working Experience,little studies have been carried out on relationship between transformational leadership and organisational commitment on the private universities, in Somalia. Therefore, within this research, the researcher will make an effort to investigate the relationship between transformational leadership and

organizational commitment of employees of the two selected private universities, namely Mogadishu University (MU) and SIMAD University in Mogadishu, Somalia.

Purpose of the Study

The purpose of this study is to:

1. To test the hypothesis of no significant relationship transformational leadership and organizational commitment of the selected universities, in Mogadishu, Somalia.
2. To bridge the gaps identified in the related studies
3. To validate existing information about transformational leadership and organizational commitment.

Research Objectives

General Objectives

This study will correlate transformational leadership and organizational commitment of two selected private universities, in Mogadishu, Somalia.

Specific Objectives

1. To determine the demographic characteristics of the respondents in terms of age, gender, educational qualifications, and years in the present position.
2. To determine the current level of Transformational Leadership of the selected universities.
3. To determine the current level of organizational commitment of selected universities.

4. To establish if there is a significant relationship between the levels of Transformational Leadership and organizational commitment of the selected universities.

Research Questions

1. What are the demographic characteristics of the respondents in terms of age, gender, educational qualifications, and years in the present position?
2. What the current level of Transformational Leadership of the selected universities?
3. What is the current level organizational commitment of organizations selected?
4. Is there any significant relationship between the levels of Transformational Leadership and organizational commitment?

Null Hypothesis

There is no any significant relationship between transformational leadership and organizational commitment of the selected universities.

Scope

Geographical Scope

The study was carried out in selected two private universities, in Mogadishu, Somalia.

Content Scope

The study aimed at examining the levels of transformational leadership and organizational commitment, by looking at normative commitment, Affective

commitment and continuance commitment and to correlate if there is a significant relationship between them.

Time Scope

The study was conducted from January 2012 to November 2012.

Theoretical Scope

The study was based on the theory by, Bass and Riggio, (2006), Koh, Steers, and Terborg, (1995), that states that there is positive relationship between the extent of transformational leadership and employees' commitment to their organization.

Significance

This study provided new insight on how transformational leadership actually influence on the employee's commitment to the selected universities.

The **organizations' policy makers and planners** will be able to develop relevant standards good leadership behavior for their respective universities. The future researchers in this area will utilize the findings of the study to embark on a related study.

The significance of this research is intended to help leaders to establish system that can promote to a better organizations' commitment in educational movement and to enable university leaders to adopt policies that best promote the commitment of the universities.

Operational Definitions

Leadership refers to: a function of management which involves influencing followers to achieve stated organizational objectives.

Transformational leadership approach according to Hallinger (1992): is school leadership that focuses on the individual and collective understandings, skills and commitment of teachers.

Charisma: refers to leadership behavior that inspires in the followers an unquestioning loyalty and devotion without regard to their own self interest. Followers see their leaders as role models and would want to emulate them.

Individual Consideration: is the individual attention and development or mentoring orientation exhibited by leaders towards their subordinates.

Intellectual Stimulation: is the arousal and change in followers regarding problem awareness, problem solving, of thought and imagination, and of beliefs and values.

Organizational Commitment: refers to strong belief in and acceptance of the organization's goals, a willingness to exert considerable effort on behalf of the organization, and a definite desire to maintain organizational membership.

Affective Commitment : the emotional attachment, identification, and involvement that an employee has with its organization and goals.

Normative Commitment: is the commitment that a person believes that they have to the organization or their feeling of obligation to their workplace.

Continuance Commitment: is the willingness to remain in an organization because of the investment that the employee has with "nontransferable" investments. Nontransferable investments include things such as retirement, relationships with other employees, or things that are special to the organization, Reichers, (1985).

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Introduction

This chapter provides existing literature about Transformational Leadership in relations to the organizational commitment. It highlights concepts, ideas and opinions from authors/ experts. The first section presents detailed concepts of Transformational Leadership and organizational commitment. This is followed by a presentation of theoretical perspectives. A review of related studies is equally given.

Concepts /Ideas/Opinions from Authors/Experts Leadership

Leadership, like other complex human activity, is difficult to pin down, precisely define or accurately describe. This is because there is no agreed definition of the concept of leadership Leithwood et al, (1999), and Yukl, (2002). The many abundant and disjointed sub-categories of leadership offer limited explanations and incomplete analysis of the art and science of leadership. In support of this, Cuban, (1988), argued that many definitions of leadership have no clear and unequivocal understanding as to what distinguishes leaders from non-leaders. So, it is important to make operating definition. Leadership can be referred to as a function of management which involves influencing followers to achieve stated organizational objectives.

It is about what leaders and followers do together for the collective good of the organization. In accordance with this Bennis and Nanus, (1985) attempt a definition, as the ability to get all members of the organization to perform tasks

required to achieve the organization's goals and objectives. Owens, (2001) contends that leadership is not something that one does to people, nor is it a manner of behaving toward people, it is working with and through other people to achieve organizational goals. In this sense, leadership is a result of an influence relationship among leaders and followers who intend real changes that reflect their mutual purposes Rost, (1991).

The view of Cuban, (1998), as an influence process where people bend the motivations and actions of others to achieve certain goals is not different from the above. The inference from these definitions is that leadership is a process of social influence of subordinates by the leader. At the core of these definitions are four basic components, which are essential and necessary for a particular relationship to be called leadership. These include exercising influence, active involvement or participation of players, providing direction with the intention of bringing about changes, which are useful to both players Rost, (1991).

Transformational Leadership

Akin to leadership, transformational leadership, although not an entirely new or an unknown concept in leadership studies, also has no concise definition, Hoover et al, (1991), Leithwood and Jantzi, (1990). The concept was associated with Weber's, (1947) work on charisma. Burns, (1978), contends it is a process in which leaders and followers raise one another to higher levels of morality. Bass, (1985), described a transformational leader as influencing followers to transcend their self-interests for the good of the group or organization by raising their awareness of the importance and value of group outcomes. Graham,(1991),observed transformational leaders as encouraging charismatically

led followers to develop their skills so that they might eventually develop initiative in working for the leader's goals.

More recent transformational leadership (Leithwood, 1992), in attempting a definition considered transformational leadership as a form of leadership that facilitates a redefinition of a people's mission and vision, a renewal of their commitment and the restructuring of their systems for goal accomplishment. He explains that the central focus of this leader is commitment and capacities of organizational members for accomplishing goals that are assumed to result in organizational functioning and greater productivity. All these definitions allude to a form of leadership where leaders work to transform their followers' standards and ideals towards the realization of organizational feats, M. Hendriks, (2009).

The leaders persuade followers into doing what he wants them to do. In so doing such leaders are able to create significant change in both followers and the organization with which they are associated. This form of leadership was originally developed for a business mode but researchers such as Leadwood, (1992), and Fullan, (2001), have developed the theory further as it applies to an educational setting. Summarizing from the above definitions, transformational leadership could be inferred as an interaction between a leader and his followers in which the leader, working through his workers aims at advancing workers attitude to accomplish organizational goals, mission and purpose. These processes involve the arousing of follower interest and zealous commitment most important to the fulfillment of organization's visions, goals and mission, Hendriks, (2009).

Theory of Transformational leadership

The transformational and transactional leadership theory was developed by Burns (1978), and further elaborated by Bass (1985) and its instrumentation by Bass (1994, 1995). Transformational leadership was first distinguished from transactional leadership by Downton (1973) in accounting for differences among revolutionary, rebellious, reform-oriented and ordinary leaders. However, his conceptualization did not take hold until Burns' (1978) seminal work on political leaders. Burns (1978) identified two types of leadership styles, either transformational or transactional. Burns transformational leader construct was based on a qualitative analysis of the biographies of various political leaders. He argued that leadership styles can be placed on a continuum in terms of leader pro-activity and effectiveness. At the bottom end of this continuum is laissez-faire or avoidant leadership with transactional leadership behavior in the middle range and transformational leadership at the top. This range implies that transformational leadership is more proactive and ultimately more effective than transactional, corrective, or avoidant leadership in terms of motivating followers to achieve higher performance. Found on these ideas, the transformational and transactional leadership theory was developed by Burns.

But Bass's (1985) submission was a different conception, a —two factor theory□ of leadership. In other words, transformational leadership builds on the foundation of transactional leadership (Avolio & Bass, (1988). Bass & Avolio, (1993); Waldman, Bass & Yammarino, 1990). From the point of view of Bass, transformational and transactional leadership encompasses two conceptually independent but related dimensions of leadership. Transactional leadership motivates followers to transcend their own immediate self-interest for the sake of the mission and vision of the organization in exchange for expected rewards. As a

result, followers' confidence levels are raised and needs broadened by the leader to support development to higher potential.

Such engagement for Barnett (2001) encourages its followers to develop and perform beyond expectations. Thus upon Burn's (1978) conceptualization, Bass (1985) developed the transformational –transaction theory. The theory has undergone several revisions and the recent version identified three dimensions of transactional, four dimensions of transformational and a no leadership form (*laissez-faire*). Contingent rewards, active and passive management by exception are the three dimensions of the transactional leadership identified by Bass (1985). Contingent reward clarifies what is expected from followers and what they will receive if they meet expected levels of performance. It is the degree to which the leader sets up constructive transactions or exchange with followers. Management by exception in general, is the degree to which the leader takes corrective action on the basis of leader-follower transaction. Even as Active leaders monitor follower behavior, anticipate problems and take corrective actions before the behavior creates serious difficulties, Passive leaders wait till the behavior has created problems before taking action. Transactional leaders use contingent reinforcement like constructive rewards, praises and promises for follower success in meeting commitments to the leaders and negative feedback, reproof or disciplinary action to correct failures.

The no leadership dimension also known as *laissez-faire* refers to the extent to which leaders avoid responsibility, fail to make decisions and are absent when needed. The four dimensions of transformational leadership identified by Bass were idealized influence, inspirational motivation, intellectual stimulation and

individualized consideration. Due to the similarities in idealized influence and inspirational motivation behavior, Antonakis, Avolio, and Sivasubramaniam (2003) replaced the two attributes with the term charisma. Charisma means being able to influence by one's personality. For this to occur the leader must be respected and be able to articulate the vision. Individually considerate leaders have personalized attention or interactions with followers and listen effectively to the needs of followers. As a result, leaders are aware of the individual concerns of their followers. Charisma therefore refers to the degree to which the leader behaves in admirable ways that cause followers to identify with the leader.

The leader excites, inspires and arouses the followers such that the relationship between leader and followers is based on personal understanding as opposed to formal, instructional, rules, regulations, rewards and punishment (Bass, 1985). Intellectual stimulation is a process through which the transformational leader stimulates followers intellectually.

The leader may do this by engaging in activities that stimulate followers to be creative and innovative and challenge their own beliefs and values, including those of the leader and the organization. Whereas intellectually stimulating leaders challenge followers to think critically, they also stimulate followers with challenging new ideas that encourage them to break away from old ways of thinking. Individually considerate leaders also attend to followers on the basis of their unique abilities, skills and potentials. These are identified, developed and used accordingly to the benefit of the organization. This involves coaching and mentoring followers. It entails how leaders give personal attention, personal advice, coaching and opportunities for development. The focus of leaders in this

sense is to understand the needs of each follower and work continuously to get them to develop to their full potential.

The four main dimensions of transformational leadership together are interdependent and must co-exist as all of them are held to have an additive effect that yields performance beyond expectations (Gellis, 2001; Hall, Johnson, Wysocki & Kepner, 2002; Kelly, 2003).

On the whole, the transformational leader is characterized as one who articulates a vision of the future that can be shared with peers and subordinates, intellectually stimulates subordinates, and pays high attention to individual differences among people (Yammarino & Bass, 1990a). This transformational leader was posited as a contrast to the transactional leader who exchanges rewards contingent upon a display of desired behaviors (Burns, 1978; Waldman, Bass, & Einstein, 1987). The Transformational leadership theory has since been a prominent representation of the new theories that have occupied centre stage in leadership research (Dvir et. al, 2002). Nonetheless, of particular interest in the study is the transformational aspect of the transformational transactional theory.

The Augmentation effect

One of the fundamental propositions of the transformational-transactional leadership theory is the augmentation effect which specifies that transformational leadership adds to the effect of transactional leadership. The augmentation effect is described as degree to which transformational leadership styles build on the transactional base in contributing to extra effort and performance of followers (Burns, 1998). This means that transformational leadership should statistically

account for the unique variance in ratings of performance or other outcomes above and beyond that accounted for by active transformational leadership (Bass, 1985; Bass & Avolio, 1990). These have been tested and confirmed in both educational and non-educational settings (Curphy, 1992; Podsakoff, MacKenzie et al, 1990; Waldman et al, 1990, Koh et al, 1995; Bycio et al, 1995; Bass & Avolio, 1990; Bass, Avolio, Jung & Berson, 2003). Different subjective and objective performance criteria were used in all these investigations. But in each case, transformational leadership had added significantly to the prediction of performance thus augmenting transformational leadership behaviors (Nguni et al, 2006).

In effect the best leaders are both transformational and transactional as indicated by Bass (1999). This stance is further agreed upon by Howell & Avolio (1993) that transformational leadership complements transactional leadership and that effective leaders often supplement transactional leadership with transformational leadership. The transformational and transactional leadership model has a number of implications for education despite the limited studies in educational settings (Leithwood & Jantzi, 2000; Leithwood et al, 1999). The transformational / transactional approach according to Bass & Avolio (1997) builds trust, respect and a wish on the part of followers to work collectively toward the same desired goals. This therefore allows the transformational leader to operate effectively within the available context and also change the leadership orientation if necessary to make it more receptive to his followers.

Transformational leadership behaviours were positively related with higher performance, greater organizational commitment and higher job satisfaction among employees (Avolio & Bass (1988); Bass, Avolio & Goodheim

(1987); Nguni et al, 2006). Leaders were also able to articulate a vision that is consistent with the goals and mission of the institution and draw followers along to achieve this goal. In so doing followers are also developed through the individualized support. Hence agreeing with Barnett et al, (2001) transformational leadership is more facilitative of educational change, organizational improvement, effectiveness and aid in satisfaction of followers.

Organizational Commitment

Organizational commitment has an important place in the study of organizational behavior. This is in part due to the vast number of works that have found relationships between organizational commitment and attitudes and behaviors in the workplace, Porter et al., (1974), (1976), Koch and Steers, (1978), Angle and Perry, (1981). Furthermore, Batemen and Strasser, (1984) ,state that the reasons for studying organizational commitment are related to "(a) employee behaviors and performance effectiveness, (b) attitudinal, affective, and cognitive constructs such as job satisfaction, (c) characteristics of the employee's job and role, such as responsibility and (d) personal characteristics of the employee such as age, job tenure" .

Definition of Commitment

Mowday, Steers, and Porter, (1979), identified commitment-related attitudes and commitment-related behaviors. Porter et al., (1974), discuss three major components of organizational commitment as being "a strong belief in and acceptance of the organization's goals, a willingness to exert considerable effort on behalf of the organization, and a definite desire to maintain organizational membership".

Sheldon, (1971), defines commitments as being a positive evaluation of the organization and the organizations goals. According to Buchanan, (1974) ,most scholars define commitment as being a bond between an individual (the employee) and the organization (the employer), though his own definition of commitment ,Meyer and Allen, (1991), and Dunham et al, (1994) ,identified three types of commitment; AC, continuance commitment, and normative commitment.

Normative commitment is a relatively new aspect of organizational commitment having been defined by Bolon, (1993).

Affective Commitment is defined as the emotional attachment, identification, and involvement that an employee has with its organization and goals,Mowday et al, (1997), Meyer, Allen, O'Reily and Chatman, (1993).

Porter et al, (1974), further characterize AC by three factors (1) "belief in and acceptance of the organization's goals and values, (2) a willingness to focus effort on helping the organization achieve its goal's, and (3) a desire to maintain organizational membership". Mowday et al., (1979; 225), further state that affective communication is "when the employee identifies with a particular organization and its goals in order to maintain membership to facilitate the goal" . Meyer and Allen, (1997), continue to say that employees retain membership out of choice and this is their commitment to the organization.

Continuance commitment is the willingness to remain in an organization because of the investment that the employee has with "nontransferable" investments. Nontransferable investments include things such as retirement, relationships with other employees, or things that are special to the organization, Reichers, (1985). Continuance commitment also includes factors such as years of employment or benefits that the employee may receive that are unique to the

organization, Reichers, (1985). Meyer and Allen, (1997), further explained that employees who share continuance commitment with their employer often make it very difficult for an employee to leave the organization.

Normative Commitment is the commitment that a person believes that they have to the organization or their feeling of obligation to their workplace Bolon, (1993). In 1982, Weiner discusses normative commitment as being a "generalized value of loyalty and duty". Meyer and Allen, (1991), supported this type of commitment prior to Bolon's definition, with their definition of normative commitment being "a feeling of obligation".

Normative commitment can be explained by other commitments such as marriage, family, religion, etc. therefore when it comes to one's commitment to their place of employment they often feel like they have a moral obligation to the organization ,Wiener, (1982). Meyer, Allen, and Smith, (1993), say that the three types of commitment are a psychological state "that either characterizes the employee's relationship with the organization or has the implications to affect whether the employee will continue with the organization".

Meyer et al., (1993), continue to say that generally the research shows that those employee's with a strong AC will remain with an organization because they want to, those with a strong continuance commitment remain because they have to, and those with a normative commitment remain because they fell that they have to. Meyer and Allen, (1997), define a committed employee as being one "stays with an organization, attends work regularly, puts in a full day and more, corporate assets, and believe their organization's goals.

Theoretical Perspectives

Yukl, (1994), posits that transformational leader brings major changes in the attitudes and assumptions of organizational members and builds commitment for the organisation's mission, objectives and strategies. Work by Shamir and colleagues, Shamir, House and Arthur, (1993), Shamir, Zakay, Breinin, and Popper, (1998), suggest that transformational leaders create a Sandhu & Kaur Augmenting Subordinates Commitment: The Role of transformational leadership level of personal commitment on the part of the leader and followers towards a common vision, mission and organizational goals which, in turn, influence followers' organizational commitment.

Transformational leaders influence followers' organizational commitment by using intellectual stimulation, encouraging followers to think critically through using novel approaches, involving followers in decision-making processes, Jermier and Berkes ,(1979), Rhodes and Steers ,(1981), inspiring loyalty while recognizing and appreciating the different needs of each follower to develop his or her personal potential, Avolio (1999), Bass and Avolio(1994, 1997), Walumbwa and Lawler, (2003), Yammarino, Sprangler and Bass, (1993).

They encourage the followers to take on greater challenges and responsibility, and who, in turn, reciprocate with extra efforts leading to higher levels of commitment to their organizations, Wayne, Liden, and Sparrowe (2000). Research studies have confirmed that commitment is influenced by transformational leadership in a variety of organizational settings and cultures ,Avolio, Zhu, Koh and Bhatia (2004),Bono and Judge (2003),Bycio et al. (1995), Goodwin, Wofford and Whittington(2001), Howell, and Avolio (1993), Koh, Steers and Terborg, (1995), Lok and Crawford,(2004), Walumbwa and Lawler,(2003). Three meta-analytic reviews, e.g. Dum Dum, Lowe and, Avolio ,(2002),

Fuller, Peterson, Hester and Stringer ,(1996), Lowe et al. (1996) ,have also shown transformational leadership positively related to work-related outcomes such as satisfaction, commitment and performance. Research has demonstrated the positive relationship between the extent of transformational leadership and employees' Commitment to the organization, e.g., Bass and Riggio, (2006), Koh, Steers, and Terborg, (1995).

Some studies in India, too, have affirmed this relationship, e. g. Rai and Sinha,(2000)In an Indian context, Rai and Sinha, (2000), found that the supervisors' transformational style had significant relationship with organizational commitment. However, a study by Chandra and Krishnan, (2009) ,showed varying results in their comparative analysis of IT and non-IT sector in India. While transformational leadership was found to have a significant and positive relationship with continuance, as well as normative commitment but significant negative relationship with affective Commitment in non-IT sector, no significant relationship has been revealed between transformational leadership and any of the dimensions of organizational commitment in the IT sector. Ramachandran and Krishnan, (2009), in a cross cultural study reported that transformational leadership was positively related to normative commitment in India and China but not in the US, while it was positively related to AC in the U.S. and India but not in China.

Related Studies

Akin to leadership, transformational leadership , although not an entirely new or an unknown concept in leadership studies, also has no concise definition (Hoover et al, 1991, Leithwood and Jantzi 1990). The concept was associated with Weber's (1947) work on charisma. Burns (1978) contends it is a process in

which leaders and followers raise one another to higher levels of morality. Bass (1985) described a transformational leader as influencing followers to transcend their self-interests for the good of the group or organization by raising their awareness of the importance and value of group outcomes.

Graham (1991) observed transformational leaders as encouraging charismatically led followers to develop their skills so that they might eventually develop initiative in working for the leader's goals. This type of leadership is all about building a unified common interest between leaders and followers.

Meyer and Allen, (1997), defined a committed employee as being one "stays with an organization, attends work regularly, puts in a full day and more, corporate assets, and believe their organization's goals. Meyer et. Al, (1993), and Baugh and Roberts, (1994), both found out that committed employees had high expectations of their performance and therefore performed better. There is a positive relationship between the level of organizational commitment and job tenure, Marketing and Communication Agency ,(1998). More recently, Leithwood (1992) in attempting a definition considered transformational leadership as a form of leadership that facilitates a redefinition of a people's mission and vision, a renewal of their commitment and the restructuring of their systems for goal accomplishment. He explains that the central focus of this leader is commitment and capacities of organizational members for accomplishing goals that are assumed to result in organizational functioning and greater productivity. All these definitions allude to a form of leadership where leaders work to transform their followers' standards and ideals towards the realization of organisational feats. The leaders persuade followers into doing what he wants them to do. In so doing

such leaders are able to create significant change in both followers and the organization with which they are associated.

Morris and Sherman ,(1981), indicated that organizational commitment is able to effectively predict the employee's performance and turnover. Meyer, Paunonen, Gella y, Goffin, and Jackson ,(1989) ,also found that organizational commitment was a proper indicator of work performance. It is important for managers and leaders to pay more attention to the employee's organizational commitment. Based on various viewpoints, the definitions of organizational commitment differ. However, most scholars recognize that organizational commitment is loyalty to the organization ,Price and Mueller, (1986).

CHAPTER THREE

METHODOLOGY

Research Design

This study employed a descriptive correlation and ex-post facto research design using mainly a quantitative approach. The cross-sectional correlation design is a research design where the researcher strives to establish the relationship the independent variable and dependent variable through quantifiable results at that point in time, Oso & Onen, (2005). Therefore, the descriptive correlation design will enable the researcher to determine the degree of the relationship exists between transformational leadership and organizational commitment of the selected universities, in Mogadishu, Somalia.

Research Population

The study primarily focused on two universities, namely, Mogadishu University, and SIMAD University. Hence, the sampled population of this study consists of one hundred and thirty four (134) university staff consisting of lecturers, accountants, and security guards.

Sample Size

The sample size consisted of (100) subjects selected from the two universities. They include teachers, accountants, and security guards.

The Sloven's formula (1978) is used to determine the minimum sample size.

$$n = \frac{N}{1 + N(\vartheta^2)}$$

Where: n = sample size

N = target population

ϑ = level of significance/marginal error (0.05)

$$\begin{aligned} n &= \frac{N}{1 + N(\vartheta^2)} \\ &= \frac{134}{1 + 134(0.0025)} \\ &= \frac{134}{1 + 0.335} \\ &= \frac{134}{1.335} \\ &= 100.37 \end{aligned}$$

Table 1
Respondents of the Study

No	Respondents	Sample	Sample Method	Data Collection Instrument
1	Lectures	69	Stratified	Questionnaire
2	Accountants'	16	Stratified	Questionnaire
3	Security guards	15	Stratified	Questionnaire
	Total	100		

Source: Primary Data

Sample Procedure

Stratified sampling technique was used to select the respondents to be included in the sample. Stratified sampling technique is a technique that identifies sub-groups in the population and their proportions and select from each sub-group to form a sample. It groups a population into separate homogenous subsets that share similar characteristics as to ensure equitable representation of the population in the sample. It aims at proportionate representation with a view of accounting for the difference in sub-group characteristics.

Stratified sampling technique was used to ensure that the target population is divided into different homogenous strata and that each stratum is represented in the sample in a proportion equivalent to its size in the accessible population. Because of the sensitive nature of the data requested, total

anonymity and confidentiality will be guaranteed to ensure an acceptable response rate and honest answers.

Research instrument

This study used questionnaire devise as the main tool for collecting data. The questionnaire consisted of a structured type for the collection of the required data in this study. A questionnaire is a formatted set of questions that was drawn up to meet objectives of the study, Mugenda, and Mugend ,(1989).

The reason of selecting this instrument is that the researcher believes that the questionnaires will the most reliable instrument to get the necessary information from the respondents without fear or hesitancy.. Each respondent was provided a chance to express his or her ideas, options, views freely in a provided space without any undue influence of the researcher or his assistants.

Validity and Reliability of the Instrument

Validity is the quality of the test doing what is designed to do, Salkind, (2000). The researcher will consult his supervisor for expert knowledge on questionnaire construction. After the assessment of the questionnaire, the necessary adjustments will be made bearing in mind the objectives of the study. The formula that will be used to calculate the validity of the instrument is:-

$$\text{Content Validity Index (CVI)} = \frac{\text{No. of items declared valid}}{\text{Total No. of items.}}$$

Reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trials, Mugenda & Mugenda, (2003). Reliability of the instrument will be established through a test-retest technique.

The researcher will conduct a pre-test of the instrument on group of subjects that have a similar characteristic to the respondents.

Data Gathering Procedure

Before the administration of the questionnaires

1. An introduction letter was obtained from College of Higher Degree and Research for the researcher to solicit approval to conduct the study from respective managers of the organizations.
2. When approved, the researcher secured a list of the qualified respondents from the selected two telecommunication organizations in charge and select through simple random sampling from this list to arrive at the minimum sample size.
3. The respondents were explained about the study and will be requested to sign the informed consent form (Appendix 3).
4. Reproduce more than enough questionnaires for distribution.
5. Select research assistants who would assist in the data collection; brief and orient them in order to be consistent in administering the questionnaires.

During the administration of the questionnaires

1. The respondents were requested to answer questionnaires completely and not to leave any part of questionnaires unanswered.
2. The researcher and assistants emphasized retrieval of the questionnaires within five days from the date of distribution.
3. On retrieval, all returned questionnaires were checked if all are answered.

After the administration of the questionnaires

The data gathered was collated, encoded into computer and statistically treated using the Statistical Package for Social Science (SPSS).

Data Analysis

The researcher used of Statically Package for Social Science (SPSS) as a tool for analyzing the data. The study employed frequencies and percentages to analyze the profile of respondents as seen appropriate. Secondly, the researcher used means to analyze the extent that the level of transformational leadership used and the level of organizational of organizational commitment of the selected universities, in Mogadishu, Somalia. Thirdly, the researcher used Person correlation coefficient to analyze the relationship between level of transformational leadership and organizational commitment of the selected universities, in Mogadishu, Somalia.

A. For transformational leadership

Mean Range	Response Mode	Interpretation
3.26-4.00	Strongly agree	Very good
2.51-3.25	Agree	Good
1.76-2.50	Disagree	Low
1.00-1.75	Strongly disagree	Poor

B. For organizational commitment

Mean Range	Response Mode	Interpretation
3.26-4.00	Strongly Agree	Very Good
2.51-3.25	Agree	Good
1.76-2.50	Disagree	Low
1.00-1.75	Strongly Disagree	Poor

Ethical considerations

Bearing in mind the ethical issues, the researcher provided the respondents with the necessary information as regards the main purpose of the research, expected duration and procedures to be followed, and be in position to keep privacy and not disclose the confidentiality of respondents and researchers responsibility.

Limitation of the Study

The researcher expected a number of limitations including:-

- The English knowledge of some respondents was not fair so that their responding may be not adequate to the intention of the researcher, so the researcher will have to translate the un understandable sections of the questionnaire into Somali language.
- Lack of some respondents' interest to share the information.
- Untruthfulness of some respondents.

CHAPTER FOUR
PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA
Demographic information of the respondents

This part presents the background information of the respondents who participated in the study. The purpose of this background information was to find out the characteristics of the respondents and show the distribution of the population in the study.

In addition to that, the first objective of this study was to determine the profile of respondents as to Age, Gender, qualification and experience to examine what category the majority of the respondents are fit in. Data on this objective was analyzed under the question "What is the profile of the respondents as to Age, Gender, and Educational level?"

Table 2
Profile of the respondents

Gender	Frequency	Percentage (%)
Male	70	70.0
Female	30	30.0
Total	100	100.0
Age		
20-30	23	23.0
31-40	48	48.0
41-45	20	20.0
46 - above	9	9.0
Total	100	100.0
Educational level		
Diploma	12	12.0
Bachelor	40	40.0
Master and above	48	48.0
Total	100	100.0
Experience		
1-2 years	36	36.0
3-4 years	41	41.0
5-6 years	20	20.0
7 years and above	3	3.0
Total	100	100.0

Source Primary Data

From the above table 2, it is indicated that different categories were involved in the study. And 70% of the respondents were male, whereas, the other 30% of the respondents were female, so it is obvious that the two universities were dominated by male workers.

The findings of the study showed that the majority of the workers i.e. 48% lie in between 31-40 of age, and 23% of the respondents were 20-30 of age .Whereas, 20% of the respondents were between 41-45 of age. But the minority of the respondents was in the age bracket of 46 and above. According to the findings, it is clear that the selected private universities tended to employ people at the age bracket of 31-40.

Moreover, Table 2 also showed that the majority of the respondents were master holders and which makes up 48% of the respondents, the degree holders are 40%, while the remaining 12% were diploma holders.

Likewise, the findings reveal that the majority of the respondents had the experience of 3-4 years of work; this makes up 41% of the total respondents, whereas 36%, 20% were represented by the respondents whose experience were 1-2 years and 5-6 years respectively. Those with the 7 and above years of experience represented 3% of the respondents.

Table 3
Level of transformational leadership
n= 100

Indicator	Mean	Interpretation	Rank
Developing team attitude and sprit among employees.	3.70	Very good	1
Leading by doing rather than by telling	3.29	Very good	2
Having clear understanding of where employees are going by the leader	3.02	Good	3
Having ideas that forced employees to rethink by the leader	3.00	Good	4
Inspiration others with his /her plans	2.91	Good	5
Providing individuals with new ways	2.64	Good	6
Getting the group to work together	2.40	Low	7
Getting others to commit to his dreams for the future	2.09	Low	8
Not seeking new opportunities for the university	1.60	Poor	9
Action of the leader which is based on lack of consideration of individuals feelings	1.32	Poor	10
Total mean average	2.59	Good	

Source primary data

In Table 3, A mean of 3.70 represents leaders' development of the teams' attitude and sprit among of his employees. This indicates that the majority of the respondents agreed that their leader develops the spirit of his employees. Whereas the minority of respondents disagreed. The development of the spirit of the employees leads to the company of having employees who are willing to work or motivated. The leaders of universities are very good.

Moreover, the table 3, showed that the mean of 3.29 represents the leader leads by doing. This mean showed that the majority of the respondents agreed that their leaders leads by example not by telling .While the minority of the respondents says that their leader does not lead by example. The way the leaders of two universities lead their employees is also very good.

The table also showed that a mean of 3.02 represents leader' ability to understand where employees are going. This mean also indicates that the majority of the respondents agreed that leader has a clear understanding of where the employees are going, while the minority of the respondents says that the leader has not clear understanding of where employees are going. This clarity also is good.

Additionally, Table 3 showed that the mean of 3.00 represents having ideas that have forced individuals to rethink some of their own ideas, this mean shows that the majority of the respondents agreed that the leader has ideas that have forced individuals to rethink some of their own ideas, whereas the minority of the respondents agreed that the leaders of the selected universities do not have ideas that have forced individuals to rethink some of their own ideas.

The table also indicated a mean of 2.91 represents that the leader inspires his employees with his plans for the future. This means the majority of the respondents agreed that the leader inspires his employees with his plans for the future, while the minority agreed that the leader does not make others to do his plans for the future. The leader's ability to make his employees do his plans for the future is good.

The mean 2.64 also represents provision of new ways of doing things that are difficult to the employees .This mean indicates that the majority of the

respondents have agreed that the leader provides employees with new ways of solving employees' problems, while the minority says he does not. The provision of ways of handling problems which are difficult to the employees is good to the universities, as the means indicates.

The mean of 2.40 indicates getting of group to work together to the same goal. The mean shows that the majority of the respondents agreed that the leader gets the group to work to gather, while the minority says he does not get the group to work together to same goal. This is low according to the mean.

The mean of 2.09 also indicates the ability of the leader to get others to commit to his his dreams for the future. This mean indicates that the majority of the respondents agreed that the leader is able to get others to commit to his dreams, while the minority says he is not able to do so .This is also low according to the mean.

The mean of 1.60 represents lack of seeking of opportunity to the university. This means that the majority of the respondents agreed that the leader does not seek new opportunities to the university, while minority says he does. The lack of leader who seeks new opportunity to the university is low as the mean indicates

The mean of 1.32 indicates the leader actions which are based on lack of consideration of his employees' feelings. This means that the majority of the respondents agreed that leader acts without considering individuals' feelings, while the minority says the leader acts with consideration of his employees' feelings.

Table 4
Level of Organizational Commitment
n= 100

Indicator	Mean	Interpretation	Rank
University's mission which employees believe in	3.98	Very good	1
Great deal of personal meaning for the employees by the university	3.45	Very good	2
Loyalty of employees to the university	3.18	Good	3
Dedication of employees to the university which is based on their fear what they have to lose	2.93	Good	4
A lot of investment in the university by the employees	2.77	Good	5
Employee's worry about what might happen to the university	2.35	Low	6
Treatment of the university to the employees	2.30	Low	7
Discussion of employees about the university with the people outside it	2.24	Low	8
Lack of feeling of employees like a part of the family at the university	1.68	Poor	9
Lack of feeling of employees emotionally attached to the university	1.24	Poor	10
Average mean	2.61	Good	

Table,4 mean of 3.98 indicates mission that the two universities have. This mean shows that the majority of the respondents have agreed that the university has a mission which they believe and are committed to it, while the

minority of the respondents says the university does not have mission. According to this, having a mission through which employees believe in is very good.

The mean of 3.45 represents the great deal of personal meaning that the universities have for their employees. Majority of the respondents have agreed that the universities have great deal of personal meaning for the them, while the minority of the respondents say that the universities do not have great deal of personal meaning for them. This is also very good to the universities as the mean shows.

The table, 4 also showed a mean of 3.18 which represents the similarities of the values of both employees and the two universities. This mean shows that the majority of the respondents are loyal to the universities because their values are largely the universities values, whereas the minority says that they are not loyal to the universities ,because the employees' values and the Universities' values are not same. Having employees' values that are in line with the universities' values are good, as the mean also reveals.

The mean of 2.93 represents good treatment of the organizations toward their employees. This means shows that the majority of the respondents agreed that their university deserves their loyalty because of its treatment towards them, while the minority of the respondents has said that their university does not deserve their loyalty. According to this, how the two universities treat toward their employees is also good.

A mean of 2.77 represents a lot of investment such as emotionally and socially in the universities . This mean shows that majority of the respondents have agreed that they are loyal to their universities because of the investment they made in it such as emotionally, while the minority says that they are not loyal to the university because they did not invest in it. Having a lot of investment in the university by its employees is also good as the means shows.

The mean of 2.35 represents employees' dedication to the university because of fear of what has to lose in it. This mean shows that the majority of the respondents have agreed that they are dedicated to the universities because they fear what they have to lose in it, unlike the minority says that they are not dedicated to the universities because they fear what they have to loose in it. This is low as the mean shows.

The table 4, also indicates a mean of 2.30 which represents what employee's worry about what might happen if something was to happen to the university and he was not longer a member. This mean shows that majority of the respondents agreed that they are worried about what might happen to their universities and they were no longer a member, while the minority says that they are not worried about what might happen if something was to happen to the university. This is also low according the mean.

The mean of 2.24 represents that the enjoyment of employees to discuss about their university with people outside it. The majority of the respondents agreed they enjoy discussing about their university with people outside it. While the minority of the respondents they do not enjoy discussing

about their universities with people outside of it. This is low with regard to the mean.

The mean of 1.68 represents lack of feeling of the employees like a part of the family at his university. The majority of the respondents agreed that they do not like a part of the family at their universities, while the minority says that they feel like part of the family at their organization .Having a lot of employees by the two universities who do not feel like a part of the family at the university are poor.

The mean of 1.24 represents lack of feeling of employees emotionally attachment to the university. This mean indicates that the majority of the respondents do not feel emotionally attached to the university, while the minority says they feel. This is poor because of having a lot of employees who do not feel emotionally attached to the university.

Table 5

Relationship between transformational leadership (IV) and Organizational Commitment (DV)

		IV	DV
IV transformational leadership	Pearson Correlation	1	.68
	Sig. (2-tailed)		.000
	N	100	100
DV Organizational Commitment	Pearson Correlation	.68	1
	Sig. (2-tailed)	.000	
	N	100	100

In table 5, the Pearson Correlation at 0.68 appears strong and positive and Sig. (2-tailed) which is P-value at 0.000 does not exceed the level of significance ($P < 0.05$). Thus the researcher can reject H_0 (there is no relationship between transformational leadership and organizational commitment). Though, there is some correlation between the variables, this does not indicate that certain of transformational leadership cause certain organizational commitment. This correlation merely tells us that there is an association between the two variables. It is evidence that there is some degree of relationship between transformational leadership causes certain organizational commitment of selected two private universities in Mogadishu, Somalia.

Table 6

Linear regression analysis between transformational leadership and organizational commitment

Variable Regressed	R	R Square	Adjusted R Square
1. transformational leadership	.68a	.462	.463
2. Organizational Commitment			

a. Predictors: (Constant), IV

The absolute value of the correlation coefficient between transformational leadership and organizational commitment is 0.68 that is the value labeled R in table 5. The actual correlation coefficient between the two variables is 0.68. The R Square at 0.462 is a measure of the proportion of the variability in transformational leadership that is accounted for by variability in organizational

commitment. Thus 54% of the variation is not accounted for by variation in transformational leadership . The researcher has evidence that transformational leadership has an effect on organizational commitment of selected two private universities in Mogadishu, Somalia

CHAPTER FIVE

FINDINGS CONCLUSIONS AND RECOMMENDATIONS

Summary of the Findings

This study was guided by four objectives which consist of these (1) To determine the demographic characteristics of the population in terms of: age, gender, level of education, and experience of respondents working in the selected universities (2) To determine the level of transformational leadership of the selected universities (3) To determine the level of organizational commitment of the selected universities (4) To establish if there is a significant relationship between the levels of transformational leadership and organizational commitment of two selected universities in the study.

The first objective of the study, the descriptive statistic showed frequencies and percentages, indicating the characteristics of the respondents and also showed the distribution of the population in the study. The result indicated that men dominated the selected universities.

And also the findings indicated that diverse age among the workers in the selected universities, different ages from youth to old aged who have information in the field of study and can provide useful information to the study.

In addition to that, the findings have revealed that majority of the respondents have masters and above, while the minority hold diplomas. This shows that the workers are high in the educational hierarchy.

The second objective was to determine the level of transformational leadership. Based on the analysis of chapter four, the findings revealed that the mean average ranged from 3.70 to 3.26 was very good, while the findings also

revealed that mean average ranged from 3.01 to 2.64 was good, which means that the majority of the respondents agreed the transformational leadership indicator in terms of questions asked. Moreover, the findings also showed the mean average ranged from 2.40 to 2.09 was low, which means that the majority of the respondents agreed that in terms of questions asked. The mean average ranged from 1.60 to 1.32 was low poor, which means that the majority of the respondents agreed that their leaders' actions are based on lack of consideration of their feelings and lack of good treatment with their feelings also.

The third objective of the study was to determine the level of organizational commitment; accordingly, the findings revealed mean average ranged from 3.98 to 2.77 was very good, while the mean ranged from 3.18 to 2.77 was good. The mean ranged from 2.35 to 2.30 was low, whereas the mean ranged from 1.68 to 1.24 was poor which means that majority of the respondents agreed that they do not feel emotionally attached to the university and do not feel like a part of the family at the organization which is poor.

The fourth objective was to determine if there is a relationship between the level of transformational leadership and organizational commitment for the selected universities, and the resultant correlation computed as 0.68 with a level of significance at .00 shows that there is a significant relation between the two variables. Based on this, the study reveals that the two variables are strongly correlated.

CONCLUSION

Based on the findings of the study the following conclusions are drawn:

Level of transformational leadership of the selected universities

According to the analysis the average mean of level of transformational leadership is 2.64 which showed that majority of the respondents agreed that transformational leadership is good because the mean is in between 2.51 -3.25.

Level of Organizational Commitment

As indicated in the analysis of chapter four, the average mean of the level of organizational commitment of the two selected universities is 2.61 , this indicated that majority of the respondents agreed that the organizational commitment of the selected universities was good according to the average mean which lays in between 2.51-3.25

Transformational leadership and Organizational Commitment in the selected universities, in Mogadishu, Somalia

This objective of the study was to establish the affects of transformational leadership on Organizational Commitment of the selected universities in Mogashishu, Somalia, for which it was hypothesized that there is no effect of transformational leadership on organizational commitment, the researcher rejected the null hypotheses. This means that there is a correlation between the two variables. This research concluded that the transformational leadership was positively related with organizational commitment; affective, continuance and normative.. This means that leadership behaviors which involve engendering trust, inspiring a shared vision, generating enthusiasm, encouraging creativity,

providing coaching and recognizing accomplishments, do explain the variation in how employees feel about wanting to stay with the organization and do explain some of the variation in how employees feel about needing to, or feeling obligated to, stay with the organization.

The researcher suggested and generated the following conclusions; the more leaders of the universities display and practice these behaviors such as; leading by doing, developing employee attitudes, inspiring a shared vision, generating enthusiasm, encouraging creativity, providing coaching and recognizing accomplishments, the more employees may want to, need to, stay at the university.

RECOMMENDATIONS

Universities that require their employees to develop organizational commitment should provide comprehensive training that will encourage leadership to exhibit leadership behaviors such as building trust, inspiring a shared vision, encouraging creativity, emphasizing development, and recognizing accomplishments. Leaders can play a role in building commitment by assuring that the organization makes effort to address both the work content and the work context by engaging in management practices to minimize employee alienation.

They should demonstrate their commitment to the employees by sharing information, provide for the development and growth of employees within the organization and offer more than market related incentives.

Future research should attempt to investigate other factors that can increase

employees' university commitment, for example, university climate, salaries empowerment and such.

Research is also welcome in the areas of different universities as a comparison with two selected universities to measure the level of differences whether the level of commitments have any similarities with two selected universities.

One limitation of most OC research is that it has measured commitment at a single point in time during employment. Therefore, to measure the consistency of commitment in two universities, new way of looking at OC should be introduced for example, conducting surveys after respondents has reached certain ages. Thus comparisons can be done at times when the employees join the organization and when they reach certain experience level in the organizations. Longitudinal studies can capture OC over time.

REFERENCES

- Armstrong, S. (2001). Are you a "transformational" coach? *Journal of Physical Education, Recreation and Dance*, 72(3), 44-47.
- Avolio ,BJ., Bass, BM., Jung, DI., (1999). Re-examining the components of Transformational and Transactional Leadership using the Multifactor Leadership Questionnaire. *Journal of Occupational and Organizational Psychology*. 72: 441-462.
- Avolio, BJ., (1999). Full leadership development. Thousand Oaks. CA: Sage.
- Avolio ,BJ., Bass, BM., Jung, DI., (1995). Construct validation and norms for the Multifactor Leadership Questionnaire (MLQ-Form 5X). New York Center for leadership studies. Binghamton University. State University of New York.
- Bass, BM. ,(1985). Leadership and Performance beyond Expectations. New York Free Press.
- Bass ,BM., (1998). transformational leadership : Industry, military, and educational impact. Mahwah. NJ Erlbaum.
- Bass, BM., (1999). Two decades of research and development in transformational leadership . *European Journal of Work and Organizational Psychology*. 8(1): 9-32.
- Bass, BM., Avolio, BJ., (1990). The implications of transactional and transformational leadership for individual, team, and organizational

development. *Research in Organizational Change and Development*. 4: 231–272.

Bass, B.M., Avolio, B.J., (1993a). transformational leadership and organizational culture. *Public Administration Quarterly*. 17: 112-121.

Bass, B. M., (1985). *Leadership and Performance Beyond Expectations*. New York: Free Press.

Bass, B. M., (1990). *Bass and Stogdill's Handbook of Leadership: Theory, Research and Managerial Applications*. New York: Free Press.

Burns, J.M., (1978). *Leadership*. New York: Harper & Row.

Chelladurai, P. (1987). Multidimensionality and multiple perspectives of organizational effectiveness. *Journal of Sport Management*, 1(1), 37-47.

Chelladurai, P., Haggerty, T.R. (1991). Measures of organizational effectiveness of Canadian national sport organizations. *Canadian Journal of Sport Sciences*, 16(2), 126-133.

Chemers, M., Ayman, R., (Eds.). *Leadership theory and research: Perspectives and directions* (pp. 49-80). New York: Academic Press.

Ghorpade, T., (1970). Study of organizational effectiveness: Two prevailing viewpoints. *Pacific Sociological Review*, 13, 31-40.

Conger, J.A., (1993). The brave new world of leadership training. *Organizational Dynamics*. 21: 46–58.

Conger, JA., Kanungo, RN., (1998). Charismatic leadership in organizations. Thousand Oaks. CA: Sage. Conger JA (1993). The brave new world of leadership training. *Organizational Dynamics*. 21: 46–58.

Conger, JA., Kanungo, RN., (1998). Charismatic leadership in organizations. Thousand Oaks. CA: Sage.

Cronbach, L., (1990). *Essentials of psychometric testing* (5th ed.). New York: Harper & Row.

Doherty, A., Danylchuk, K.E., (1996). Transformational and transactional leadership in interuniversity athletics management. *Journal of Sport Management*, 10(3), 292-309.

Eisenbach, R., Watson, K., Pillai, R., (1999). Transformational leadership in the context of organizational change. *Journal of Organizational Change Management*. 12(2): 80-88.

Ekvall, G., Arvonen, J., (1991). Change-centered leadership: An extension of the twodimensional model. *Scandinavian Journal of Management*. 7: 17–26.

Ekvall, G., Arvonen, J., (1994). Leadership profiles, situation and effectiveness. *Creativity and Innovation Management*. 3: 139–161.

Fiedler, F., (1967). *A theory of leadership effectiveness*. New York: McGraw-Hill.

- Heller, FA. Yukl, G .,(1969). Participation, managerial decision making, and situational variables. *Organizational Behavior and Human Performance*. 4: 227-241.
- Howell, JM., Avolio ,BJ., (1993). transformational leadership , transactional leadership, locus of control, and support for innovation: Key predictors of consolidated business-unit performance. *Journal of Applied Psychology*. 78: 891–902.
- Howell ,JM. Hall-Merenda, KE., (2002). The ties that bind: The impact of leader–member exchange, transformational and transactional leadership, and distance on predicting follower performance. *Journal of Applied Psychology*. 84(5): 680-694.
- Kuhnert, KW., Lewis, P.,(1987). Transactional and transformational leadership : A constructive developmental analysis. *Academy of Management Review*. 12: 648–657.
- Lim, J., Cromartie, F., (2001). transformational leadership , organizational culture and organizational effectiveness in sport organizations. *The Sport Journal*, 4(2), 111-169.
- Paton, G. ,(1987). Sport management research: What progress has been made? *Journal of Sport Management*, 1, 25-31.

- Pratt, S. R., & Eitzen, D. S. ,(1989). Contrasting leadership styles and organizational effectiveness: the case of athletic teams. *Social Science Quarterly*, 70(2), 311-322.
- Weese, W., (1996). Do leadership and organizational culture really matter? *Journal of Sport Management*, 10(2), 197-206.
- Weese, W., (1997). The development of an instrument to measure effectiveness in campus recreation programs. *Journal of Sport Management*, 11(3), 263-274.
- Yuchtman, E., & Stanley, S.(1967). A systematic resource approach to organizational effectiveness. *American Sociological Review*, 32, 891-903.

APPENDICES

APPENDIX I: TRANSMITTAL LETTER



**KAMPALA
INTERNATIONAL
UNIVERSITY**

Ggaba Road - Kansanga
P.O. Box 20000, Kampala, Uganda
Tel: +256-41-266813 / +256-41-267834
Fax: +256-41-501974
E-mail: admin@kiu.ac.ug,
Website: www.kiu.ac.ug

**OFFICE OF THE HEAD OF DEPARTMENT, ECONOMICS AND
MANAGEMENT SCIENCES
COLLEGE OF HIGHER DEGREES AND RESEARCH (CHDR)**

Date October 29, 2012

**RE: REQUEST FOR MOHAMED MUHUMED ABDULKADIR
MPA/34548/113/DF: TO CONDUCT RESEARCH IN YOUR ORGANIZATION**

The above mentioned is a bonafide student of Kampala International University pursuing Masters of Arts in Public Administration and Management.

He is currently conducting a research entitled **"Transformational Leadership and Organizational Commitment of two Selected Private Universities, in Mogadishu, Somalia."**

Your organization has been identified as a valuable source of information pertaining to his research project. The purpose of this letter is to request you to avail him with the pertinent information he may need.

Any information shared with him from your organization shall be treated with utmost confidentiality.

Any assistance rendered to him will be highly appreciated.

Yours truly,


For Mr. Malinga Ramadhan
Head of Department,
Economics and Management Sciences, (CHDR)

NOTED BY:
Dr. Sofia Sol T. Gaité
Principal-CHD




"Exploring the Heights"

Mogadishu University
Mogadishu - Somalia



جامعة مقديشو
مقديشو - الصومال

Date: 09/11/2012
No: A.E.D.12546/2012

التاريخ: / /
الرقم: / /

ADMISSION AND ENROLMENT OFFICE

TO WHOM IT MAY CONCERN.

Admission And Enrolment Office Certifies that *Mohamed Muhumed Abdulkadir* make reaserch in our university and we giving information which he has required from us in the form of Questionnaire for his thesis entitled, *Transformational Leadership and Organizational Commitment of two Selected Private Universities, in Mogadishu, Somalia*".

So we've given him the information he has brought us request letter from Kampala International University (KIU)

It is given according to his demand.

Regards

Chief Registrar
Mr. Kulmie Hassan Guled



P.O. Box: 27051 Dubai, U.A.E.
Tel. 00252-59-22454 / 00252-1-658479, Somalia Fax: 00252-1-216820, Somalia
[Http://www.mogadishuuniversity.com](http://www.mogadishuuniversity.com) E-mail: moguuniver@qibalsom.com

SIMAD UNIVERSITY
Mogadishu – Somalia



جامعة سيماد
مقديشو – الصومال

November 10, 2012

TO WHOM IT MAY CONCERN.

SIMAD UNIVERSITY Certifies in this letter that they facilitated to **MOHAMED MUHUMED ABDULKADIR**

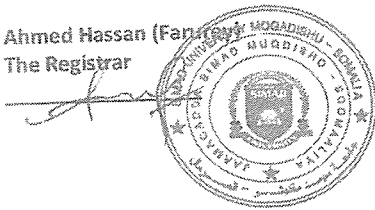
For giving information which he has required from us in the form of Questionnaire for his thesis entitled, **Transformational Leadership and Organizational Commitment of two Selected Private Universities, in Mogadishu, Somalia**".

So we've given him the information he has brought us request letter from Kampala International University (KIU)

We hope success to him and the university at all.

Yours truly

Ahmed Hassan (Farah)
The Registrar



SIMAD UNIVERSITY – Tel. 252 – 1 – 9246461-657836
www.simadsom.org E-mail: simad@globalsom.com Mogadishu – Somalia

APPENDIX 1B

TRANSMITTAL LETTER FOR THE RESPONDENTS

Dear Sir/ Madam,

Greetings!

I am MPA Student in Public Administration and Management candidate of Kampala International University. Part of the requirements for the award is a thesis. My study is entitled, **transformational leadership and Organizational Commitment of Two selected Private Universities, in Mogadishu, Somalia**. Within this context, may I request you to participate in this study by answering the questionnaires? Kindly do not leave any option unanswered. Any data you will provide shall be for academic purposes only and no information of such kind shall be disclosed to others.

May I retrieve the questionnaire within five days (5)?

Thank you very much in advance.

Yours faithfully,

Mr. Mohamed Muhumed Abdulkadir

APPENDIX II

CLEARANCE FROM ETHICS COMMITTEE

Date _____

Candidate's Data

Name _____

Reg. # _____

Course _____

Title of Study _____

Ethical Review Checklist

The study reviewed considered the following:

___ Physical Safety of Human Subjects

___ Psychological Safety

___ Emotional Security

___ Privacy

___ Written Request for Author of Standardized Instrument

___ Coding of Questionnaires/Anonymity/Confidentiality

___ Permission to Conduct the Study

___ Informed Consent

___ Citations/Authors Recognized

Results of Ethical Review

___ Approved

___ Conditional (to provide the Ethics Committee with corrections)

___ Disapproved/ Resubmit Proposal

Ethics Committee (Name and Signature)

Chairperson _____

Members _____

APPENDIX III

INFORMED CONSENT

I am giving my consent to be part of the research study of Mr. Mohamed Muhumed Abdulkadir that will focus on emotional intelligence and leadership styles.

I shall be assured of privacy, anonymity and confidentiality and that I will be given the option to refuse participation and right to withdraw my participation anytime.

I have been informed that the research is voluntary and that the results will be given to me if I ask for it.

Initials: _____

Date _____

FACE SHEET: DEMOGRAPHIC CHARACTERISTICS OF THE RSPONDENTS

1. Age of the respondent

20-30 31-40 41-45 46-above

2. Gender: Male [] Female []

3. Education level: Diploma [] Bachelor [] Master and above []

4. Number of years working experience

_____ (1) 1-2 yrs

_____ (2) 3 – 4 yrs

_____ (3) 5 – 6 yrs

_____ (4) 7 yrs and above

QUESTIONNAIRE TO DETERMINE TRANSFORMATIONAL LEADERSHIP

Please use the key below to answer the following statements by indicating: (1) Strongly disagree (2) Disagree (3) Agree (4) Strongly agree.

Kindly, do not leave any option unanswered.

1. He leads by "doing" rather than simply by "telling"
2. He acts without considering individuals' feelings.
3. He has a clear understanding of where we are going.
4. He is able to get others to commit to his/her dream(s) for the future.
5. He develops a team attitude and spirit among his/her employees.
6. He does not seek new opportunity for our university.
7. He gets the group to work together toward the same goal.
8. He has ideas that have forced individuals to rethink some of their own ideas.

9. He inspires others with his/her plans for the future.

10. He provides individuals with new ways of looking at things which are difficult to them.

QUESTIONNAIRE TO DETERMINE THE LEVEL OF ORGANIZATIONAL COMMITMET

Please use the key below to answer the following statements by indicating: (1) Strongly disagree (2) Disagree (3) Agree (4) Strongly agree.

1. I am loyal to this university because I have invested a lot in it, emotionally, socially, and economically.

2. Sometimes I worry about what might happen if something was to happen to this university and I was no longer a member.

3. I am dedicated to this university because I fear what I have to lose in it.

4. My university deserves my loyalty because of its treatment towards me.

5.

6. This university has a mission that I believe in and am committed to.

7. I am loyal to this university because my values are largely its values.

8. I enjoy discussing about my university with people outside it.

9. I do not feel 'emotionally attached' to this university.

10. I do not feel like 'part of the family' at my university.

11. This university has a great deal of personal meaning for me.

RESEARCHER'S CURRICULUM VITAE

To document the details of the researcher, his competency in writing a research and to recognize his efforts and qualifications, this part of the research report is thus meant.

Personal Profile

Name : Mohamed Muhumed Abdulkadir
Gender : Male
Nationality : Somali
Date of Birth : January, 5, 1985
Email : farxaanyare20@hotmail.com

Educational Background

Post Graduate

MPA/Public Administration and Management, Kampala International University, Uganda, Thesis on transformational leadership and Organizational Commitment in Some Selected private universities, in Mogadishu, Somalia

Under Graduate

Bachelor of Public Administration at Mogadishu University, Somalia. Thesis on how public opinion influence Government Decisions, Case study: Somalia Government, 2009-2010

Secondary School Belet Wein Secondary School, 2005

Languages:	Level
Arabic	very good
English	very good
Somali	Fluent

Skills

- Computer literate
- Familiar with various statistical packages