# Deans' Leadership and Organizational Commitment in Higher Education; A Review of Literature

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*Abstract:* **Leadership has been distinguished as one of the key components related with the achievement and failure of any institution or organization. Leadership style is the way whereby individuals are guided and persuaded by a leader to accomplish organizational or institutional objectives. It has been seen that institutions and organizations understand that for the aim of improving organizational commitment. Furthermore, to accomplish most extreme execution and effectiveness, complete consideration must be given to the leadership style of management. This is survey writing on leadership and leadership style of deans as a methodology for organizational commitment and performance in higher institution. It is in this manner presumed that organizational commitment is a significant factor for organizational performance and for this situation, for the exhibition of higher institutions.**

*Keywords:* **institution, Leadership style, organizational commitment, higher institutions.**

## 1. INTRODUCTION

Leadership in an organization is pivotal, crucial, and can be a foundation of destinations. Means planning systems, arrangements, and strategies to accomplish the organizational goals successfully alongside with coordinating can help in accomplishing organization endeavours and organizational activities (Xu & Wang, 2008). Mitonga-Monga and Coetzee (2012) considered leadership as the pattern related with administrative conduct, which is intended to coordinate the organizational or personal interest and impacts for accomplishing specific goals. He further viewed that leadership style as a mix of various attributes, qualities and practices that are utilized by leaders for interacting with their subordinates in the organisation. Leadership style in an organization is one of the variables that assume critical job in upgrading or impeding the intrigue and duty of the people in the organization; thus, Glantz (2002) emphasized the requirement for a leader to discover his leadership style.

Much the same as in other organizations, leadership is pivotal in universities, colleges and has numerous form points of view and become a self-legitimized action (Maassen, 2003). The university is frequently described as a divided, questionable and revolutionary encapsulated by university leadership dependent on their expert information and self-governance (Middlehurst, 1993). This independence collegiality and polished methodology is profoundly valued in the university by scholastic staff and frequently prompts troubles in dynamic. Particularly on scholarly issues bringing considerably more difficulties to leadership (File, 2000). Moreover, universities have been seen as having a dual organizational structure made out of the traditional managerial progressive system; academic decision-making structures which make strains between academics and administrators prompting significantly more contestations in leadership and decision making (File, 2000). Therefore, the most part have an enormous number of units seeking a vague and particular personal matter working at obscured levels exacerbating the difficulties of leadership. These qualities make leadership in universities to be seen as particular in a manner. From leadership in other organizations and makes it additionally hard to

move great practice from different divisions and apply them in universities (Dill, 1992; File, 2000); due to their organisation structure.

In advanced education establishments, most universities provide obligation to deans regarding accomplishing the objective of value; similar to managers of any organization who takes managerial activities to an ordinary evolving condition (Blayer, 2012; Moman, 2012). In this manner dean of higher education institutions need to have submitted personnel that will accomplish the objectives adequately. The dean's leadership style impacts the level of organizational commitment of staff (Aydin, Sarier, & Uysal, 2013). Sypawka, Mallet and McFadden (2010) noticed that deans utilize various sorts of leadership theories and style in their jobs to achieve their goals. Some deans utilize one of the four reframing organisation style of leadership: structural, human resource, political, and symbolic. The structural style centres around formal/ structural relations, the human resource style underscores the necessities of the individual, the political style considers negotiating and compromising, and the symbolic style focuses on organizational culture. The human resource and structural styles are significant for deans to building staffs' effectiveness (Sypawka et al., 2010). Moreover, deans can utilize a transformational, transactional, or laissez faire leadership style in playing out their obligations (Jones & Rudd, 2008).

Organizational commitment is identified with jobs, pay, and staffs' sentiments toward a portion of the parts of the organization. An expansion in job vagueness and job strife diminishes organizational commitment (Gormley & Kennerly, 2010). Faculty members' organizational commitment goes up with pay raises, since they feel progressively esteemed dependent on compensation (Khan, Shah, Hassan, Khan & Khan, 2013; O'Meara, 2014). Staff can feel happy with educating, exploring and expanding their organizational commitment (Bayona, Goni, & Madorran, 2009). In light of writing supporting the connection between leadership and organizational performance, it is sensible to expect that leadership would affect the performance of higher institutions. This depends on the presumption that leadership affects the practices and exercises of staffs, along these lines, leadership have an effect on staff commitment and that such duty is one of the elements identified with organizational commitment (Otieno, 2018).

### Critical review of leadership styles

Hassan (2013) noted that amid the various sort of leadership styles that have been researched and explored, the most common and widely addressed leadership styles are situational (Hersey & Blanchard 1969), transformational (Burns 1978; Bass 1998), transactional (Burns 1978) and Laissez-faire styles (Bass, 1999).

### Situational leadership

Situational leadership was created by Hersey and Blanchard (1977). Blanchard, Zigarmi and Nelson (1993) (cited by Hassan, 2013) asserted that situational leadership is dependent upon changes in the circumstances with the leader expected to fit the leadership style directed by the circumstance. Kao, Craven and Kao (2006) (cited by Hassan, 2013) contended that situational leadership is a contingency theory with an emphasis on subordinates and task oriented. Be that as it may, situational leadership views the connection between the leader and the follower as that of the relationship between the parent and child. This could be deciphered that leaders should discharge their control on subordinates like guardians desert their control on kids when they become experienced (Robbins, 2001). Yukl (1989) (cited by Hassan, 2013) contended that one of the most well-known leadership styles in numerous fields including education is the Situational Leadership. One reason for this could be the effortlessness with which adherents could be created utilizing four degrees of devotee development. Along these lines, the four degrees of devotee development are telling, selling, participating and delegating (Hersey, Blanchard, & Johnson, 2001).

### Transformational leadership

Hassan (2013) emphasized that when the idea of transformational leadership was presented by Burns (1978), he contended that transformation leadership is found in real life in the event that at least a person connects with others such that leaders and followers raise each other to more significant levels of inspiration and ethical quality. Bass (1999) (cited by Hassan, 2013) expressed that leadership writing shows that transformational leadership acquires change in the adherents past their prompt personal circumstances. Additionally, leadership shows that transformational leadership can acquire such changes in the adherents through glorified impact, motivation, and individualized thought. It is in this way guaranteed leaders who transform the followers lift the degree of their adherent's development just as goals close by affections for the prosperity of others or their organisation. It is additionally verbalized in leadership writing that

transformational leaders have concern for accomplishment and self-actualisation in their adherents. A good transformational leader can use different leadership style to provide an encouragement to members, set a clear goals, fairness and integrity, recognition and support also to inspire people to achieve individual and organization goals (Sergiovani, 2004).

**Transactional leadership**

Transactional leadership was first presented by Burns (1978). Studies show that transactional leaders address the quick personal circumstances of their supporters (Burns, 1978). Bass (1999) (cited by Hassan, 2013) argued that transactional leaders have an exchange relationship between them and their followers whereby their self-interests are both met. Nonetheless, Boyett (2006) held that transactional leadership depends on some standard and everyday instrumental trade of significant worth for example employments votes. In any case, Burns (1978) (cited by Hassan, 2013) likewise contended that the connection between the leader and follower in the transactional leadership conduct is not perpetual. This is because the two attempting to accomplish are not a shared objective together. Moreover, some accept that transactional leadership behaviour prompts anticipated results (Bass, 1985; Northouse, 2004; Yukl, 2006). Other significant characteristics of transactional leadership incorporate explaining the supporter's duties just as advising the devotees regarding their presentation goals and assignments to be finished (Hassan, 2013).

**Laissez-faire leadership**

Bass (1997) (cited by Hassan, 2013) declared that laissez-faire leaders are considered as non-leaders as they abstain from tolerating duties, are absent when required, don't catch up on supporter's solicitations for help and have restraints in giving their feelings on essential viewpoints. Alkahtani, Abu-Jarad, Sulaiman and Nikbin (2011) noted that such leaders delegate obligations to other people and don't meddle in others issues. Bass and Avolio (1994) (cited by Hassan, 2013) additionally contended that laissez-faire leaders are incapable. Laissez-faire leadership can prompt lack of care and insurgency with respect to the staff. Laissez-faire leadership style permits total opportunity to cooperative choice without leader's participation. Subordinates are allowed to do what they like. The leader doesn't meddle with or take an interest over the span of occasions dictated by the group (Talbert & Milbrey, 1994).

**Democratic leadership**

Democratic leaders have trademark to take care of any issue by including the subordinates and examine before making any decision. In this way, such leaders permit choices to rise up out of the conversations and go about as mediators yet not as decision makers. Once more, these leaders don't force themselves on the gathering that is talking about the issue and encourage development of the choice (Bolden, Gosling, Marturano & Dennison, 2003). Furthermore, Alkahtani et al (2011) proclaimed that democratic leaders utilize the strategy for participative dynamic by permitting representatives to partake in the dynamic procedure. Democratic leadership style is probably going to be predominant when some portion of the information is accessible with the leader while the rest of the part is with the employees. In this circumstance, apparently democratic leadership style works better as both the leader and the employee gain commonly. Workers are permitted to be a piece of the dynamic group with a particular chance that a superior choice will rise (Clark, 2004) (cited by Hassan, 2013). It makes workers to feel free as a part of organisation due to high participation in decision making which helps in stimulating organisation development.

**Autocratic leadership**

People showing autocratic leadership behaviours are believed to want to control and such leaders firmly put stock in designation of undertakings (Fey, Adaeva & Vitkovskaia 2001). This stems from a conviction of the autocratic leader that the individual knows the best on the best way to get things done and they ought to accomplish this by controlling occasions and individuals. Again, such leaders are probably going to have order way of discourse. Autocratic leadership behaviour is pervasive and is utilized by leaders in various organizations including government organizations. Some claim that such leadership behaviour might be important in certain organizations because of explicit settings, for example, time limitations influencing certain activity execution (Fey et al., 2001) (cited by Hassan, 2013). It is an oppressive style, where the leader alone takes choice for others. This includes executing without past interview, next to no correspondence, compulsion, authoritarian; utilizing dangers and disciplines, with trust in great intensions of others (Boampong, Obeng-Denteh, Issaka & Mensah, 2016).

**Deanship in universities**

Leadership, particularly in perplexing and collegial organizations, for example, universities, colleges, rises above the jobs of administrators and works at different levels. Universities as most different organizations are comprised of various administration levels including centre administration. All of which work together to give the organizations its substance. These different levels are likewise grounds of administration and leadership which add to the general execution of the university (Gosling, Bolden & Petrov, 2009). One of the levels of leadership in the university is the faculty or school level where by in large extent is driven by the dean. In numerous settings this position is seen as a feature centre of administration; since deans work between the administrators at different layers of the university. There are writings that surrenders that the individuals who "lead from the center", for example, deans, assume an imperative job in initiative, methodology detailing and execution, and in the usage of fruitful change in organizations (Currie & Procter, 2005). Nonaka (1988) (cited by Otieno, 2018) emphasized that deans have a key and confusing job in procedure of authoritative change as they are frequently all the while both the people in question and bearers of progress. Because of the centrality of their position, deans play a crucial role in generally speaking, university board and administration giving the connection between the official administration, the centre units and even the outer conditions. Deans are therefore gotten between actualizing the proclamations of the executive managers and ensuring interests of their academic colleagues (Amaral & Maassen, 2010). Their position empowers universities to execute their center commands of instructing, exploration and administration. It is against these assignments that the achievement or disappointment of university is pegged, making deans key to the general execution or adequacy of universities (Meek, Goedegebuure & De Boer, 2010). Boyco and Jones (2010) stated that however the conventional job of deans was mostly scholastic, concentrating on supervising the instructing and examination arrangement of their resources, ongoing investigations show that deans involve all around characterized positions with very much characterized jobs and extensive measures of intensity at their purview. Kallenberg (2007) buttressed that deans are generally being perceived as assuming a focal job in hierarchical procedures including authoritative execution and achievement. Consequently, there can be little contention against the way that lately, greater administration obligations in universities fall in the domain of deans than at any other time (De Boer, Goedegebuure & Meek, 2010).

**Leadership of deans in higher education**

Sypawka et al. (2010) underlined that deans of advanced education establishments hold a first-level state of affairs as directors in the organization and that puts them among workforce and senior managers. Their scholastic and managerial jobs incorporate critical thinking every day, information on changes in the instructive world, keeping up scholarly uprightness, and directing and prompting students (Singh & Purohit, 2010). Likewise, Rowland (2009) noticed that deans' job incorporates selecting top notch personnel, giving staff arrangement projects and helping construct the educational plan. They have information about the staffs' occupations and watch their work so as to build profitability and reduction turnover (Sypawka et al., 2010). A significant part of their activity is that deans lead the faculty and programs and supplement the leadership of the president who drives the organization toward accomplishing its vision (Bradford, 2010). Bradford (2010) noted that deans utilize various sorts of leadership in their jobs to achieve their goals. As per him, a few deans utilize one of the four styles of leadership: structural, human resource, political, and symbolic. Jones and Rudd (2008) pronounced that deans can utilize transformational, transactional, or laissez faire leadership style in playing out their obligations. Bass (1985) cited by (Hassan, 2013) buttressed that transformational leadership is an attractive leadership style, since leaders utilizing this style are progressively compelling and effective. Sypawka et al., (2010) emphasized that the eventual fate of advanced education establishments (higher education institutions) relies upon viable administration of deans. Hence, deans need to utilize their leadership to motivate staff to accomplish their latent capacity and organizational objectives and increase organizational commitment (Gormley & Kennerly, 2010). Furthermore, dignitaries need to lead programs and beat regulatory, political, and financial difficulties for the institution to be effective (Sypawka et al., 2010). As verified by Jones and Rudd (2008), one of the leadership styles that is increasingly fruitful and compelling is transformational leadership. Transformational leadership advances cooperation, coordinated effort, and better approaches for critical thinking, and seeks after shared objectives and qualities. Higher education institutions that have transformational leaders have a promising future brimming with progress and proceeded with suitability (Jones & Rudd, 2008). Sypawka et al., (2010) concluded that leadership style of deans permits them to react to the circumstances they experience in their organizations, control their subordinates, use assets, and achieve the organizations' targets.

**Organizational commitment in higher education**

Meyer and Allen (1990) (cited by Bohorquez, 2014) clarified that organizational commitment is the connection to the organization where workers feel recognized, included as individuals of a group. Organizational commitment is along these lines identified with jobs, pay, and staff's sentiments toward a portion of the parts of the organization. An expansion in job uncertainty and job struggle diminishes organizational commitment (Gormley & Kennerly, 2010). O'Meara (2014) expressed that staff's organizational commitment goes up with pay raises, since they feel increasingly esteemed dependent on compensation. Once more, staff can feel happy with instructing and investigating in this manner expanding their organizational commitment (Bayona, et al., 2009). Personnel who work in a conducive atmosphere where they see constructive authoritative help, socialization of grounds esteems and where they notice they have open doors for advancement and progression will have positive organizational commitment (Baotham, 2011; Lawrence, Ott, & Bell, 2012). Shah (2012) buttressed that solid hierarchical culture increments organizational commitment since laborers feel progressively related to the organization. Chughtai and Zafar (2006) indicated that organizational commitment was decidedly identified with workforce fulfillment with the prompt manager. In this manner, the quick supervisor's mentalities and activities will be deciphered as the organization's perspectives and activities. Be that as it may, personnel fulfillment increments with the quick supervisor's consideration and backing since the individual in question manufactures their trust and the prompt manager's straightforward authority, individual intrigue, and trust in workforce increment their fulfillment also (Chughtai & Zafar, 2006). Baotham (2011) declared that positive organizational commitment of workforce in advanced education establishments expands representatives' mentalities toward the activity and improves their exhibition and adequacy. In this way, workforce who demonstrated regulating duty had a functioning investment in business related assignments and announced high work accomplishment identified with instructing and exploring in light of the fact that they accepted that is their obligation toward the institution (Jing & Zhang, 2014). Zia and Tufal (2011) concluded that staffs' levels of organizational commitment differ contingent upon the kind of university or college. Employees working in private universities are less dedicated to the organizations than staff working at state funded universities.

**Leadership and organizational commitment in higher education**

Saeed, Mahmood and Ahmad (2013) expressed that organizational commitment exists in the leadership styles of their leaders since they are answerable for the adequacy and execution of their subordinates. Notwithstanding the monetary part where representatives work, leadership influences their organizational commitment. For instance, the organizational commitment of staff in higher education institutions is identified with the leadership style of their leader, for this situation the dean (Saeed et al., 2013). Nordin (2012) stated that staff's organizational commitment assumes a key job in the university' prosperity, on the grounds that committed staff perform better in their jobs as instructors and specialists, therefore enhancing students' and programs' success. Rehman, Shareef, Mahmood, and Ishaque (2012) declared that the presentation of an advanced education establishment is identified with the responsibility of its staff. In this way, leadership style impacts organizational commitment in the instructive segment in light of the fact that staff's impression of their leaders' leadership style impacts them legitimately (Chughtai & Zafar, 2006; Rehman et al., 2012). Transformational leaders, with their moxy, thought for staff's work, and self-improvement, set proper objectives and headings for the staff. Such leadership style advances organizational commitment and accomplishes the university managers' destinations and achievement (Yu, 2013). Therefore, the organizational commitment of staff has a cosy relationship with the quality of the programs, in light of the fact that submitted workforce perform better and work harder for objective accomplishment. Taking everything into account, transformational and transactional leadership styles impact organizational commitment in higher education institutions (Yu, 2013).

## 2. CONCLUSION

It could be derived that leadership has been distinguished as a significant subject in the field of organizational behaviour and commitment and deans going about as center supervisors assume a significant job in the accomplishment of objectives of their universities. Along these lines, dean's leadership style impacts the level of organizational commitment of staff. This could recommend that universities need to create and shape the authority limits of deans, however centered around the jobs and leadership styles that would result into more adequacy for the university. Once more, deans of higher education institutions need to have submitted staff that will accomplish the objectives viably. It is in this way compulsory for deans to embrace the best leadership style that will suit the structure and strategy of the university while improving

responsibility of staffs. In concurrence with Currie and Procter (2005), individuals who "lead from the middle", for example, deans, assume a crucial job in authority, procedure detailing and execution, and in the usage of effective change in organizations. Accordingly, leadership styles of deans are extremely key to the general execution or adequacy of universities.

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