RESEARCH ARTICLE

THE EFFECT OF TRANSFORMATIONAL LEADERSHIP STYLE ON EMPLOYEE COMMITMENT: THE MODERATING ROLE OF LEADER'S EMOTIONAL INTELLIGENCE

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ABSTRACT

The purpose of the current study was to examine the moderating role of emotional intelligence on the relationship between transformational leadership and organisational commitment. Previous research has shown that transformational leadership is related to organizational commitment. However, little attention has been paid to the possible moderators of this relationship. Therefore, this study aimed to bridge the gap in current literature by investigating how the relationship between transformational leadership and organizational commitment might change as a function of a personal resource (emotional intelligence). It was hypothesized that the positive relationship between transformational leadership and organizational commitment would be stronger for employees with high emotional intelligence than for those with low emotional intelligence. A total of 250 pupil teachers from various different basic schools in the Ho Municipality participated in the survey. The data was analyzed using SPSS version 23. Consistent with the literature, transformational leadership had strong positive relationships with organizational commitment. However, emotional intelligence did not moderate the relationship. It is suggested that basic school heads and teachers should be trained to adopt the transformational leadership style. It was also recommended that leaders in these basic schools should educate and train their employees on the importance of organizational commitment and the role emotional intelligence plays in achieving organizational goals.

KEYWORDS

emotional intelligence, transformational leadership, positive relationships, organizational commitment.

1. INTRODUCTION

Organizations increasingly face various challenges that require them to take critical decisions with a view to solving them. These decisions are usually made at the top level of the organizational structure. This implies that, companies need successful leaders who can take critical decisions and maximize the efficiency of the organization by increasing job satisfaction, success and commitments for the followers. This is more challenging in schools as principals, head teachers and teachers have to make do with limited resources to discharge their duties (Chen *et al.* 2020). This then calls for lots of commitments from teaching staff to get the job done.

Employee commitment in schools is very crucial as it has the tendencies to influence teaching, studies, student performs and general upbringing of the students especially at the formative stages. Over the years, organisational commitment has been one of the fields that has received a lot of attention from researchers from organisational behaviour, human resource management and industrial psychology (Manetje and Martins, 2009; Mitonga-Monga and Cilliers, 2016; Mitonga-Monga *et al.*, 2018; Sheldon, 1971; Lok and Crawford, 2004; Mowday, Porter and Steers, 1979;

Manetje and Martins, 2009). According to Pinho, Rodrigues, and Dibb, (2014), it has been established over the decades of research that organizational commitment is one of the most important predictors of favourable and unfavourable consequences of an organization. The researchers found out that, employees who show a higher sense of affective commitment perform better than those with weaker affective commitment levels. A study by Milhem, Muda, Ahmed (2019) and Hewitt (2017) report that, employee commitment peaked in the year 2015 at 65% but dropped in 2016 at 63% and peaked again in 2018 at 65%. The swinging nature of commitment the reported figures were ascribed to various reasons firm level and country level. At country level, things like regional and country-specific political, cultural, and economic differences drive regional variations in commitment. Notable among the reasons state at the firm level is emotional intelligence.

Emotional intelligence is best described by Taghadosi and Behboudi (2011) as the intelligence to apply emotions, morals and senses to interpersonal relationships with colleagues, feelings, conduct attitudes, superiors or subordinate and customers, and to use time and methods to maximize results. Studies over the years have identified emotional intelligence as a core value necessary for positive individual and firm

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performance, altruistic behaviour, project financial management, positive work attitude, organisational commitment and job satisfaction (Carmeli, 2003; Wong and Law, Basson and Coetzee, 2010; Van Dyk and Coetzee, 2012; Kipkebut, 2010; Asiedu *et al.*, 2014). Some of these studies revealed that managers or workers with a high level of emotional intelligence are considered valuable assets to the firm (Liu and Cho 2018). Higgins & Freedman (2013) reveal that about 47% of variation in the output of leaders is as a result of emotional intelligence. The researcher also indicated that emotional intelligence influences employee commitment by 76% and reduces employee turnover by 63%. Usually, leaders with transformational leadership characteristics exhibit more emotional intelligence as they tend to relate better with both internal and external customers.

Bass and Riggio (2006) describes the transformational leader as someone who possess personal or leadership features such as intellectual stimulation, idealised impact, inspirational motivation and individual consideration on issues having to do with their subordinate and share in their needs, vision, and values. The average transformational leader is able to engage employees effectively through effective communication leading to superior outcomes compare to other leadership styles (Hayati *et al.*, 2014; Malik *et al.*, 2016). These sort of leadership qualities are needed across educational institution in developing countries like Ghana, where the schooling system is going through various reforms as a result of government policies and natural pandemic (COVID-19).

The goal of every organisation is to increase productivity and keep their workforce committed. This cannot be achieved in the absence of effective leadership. In schools across the world, students do not only draw on the knowledge of the teaching staff but, look up to them as role models. The schools also provide educational guidance as well as shape and imbibe moral decency and workplace attitude into the students. This implies that if teachers exhibit lack of commitment, show no sense of punctuality or is unable to show enough emotional intelligence, the student can possibly pick up such behaviour which could endanger the future workforce of the nation. It then reveals that, the constructs under study are not only necessary for organisational development or success but inherently necessary for the development of the future workforce they train. This study, thus, seek to interrogate the relationship between transformational leadership and employee commitment looking at the moderating role of emotional intelligence in relation to the educational institutions in Ghana.

The soundness of our educational systems especially the public schools contributes positively onto a sound workforce of the organisations and nation at large. This is evident in the scholarly work of Hodges and Welch (2018) where the researchers revealed that effective school system produce effective leaders. Nordin (2012) then suggested that school employees and staff need to exhibit sound leadership styles, emotional intelligence and organisational commitment as the study found these variables necessary in shaping the students. Among the leadership styles transformational leadership has being found to be the most effective within the educational system in shaping and guiding the students.

In line with this, evidence from leadership and education literature reveal that transformational leadership has a significant effect on teachers' commitment (Geijsel *et al.*, 2013; Top *et al.*, 2015; Anderson, 2017; Ismail and Mydin, 2019). Ismail *et al.*, (2019) investigated the impact of transformational leadership and commitment on innovativeness and found out that, the innovativeness of a teacher resulted in transformational leadership and commitment towards their organisation and career.

Aside the aforementioned findings, there have been enough findings pointing to the contribution of effect emotional intelligence has on transformational leadership and employee commitment (Saleem *et al.*, 2017; Rinfret *et al.*, 2018; Jain and Duggal, 2016). However, literature on the nature and degree of influence of emotional intelligence is not resolutely known, although previous studies has shown possible different effects of emotional intelligence on other leadership styles. It is also unclear how much organizational commitment accounts can be attributed to emotional intelligence. This study therefore seeks to examine the magnitude to which emotional intelligence influences the relationship between transformational leadership and employee commitment in universities.

The merits of this study are grouped under three main areas; these are, research, policy and practice. To research, the findings of the study will be useful to scholars as it provides insight into areas of further research and for theoretical discussions. To policy makers, it will serve as an input in policy formulation to motivate and enhance personnel development within the teaching staff of schools due to the relevance of the school system to the development of the economy. Finally, to practice, the report from the research will serve as a resource material and successive tool for running the activities and staff of the schools.

2. CONCEPTUAL REVIEW

This section defines the relevant variables for your study and maps out how they might relate to each other. This section will look at the definition of leadership, models of leadership and a review on leadership styles.

2.1 Leadership

Leadership has been conceptualized and defined variedly in the literature with various implications for those who lead and the people and organizations they lead. For example, Waldman *et al.*, (1989) defined leadership as the accomplishment of a goal through the direction of human assistants. The researcher asserted that a leader could be described as one who successfully marshals his human collaborators to achieve particular ends. Schein (2010) also defined leadership as the ability to step outside the culture to start evolutionary change processes that are more adaptive. The researcher suggested that leadership and organizational Culture transforms the abstract concept of culture into a tool that can be used to better shape the dynamics of organization and change. With emphasis on the impact of leadership styles on job satisfaction and perceived organisational politics, Talat (2015) defined leadership as a wide spread process, which calls for authority, responsibility and delegation of power. Hassan, Jati, Majid, & Ahman (2019) suggested that leadership can be defined from varying perspectives based on the role and need of such a leader.

Leadership is described by Kumar (2014) as whereby some individual affects others to attain a goal and directs the organisation, making it more cohesive and coherent. Studies have looked at leadership from a variety of perspectives that lead to many classification systems. In 2001, a process Lavazzoli analysed the evolution of leadership and found that early leadership studies in the early 1930's regarded leaders as people born with certain personal characteristics that defined their leadership abilities and thus centered on identifying universal traits common to all leaders. This contributed to the model personality trait, which tends to separate leaders from followers. Using this model, characteristics such as intellect, self-confidence, ability to engage, order of birth, socio-economic status, and child rearing have been studied and how they affect the capacity of an individual to influence others.

Study emphasis moved from characteristics that completely distinguished leaders from followers to figuring out what primary patterns of behaviour contributed to leadership between 1950 and 1960 (Mendez-Morse, 1992). The behaviour theory of leadership then evolved. Leadership behaviours were classified into two specific dimensions: structures initiating (task-oriented behaviours) and consideration initiating (people-oriented behaviours). The implementation of systems included things such as planning, coordinating, and identifying people's roles and jobs; how work is performed within an organization; and product was also involved. Initiating concern explores the identification of individuals' emotional and social needs, job satisfaction, and self-esteem, as a way to influence the success of individuals. Thus, it is concern for people. With the adoption of this model, appropriate leadership behaviour was found to be correlated with high performance when an individual exhibits task-oriented behaviour or people-oriented behaviour, leading to the argument that effective leaders are capable of addressing the organization's mission as well as its human dimension.

However, researchers were unable to isolate which pattern of action has consistently contributed to successful leadership (Lavazzoli, 2001). Further attempt to define distinguishing features of the environment to which the performance of the leader could be attributed led to the leadership situation model (Hoy and Miskel, 1987). This model proposed that specific styles of leadership are expected at various levels of the organisation, or in different types of organizational cultures. This also proposed that leadership is decided not so much by the personalities of

the individuals but by the social conditions under which leadership takes place. This implies that both traits and behaviour must fit the context or situation. This theory again could not identify what leadership abilities could be more effective in specific situations. The situational theory's inadequacies gave way to more research efforts focused on the interactions of personality traits, attitudes, attributes of leaders, activities of leaders, key circumstances, and group facilitations, which allowed people to lead organizations to succeed. Fielder's model of contingency leadership came from that study.

This model seeks to determine the conditions under which certain leadership characteristics and behaviours lead to certain results (Northouse, 2001). It also proposed that effectiveness depends on the leader's personality and the situation. Following the contingency theory is the Path-Goal theory, which focused on the interaction of leadership behaviours with situation and characteristics in determining the leaders' effectiveness rather than personality traits. The Path-Goal theory identifies four leadership behaviours and two situational variables. The four leadership behaviours were: directive, achievement-oriented, supportive, and participative; the two situational variables were: subordinates' personal characteristics and environmental demands such as the organization's rules and procedures. These, the theory proposed, most strongly contribute to leaders' effectiveness.

2.2 Leadership Styles

Over time various researchers have propounded different leadership concepts to help understand the best possible ways leaders can optimize outputs. Some of these are the transformational, transactional, laissez-faire, democratic, situational, paternalistic, maternalistic, bureaucratic and autocratic leadership styles (Ahmad *et al.*, 2018; Shuda *et al.*, 2019; Eagly *et al.*, 2003; Clarke *et al.*, 2013). Scholars assert that any of the above listed concept is selected based on the situation or the kind of job at hand (Ahmad *et al.*, 2016).

2.2.1 Transformational Leadership

Bass (1985) defined transformational leadership as a process whereby leaders and followers raise one another to higher levels of morality and motivation. The concept of transformational leadership called for leaders to inspire subordinates to get the organization's desired result through inspiration, positive attitudes, values and morals through successful teamwork (Burns, 1978). Researchers subsequently categorized transformational leadership into four general components such as idealized, inspirational motivation, intellectual stimulation and individualized consideration (Avolio and Bass, 1995).

2.2.2 Transactional Leadership Style

Transactional Leadership is a behavioural leadership theory which focuses on the link between supervision, organisation and group performance (Khan, 2017). Leaders who practice transactional leadership style carefully monitor and track the progress of their members. Bass *et al.* (2003) and Afsar, Badir, Saeed, & Hafeez, (2017) asserts that the characteristics of transactional leadership is made up of two aspects, these are; contingent reward and exceptional management. With Contingent reward leaders make agreements as to what a subordinate ought to do and rewarded once the goal is achieved whiles exception management the leader monitors deviations from established standards and take actions to correct them. It can affect performance positively or negatively depending on the assessment (Endres and Weibler, 2019). It is positive when employees are affected positively and comfortable with the transaction whiles it is negative when they cannot trust leadership.

2.2.3 Laissez-faire Leadership Style

Pahi & Ab Hamid (2016) explained the laissez faire leadership style as the leader's ability to influence his followers to achieve a goal is contingent upon various situations including the preferred style of the leader. Scholars have over the years tested this leadership style and found it to be very reliable to explaining how effective a leader can be. Its main focus is on inter-personal relationships between the leader's chosen style and the demands of situations and the needs of the followers. Kumar (2015) proffer that under this leadership style, maximum freedom is allowed to subordinates to enable them make their own decisions, policies and even choose how to accomplish task. A study by Harrison (2018) reveals that

laissez-faire style of leadership is essential to bridging the gap between the employer and the employee because of the positive family like atmosphere it creates.

The autocratic leadership style has been described by Dubrin (1998) as a system of leadership whereby authority is reserved for the manager, he takes all decisions by himself and also that his subordinates implement them. He pays less attention to the reaction of his subordinates concerning his decisions. His concerns are about accomplishing task he assigned to the subordinates. The autocratic leader consider himself as a role model to his subordinates, he assigns task to them and directs them on how to accomplish them. This style of leadership is described as task-oriented (Dubrin, 1998). In most cases, people working under autocratic leaders don't like them, since the leadership style does not permit them to make initiatives, thereby reducing their ability to explore and also prevents from personal growth. According to Sauer (2011), the autocratic leadership style does not make room for employees to learn, as learning is key to employees. As there is no consultation between the leader and his subordinates, a lot of opportunities are missed and the risk attached to it are always underestimated. Business organisations that practice the autocratic leadership style are concerned about accomplishing task rather than employee growth (Balunywa, 2000).

2.2.4 Situational Leadership Style

Situational leadership is a leadership style that brings together both directive and supportive dimensions, and each of these dimensions is to be applied correctly in a given situation (Hughes, 2009). Under the situational leadership style, the commitment of subordinates to get job done is mostly assessed through periodic evaluations. The situational leadership style allows leaders to support and direct their subordinates based on their strength and commitment levels. Hughes (2009) stated that the situational leadership is the combination of worker commitment, task behaviour, and relation behaviour. Further studies revealed that for situational leadership style to succeed, three elements must be put together; an openness between leaders and subordinates, make room for independency of employee and include employee in the decision-making process. Farmer (2019) mentioned that a situational leader will understudy his subordinates, understand their behaviour and then decide the type of leadership style that will best fit them.

2.2.5 Paternalistic Leadership

According to Bing (2004), the paternalistic style of leadership is mostly used in governing people, nations as well as business organisations in a compassionate, fatherly manner, or a father bringing up his children in an intrusive manner. The paternalistic leadership style exists in an environment where a dyadic relationship exists between the leader and his subordinates and it is based on hierarchy and differing roles. Leaders under this style care, protects and also guides subordinates, and in turn, loyalty and deference to leaders is expected from them. According to Aycan (2001), the paternalistic leadership style is common in traditional eastern countries such as Japan, India, Korea and China. There exist some cultural beliefs that are consistent with the paternalistic leadership style. These are collectivism, high-power distance, high uncertainty avoidance, masculinity, assertiveness, and diffuse culture (Hofstede, 1980).

2.2.6 Bureaucratic Leadership

Under the bureaucratic leadership style, leaders influence their subordinates to adhere to and practice policies and procedures that they design. The attention of bureaucratic leaders is on the processes and procedures they design and not on their subordinates. This is the reason why they appear to be aloof. The practice of the bureaucratic leadership does not motivate employees thereby denying them growth within the organisation. According to Germano (2010), the attention of such leaders is to accomplish their task in an orderly manner. Al Khajeh (2018) mentioned that there is a negative relationship between the bureaucratic leadership style and employee performance. They further stated that bureaucratic leadership style does not make room for their employees to work in the expected manner which can lead to improved organizational performance. This was supported by Sougui *et al.* (2015) who mentioned that the bureaucratic leadership style has a negative impact on both the employee and the organisation. They concluded by saying that the system is useful when the task to be accomplished will take longer period.

2.3 Organisational Commitment

The benefits associated with the commitment of employees to an organisation have gained much appreciation in academic literature. These benefits include job satisfaction (Suliman & Al-Junaibi, 2010), improved job performance (Chalofsky and Krishna, 2009) reduce employee turnover (Colquitt et al., 2005), and reduction in employee absenteeism (Cooke, 2009). The major beliefs of organisational commitment is the appreciation of the organisational goals and values; the willingness and preparedness to put on extra efforts to achieve the organisational goal; and a strong desire to continue working with the organisation (Suliman and Al-Junaibi, 2010).

Andrew and Sofian (2011) mentioned that commitment comes in multidimensional construct that encompasses three types of organisational commitment. The first type is affective commitment, where employees are emotional attached to their organisations; the second type is continuance commitment, where the employees consider the cost of leaving the organisation; and the third type is normative commitment, where the employee moral obligation to remain with the organisation (Andrew and Sofian, 2011). According to Chalofsky and Krishna (2009), The commitment and engagement of employee to an organisation have establish itself as a key construct in organisational research the account of their positive relation with the behaviour of employees, which promote organisational retention as well as performance. Yet, affective commitment remains the most potential benefit for an organisation, it has a direct influence on how employees perform their jobs and reciprocate with engagement in supportive working environment (Robinson, Perryman & Hayday, 2004.)

2.3.1 Affective Commitment

Affective commitment relates to an employee 's recognition and participation based on an emotional feeling towards the organisation (Mercurio, 2015). Several scholars have shed light on the significance of affective commitment in shaping information sharing actions in recent studies (Kim, 2014; Van Den Hooff and De Ridder, 2006; Bouraoui, Benssemmane, Ohana, & Russo 2019). Affective participation is considered to have the greatest influence on the conduct of the workplace, removing the barrier of resistance to information sharing (Meyer *et al.*, 2002). In the context of a basic school, the strength of the relationship between teachers and the organisation is believed to affect knowledge sharing behaviour. When workers are emotionally committed to the organisation, their sense of responsibility to corporate goals and objectives is stronger. Therefore, they are more likely to share their expertise when workers embrace a stronger affective commitment (Akar, 2018). Similarly, Webster and Staples (2006) argued that "a higher degree of commitment could generate beliefs that the organization has rights to the information and knowledge produced or acquired by the organization". Eventually, one who has positive emotional feelings towards the organization will develop a positive attitude towards the organization's desired mission.

2.3.2 Continuance commitment

Continuance commitment refer to the material sacrifices of leaving the job. People may have, for example benefits, which make them to believe that they are in the organization because they need to do so. These beliefs, however, can be attenuated by factors that can change individuals' attitudes (Dias & Silva, 2016). An attitudinal change in this respect does not mean that, all of a sudden, people may not need to make material sacrifices if they leave the organization (e.g. loss their benefits), it refers only to the beliefs about it. After all, attitudes can influence perceptions and beliefs (Galanaki, 2020). As suggested by several authors, engagement can affect attitudes creation and change (Robins and Judge, 2009).

2.3.4 Normative Commitment

Normative commitment has been explained to be the "perceived obligation to pursue a course of action", "a sense of moral obligation" or "a sense of duty" (Meyer and Herscovitch, 2001), alludes to an obligation in terms of justice and duty. People feel that they ought to pursue a course of action. It encompasses moral dimension or moral good. To some degree, the principle defined by Meyer and Herscovitch (2001) may be one of these moral virtues, in terms of the sense of duty understood as the force of duty, action, or the habit of obliging oneself to a course of action, as a demand of one's conscience. According to Jaros et al. (1993), normative

commitment can be defined as 'political' as there is a political judgment: a reasonable determination of the conscience of what is 'right' or 'wrong', 'just' or 'unjust', 'just' or 'unfair' (Hosmer, 1995), and not just feelings. Moral practices such as generosity, humility, modesty, enthusiasm or humor are applied to a widely agreed definition of virtues for business individuals (Jaros *et al.*, 1993). In fact, the sense of duty is the moral virtue of 'accountability' or moral responsibility can be said to be the desire to account for one's actions.

2.4 Transformational Leadership and Emotional Intelligence

Wang, Tao, Bowers, Brown & Zhang (2018) described the transformational leadership style as the leader's ability of the leader to inspire workers by acknowledging their beliefs, values, attitudes and motivation. Wang et al., (2018) believed that under the transformational leadership style, employees are healthy and satisfied with their jobs, as such, reducing employees turn-over. Customer relationships are built, they are satisfied thereby reducing gaps in the service delivery process. As a transformational leader with emotional intelligence possess the ability to engage his subordinates, by empowering, innovating and providing with opportunities (Holmwood, 2019).

On the other hand, emotional intelligence is the "ability to perceive, understand, manage and use emotions in self and others, comprises a key factor in interpersonal relationships that are inherent in actualising leadership, communication, and teamwork in organisations" (Cox, 2018 p 649). Holmwood (2009) also mentioned that emotional intelligence is used to measure how people challenge themselves and collaborate with others, how they express themselves in conversations, and how they accept the immediate environment. A study by Marshall (2011) revealed that the combination of transformational leadership and emotional intelligence creates an understanding and awareness of how people impact their environment that leads to a sense of well-being and positive growth. Leaders are present and show up for their employees. Transformational leaders have excellent communication skills (Marshall, 2011).

2.5 Transformational Leadership and Organisational Commitment

Transformational leadership positively forecast success for both staff and organisation. Transformation leadership, for example, has a positive impact on the subjective performance of the workers and on organisational income (Rowald and Heinritz, 2007). There has been substantial relationship in larger organisations between transformational leadership and organisational commitment (Meyer *et al.*, 2002). The theory of social exchange describes the connection of transformational leadership with organisational commitment (Blau, 1964; Gouldner, 1960). According to Kane and Tremble (2000) economic exchange should be different from social interaction between leaders and their subordinates. Both parties are in clear economic exchange regarding their expectations for the relationship. For example, if workers have done their job well enough, they should earn their accepted compensation.

In social exchange, people offer service to each other in mutual exchange, without understanding whether or when such services will be returned. As managers pursue their subordinates' organisational dedication, they need to participate in activities that go beyond economic exchange. Transformational leader's behaviour could articulate a compelling vision, give a sense of mission and stimulate the development of employees. Reciprocity is also important in the exchange of leaders (LMX), which is the principle that the superiors to shape a special relationship of exchange with each follower (Dansereau *et al.*, 1975). Similarly, this relationship-based approach stems from the theory of social exchange (Blau, 1964; Gouldner, 1960), and implies that relationships of high quality are characterized by confidence, affection, commitment, passion, intimacy, support, openness, and honesty (Graen and Scandura, 1987). LMX research has shown that LMX positively predicts important work outcomes (Gerstner and Day, 1997).

2.6 Theoretical review

There are many theoretical underpinnings explaining the relationship between superiors and their subordinates leading to various or different business outcomes. However, to better explain the concept relationship between transformational leadership style and organisational

commitment, the LMX theory as propounded by Dansereau, Graen, and Haga (1975).

2.6.1 LMX Theory

The leadership-membership exchange theory, commonly known as the LMX theory is based on the social exchange theory, in which reciprocity of relationships between people is a central theme (Graen and Uhl-Bien, 1995). At the personal level, the cycle between the leader and a "subordinate" is often viewed as a dyadic mechanism that occurs in various attributes, depending on the subordinate characteristic (Yukl *et al.*, 2009), contexts and conditions (Somech and Wenderow, 2006), and evolves over (Graen and Schiemann, 2013). Therefore, in LMX theory, high-exchange expectations and thereby increasing trust, and so on, contribute to more employees' extra role behaviour, or on other words employees are in low-exchange relationships the employee should only behave as described in the formal requirement, thus reinforcing low expectations of extra role behaviour (Ng, 2017).

The concept of LMX (sometimes called LMX) accepts the fact that leaders do not have the same relationship with each of the followers but instead establish a different relationship with each subordinate (Graen and Uhl-Bien, 1995). Such relationships may vary from "outgroup" relationships purely contractually dependent to "ingroup" relationships that may lead to relationships based on trust, liking, or friendship (Liden and Maslyn, 1998). The theory of social exchange predicts that such reciprocal relationships will predict several organisational outcomes, such as organisational citizenship, work performance or expectations for turnover (Cropanzano and Mitchell, 2005). While many LMX conceptualisations are non-dimensional, leaders and followers may take on multiple roles and thus different types of LMX can arise. Liden and Maslyn (1998) defined a four-dimensional LMX model describing the following types of exchanges between leaders and their followers comprising contribution, loyalty affect and professional respect.

Contribution as a dimension means that subordinates can embrace the invitation of the leader to superior performance, and leaders-reciprocate in return by supplying subordinates (budget, equipment or materials) with valued resources. Loyalty also reflects the partnership that may grow between leaders and supporters of reciprocal loyalty. In exchange for the loyalty offered by the subordinate, the leader may reciprocate offering her assignment that requires higher judgment or duty. Affect, which is the third dimension of the theory of LMX, shows that some relationships may be governed by affection between leaders and followers, as they simply like each other and establish a mutual friendship by effect, as they only like each other and develop a relationship of mutual friendship. Finally, in terms of professional respect, company members will be interested in forming working relationships with highly qualified individuals, so they can learn relevant professional skills and gain access inside and outside the company to powerful individuals.

2.7 Empirical review

Transformational leaders inspire followers to transcend their self-interests for the betterment of the organization and are capable of having a profound and extraordinary effect on their supporters (Robbins, Judge, and Sanghi, 2009). This has become one of the major and the most used leadership styles over the years. The transformational leadership style was introduced by MacGregor Burns over three decades ago. The researcher identified transactional and transformational leadership styles as the two basic types of leadership. Burns' perception of transforming leadership was that of "an ethical, moral enterprise, through which the integrity of the [organization] would be maintained and enhanced" (Parry and Proctor-Thomson, 2002; Burns, 1978). The ethical component of transforming leadership was something novel to the study of leadership. Burns (1978) stated that transforming leadership becomes moral because it raises the level of human conduct and ethical aspiration of the leader and the follower. A later study by Bass (1985) differed from the study of Burns (1985) in three different ways. First, Bass (1985) disagreed that transactional and transformational leadership are not extremes of a single continuum hence, proposed that the two leadership styles varied from one another. Secondly, Bass (1987) asserted that the leadership outcome could be positive or negative and still be transformational. Finally, the researcher added the concept of "expansion of the followers' portfolio of needs and wants" as a requirement of transformational leadership (Bass, 1985). The study also revealed that three dimensions of transformational

leadership were identified. These dimensions were: charismatic leadership, individualized consideration, and intellectual stimulation (Bass, 1985).

Another study by Avolio, Waldman, and Yammarino (1991) later added inspiration motivation and replaced the charismatic leadership to idealized influence to create 4 I's of transformational leadership. This 4 I's include idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration (Bass *et al.*, 2003). In 2000, Judge and Bono (2000) conducted research on a "five-factor model of personality and transformational leadership." Neuroticism, Conscientiousness, Extraversion, Openness to Experience, and Agreeableness were linked to transformational leadership behavior and the researchers using a sample of 14 leaders from 200 organizations concluded that Extraversion and Agreeableness positively predicted transformational leadership. Their study also revealed that unlike Neuroticism and Conscientiousness which were unrelated, openness and experience was positively related to transformational leadership only when the influence of the traits.

Transformational leadership has also been researched to be a predictor of various organizational outcomes. For example, a study by Al-Amri, Hassan, Isaac and Masoud (2018) on the effect of transformational leadership on organizational innovation in higher education in Yemen revealed that transformational leadership has a positive impact on organizational innovation. Another study by Buil, Martinez and Matute (2019) investigated the underlying mechanisms and boundary conditions that explain the relationship between transformational leadership and frontline employee performance. This relationship was mediated with organizational identification and work engagement and found out that proactive personality strengthens the effect of leadership on identification and engagement. Finally, Hur, van den Berg and Wilderom (2011) whether transformational leadership mediates the link between the emotional intelligence of team leaders and three outcomes as perceived by followers: leader effectiveness, team effectiveness, and service climate. Using 859 employees working in 55 teams in south Korea, the study revealed that transformational leadership mediates the relationships between emotional intelligence and leader effectiveness, as well as between emotional intelligence and service climate, although not between emotional intelligence and team effectiveness.

2.7.1 Transformational Leadership and Organisational Commitment

According to Bass (1989), the theory of transformational leadership describes the special link between a leader and his / her followers that accounts for the larger community, unit, and organization's extraordinary success and achievements. The relation between transformative leadership and positive behaviours and attitudes to work, such as organizational commitment, is well known (Jackson *et al.*, 2013; Walumbwa *et al.*, 2004). A research by Yahaya and Ebrahim, (2016) showed that transformational leadership motivates workers to work hard and to be committed to attaining their organizational objectives. Kim and Kim (2014) also investigated the "effects of transformational leadership on affective organisational commitment among employees in split off Korean firms. They tested the hypothesis using structural equation modelling and found a statistically significant association between transformational leadership style and organizational engagement. The results of Puni *et al.*, (2018) proved that transformational leadership behaviour produces an emotional bond between workers and their organizations. This Study therefore hypothesised that:

H1: *Transformational leadership has a positive and significant relationship with organisational commitment.*

2.7.2 The moderating role of emotional intelligence on the relationship between transformational leadership and organisational commitment

Literature has revealed that emotional intelligence moderate's transformation leadership (Barbuto & Burbach, 2006). Transformation leadership styles is described as that "type of leadership where a leader emotionally stimulates individuals to take collective action and employ emotions to foster their emotional attachments and commitment to the leader, as well as utilizing empathy to understand their needs and values" (Burns, 1978:4). This leadership style improves the confidence level their employees, thereby influencing them to be committed to the organisation. (Bass and Avolio, 2000). Lewis (2000) claim that transformational leaders

are recognized as using emotions to communicate a vision and to elicit responses from their employees. These leaders are thought to arouse dormant needs in their followers and motivate them to commit themselves to the organisation. In order to be able to tap into their followers' emotional states, it is believed that these leaders need to have good emotion perception and recognition skills (Weinberger, 2003); hence the second hypothesis has been developed as follows:

H2: *Emotional intelligence moderates the relationship between transformational leadership style and organisational commitment.*

3. METHODOLOGY

The design of a study is an important factor in determining how data will be collected, measured and evaluated, thus directly impacting the results of the study. It is therefore imperative in piloting every effective research (Bryman and Lilley, 2009). Research design is seen as the structure, systematic plan or gum that embraces all the components in a research together. It is the conceptual within which research is conducted by identifying the blueprint for collecting the right information, conducting measurement and analyzing the research data (Inaam A, 2016). In literature, traditionally, there are three key designs to research: quantitative, qualitative, and mixed method. Although the distinctions between the three are mostly blurred because the strategies are mixed and overlapping (Creswell, 2009), there are still some variations between the research-guiding methods.

The qualitative research is simply described by Tashakkori and Teddlie (2009) as the techniques associated with gathering, analysing and presenting narrative information. Used primarily to explore largely subjective aspects of phenomena like attitudes, beliefs and opinions, qualitative research aims for understanding, for exploring insights and for describing social occurrences. Quantitative research, another popular approach to research, offers researchers a method of testing objective theories by examining the relationships among variables (Hair *et al.*, 2009) by dealing with numeric data that may be organized into various data types, quantitative research places emphasis on objective measurements rather than subjective, and describes and tests relationships through quantifiable information gleaned from the data. Quantitative designs are often limiting to respondents, as close-ended questions are regularly utilized to gain information, preventing the acquisition of certain valuable insights. Mixed method research, a third option for the design of studies, can be considered an amalgamation of the former two methods. Thus, it combines the strengths of both qualitative and quantitative research. Bryman (2006) explains that using a mixed method for the design of a study offers several advantages including: corroboration of findings from two independent sources of data; aiding interpretation of one source of data using data from another; the ability to study different aspects of a phenomenon simultaneously; and, filling in gaps in knowledge using data from another source.

A review of the research landscape in the area of transformational leadership and organisational outcomes such as organisational commitments indicates a generally equitable examination of the construct from both quantitative and qualitative viewpoints, although recent studies have tended to be more quantitatively-focused. Both approaches would still benefit from more studies. Additionally, some researchers who conducted qualitative studies (e.g. Smith, Young & Figgins, 2017) recommended that further studies should attempt quantitative studies in order to buttress their findings. The current study answered that call. The research design for the current study was therefore quantitative, as many previous studies in the field have been (Ibrahim *et al.*, 2014; Geter Sr, 2010; Willis *et al.*, 2020).

A research has a key objective that it seeks to accomplish, and the literature agrees that a research may attempt to explore a new or relatively unsearched phenomenon, to simply explain an existing situation, or to explain an existing phenomenon (Neuman, 2011). Exploratory research has been defined as "research intended to develop initial ideas or insights and to provide direction for any further research needed" (Hair *et al.*, 2006). An explanatory study goes Beyond simply narrating what already is evident, explanatory studies go a step further to determine causes and reasons. It asks "Why?" and "How?" meaning to tease out underlying factors that may not be immediately obvious in exploratory and descriptive studies. Explanatory studies attempt to

explain observed causal relationships between variables. Descriptive research design is the statistical research that describes phenomenon as they exist. It is used to identify and obtain information about the characteristics of a certain problem. Descriptive research was implored for the research work which according to Kothari (2004) is concerned with re-counting the features of a unique person or a group. Descriptive method of research is beneficial for researchers due to its litness. Descriptive method of research is made up of three (3) types namely; observational, correlational and survey.

To accomplish the motive of this study, explanatory and descriptive research methods were deemed feasible. The study therefore adopted a quantitative research method, with surveys using questionnaires to solicit the opinions of the respondents to formulate the research findings. Data gathered was subjected to analysis and examinations which helped the researcher to come out with findings and made the right recommendations. In this research, the analysis of the data collected was based on primary quantitative techniques. These methods included descriptive methods and statistics to present respondents mean demographics and standard deviation. The collected data has been edited for error detection and erasure. This process was done at the same time as data collection in the field. It was then coded according to categorization for entry into computers for data analyses. In order to examine the moderating effect of emotional intelligence on the relationship between transformational leadership and organisational commitment, a statistical method was adopted.

After the data was collected, it was coded and keyed in SPSS. The data was cleaned to ensure that it was correct. The scale-based variables were checked to ensure internal consistency after which the scores were aggregated to ascertain the mean score for each respondent. Descriptive and inferential statistical techniques were used for the data analysis. Hair *et al.*, (2016) proffered that descriptive statistics makes it possible to present results numerically and graphically presenting information that gives an overall picture of the data collected. The researcher then made it clear that inferential statistics and PLS-SEM using Smart version 23 were used to assess both relationships and effects as per the hypotheses of the study. The SEM process include the measurement model assessment process and the procedure for assessing the structural model. According to Hair *et al.*, (2014) the measurement model assessment process includes assessment of internal consistency reliability, assess of indicator reliability, assessment of convergent and assessment of discriminant validity. The researchers also asserted that the assessing the structural model also include assessing inner model for collinearity, assessing significance of the model relationship, assessing the coefficient of determinant, assessing the effect size, assessing the predictive relevant and discussion of hypothesised relationships.

3.1 Population and Sampling

The population of a study consists of all factors or people, items or gadgets whose traits are being studied (Saunders *et al.*, 2007). The total population of the research work is made up of basic school teachers in the Ho municipality of the Volta Region. Currently, there are approximately 553 pupil teachers in the Ho municipality (GES, 2019). A sample is often made use of when a census of the entire population is not possible (Cooper & Schindler, 2000). A sample size of a survey most typically refers to the number of units that were chosen from which data were gathered (Lavrakas, 1998). The study adopted a formula proposed by Tabachnick and Fidell (2007) for the calculation of the sample size.

The formula, $N > 50 + 8m$: where N is the number of total participants and m represents the number of independent variables in the study. The current study has three variables which are transformational leadership, employee commitment and emotional intelligence. Therefore, $N > 50 + 5(3) = 65$. This implies that a number of respondents greater than 65 is considered appropriate for the sample size in this study hence the selection of 250 respondents. These respondents were chosen from Ho municipality and district in the Volta Region. This was because this number can provide enough information, within the limited time space, availability money and effort.

A sampling technique is the name or other identification of the specific process by which the entities of the sample have been selected. Hair *et al.*, (2006) reveal that a sample size selected by a researcher has an influence on the statistical tests that can be generated and the extent to which

generalisation can be made. It is therefore important for the researcher to apply the right sampling technique in order to make the best of selection of sample for the study. Malhotra and Singh (2006) identified two main sampling techniques, thus probability and non-probability. A sample of teachers representing the target population was selected. Non-probability sampling method was used to select participants. This is a type of sampling method in which the sample units are selected according to personal judgement or convenience. Non-probability sampling was used in the choice of respondents regardless of their cumulative number of schools. The researchers thus employed a convenient sampling technique under the non-probability sampling method. This technique was appropriate for this study, because it was less time consuming and cheaper, and the researcher also provided the opportunity of selecting experts to share their open views on the questions posed.

3.2 Data Collection Instrument

According to Konar (2011), data collection is defined as a systematic process for gathering and measuring information on specific research variables which helps a researcher to address research questions, assess hypotheses and analyse data. A questionnaire is a series of questions asked to individuals to obtain statistically useful information about a given topic. They are a valuable method of collecting a wide range of information from a large number of individuals, often referred to as respondents. Adequate questionnaire construction is critical to the success of a survey. To answer the questions the study, structured questionnaires were circulated to public schools within the municipality. To establish relations with the respondents, the researcher self-administered the questionnaires and in return encouraged them.

The questionnaire was handled interactively and local language was used where possible, to provide an interpretation of appropriate answers. The first part of the questionnaire captured the demographic characteristics of the respondents including their age range, gender, and educational level. The second section consists of items that measure the main constructs of the study. 12 items adapted from Bass and Avolio (1997) to measure transformational leadership. Organizational commitment was measured using the 5-item Organizational Commitment Scale developed by Meyer and Allen (1991). Emotional intelligence was also measured with items 5-items adapted from Mowday & Steers (1979). The final part presents an open-ended question requiring respondents to briefly describe transformational leadership and organisational commitment among employees at basic schools within the Ho municipality.

4. RESULTS OF THE STUDY

4.1. Testing and Screening Measurement Items for the study

4.1.1 Reliability test of constructs

The reliability of a scale items seeks to determine the absence of error and the degree to which a test is consistent and reliable in measuring the same underlying factor (Pallant, 2010). Before, proceeding with the re-specification of the factors the variables which had perfect loadings were subjected to reliability test to check for internal consistency (Neuman, 2007). The Cronbach alpha coefficient as a benchmark was used to confirm the reliability of the scales employed in this study. According to Cronbach (1951) the alpha values for scales measuring each factor should be above 0.7 however a threshold of 0.6 is acceptable in an exploratory study (Nunnally & Bernstein 1978). After the internal reliability test on the 6 factors, only factors with Cronbach alpha values above 0.6 were considered for re-specification into variables measuring a particular factor. The results for the re-specified variables under the 6 factors displayed in table 1.

Table 1: Scale Reliability Test			
Main Variable	Nos. of Observed items	Nos. of retained items	Alpha after refinery
Transformational leadership	12	10	0.846
Emotional intelligence	5	4	0.777
Organisational Commitment	5	5	0.831

Source: Field Data (2021)

4.2 Descriptive Statistics

Recording high standard deviation shows that the responses from the statement presented in the questionnaire were very different and a low standard deviation shows that the answers from the questions were not too different from one another. Table 4 presents an extraction from the data set showing the descriptive statistics of the study. It revealed the individual means and standard deviation of all the variables measured and also shows the indication of the extent to which each participant either agreed or disagreed with the items presented in the instrument presented to them for data collection. The derived results of the means of the variables measured points to how each respondent ranked each statement. The mean presented ranged from 2.728 (the question with the least mean) as the minimum to 4.484 (the question with highest mean) as the maximum.

Table 2: Descriptive Analysis of Measurement Items for Transformational leadership

Scale Items	Items	Mean	Standard Deviation	Excess Kurtosis	Skewness
My supervisor makes others feel good to be around him / her	II1	3.288	1.185	-0.843	-0.255
I have complete faith in my supervisor	II2	3.088	1.33	-1.156	0.012
I am proud to be associated with my supervisor	II3	2.992	1.207	-0.997	-0.04
My supervisor expresses in a few simple words what we could and should do	IM1	4.484	1.184	-0.641	-0.529
My supervisor provides appealing images about what we can do	IM2	2.728	1.158	-0.858	0.204
My supervisor helps me find meaning in my work	IM3	4.132	1.306	-1.129	-0.257
My supervisor enables others to think about old problems in new ways	IS1	3.08	1.3	-1.057	-0.028
My supervisor provides others with new ways of looking at puzzling things.	IS2	3.256	1.219	-0.815	-0.421
My supervisor gets others to rethink ideas that they had never questioned before.	IS3	3.288	1.155	-0.709	-0.298
My supervisor helps others develop themselves	IC1	4.188	1.217	-1.009	-0.204
My supervisor lets others know how he /she thinks we are doing	IC2	2.9	1.253	-1.041	0.031
My supervisor gives personal attention to others who seem rejected.	IC3	3.368	1.236	-0.81	-0.448

Source: Field Data (2021)

Table 3: Descriptive Analysis of Measurement Items for Emotional Intelligence

I have good understanding of my own feelings	EI1	2.932	1.229	-1.03	-0.013
I always know my team member's emotion from their behaviour	EI2	3.34	1.24	-0.846	-0.441
I am sensitive to the feelings of others	EI3	4.028	1.191	-0.977	-0.069
I am motivated to do a task without needing pressure from people around me	EI4	3.104	1.179	-0.871	-0.144
I am able to control my temper and handle difficulties wisely.	EI5	3.188	1.18	-0.842	-0.326

Source: Field Data (2021)

Table 4: Descriptive Analysis of Measurement Items for Organisational Commitment

I am willing to put in a great deal of effort beyond that normally expected in order to help the organization	OC1	3.432	1.182	-0.631	-0.494
I find that my values and the organization's value are very similar	OC2	3.28	1.163	-0.75	-0.332
This organization really inspires the very best in me in the way of job performance	OC3	3.616	1.022	-0.195	-0.554
I really care about the fate of this organization	OC4	3.232	1.16	-0.768	-0.23
For me this is the best possible organization for which to work for	OC5	4.424	1.097	-0.492	-0.372

4.3 Measurement Model Analysis

Researchers have argued that the testing of a model is baseless until it is established that the measurement model is efficient and appropriate for the study (Bagozzi and Yi, 2012). Therefore, it must be determined that the items or indicators chosen to evaluate a construct do so correctly, or else, before further study is carried out, modification becomes necessary. This context makes it important that the features of the measurement model that will subsequently be used to resolve the structural hypotheses are stated. The measurement models of the five constructs were assessed through a CFA using Smart PLS.

The Cronbach alpha also were also very good as they ranged from 0.777 as the least to 0.859 as the highest. Similarly, the composite reliability also ranged from 0.881 as the lowest to 0.888 as the highest. The AVEs and were good enough as they ranged from 0.528 to 0.787 while the Rho_A also ranked from 0.785 to 0.871.

4.4 Convergent Validity

This explains the extent to which the variation in a dataset is explained by a single concept or how a set of indicators share a proportion of variation (Hair *et al.*, 2014). Hair *et al.* (2017) recommends that the Average Variance Extractor can be used to measure the convergent validity with a threshold of 0.5 and above). Table 5 presents the AVE which has the minimum to be 0.528 and 0.787 as the maximum which fall above the threshold of 0.50.

4.5 Assessment of Discriminant Validity

Heterotrait - Monotrait Ratio (HTMT) was deployed to evaluate the discriminant validity of the variables (Henseler *et al.*, 2015; Hair *et al.*, 2017).

Table 5: Heterotrait - Monotrait Ratio (HTMT)

	Transformational Leadership	Emotional Intelligence	Organizational commitment
Transformational Leadership			
Emotional Intelligence	0.753		
Organisational commitment	0.472	0.511	

Source: Field Data (2020)

The results presented in Table 5a and table 5b show that the HTMT figures arrived at from the analysis of the data collected were below the threshold as recommended by Hair *et al.* (2017). The threshold suggested by Henseler *et al.* (2015) was observed. The researchers suggested that the constructs should be below 0.85 and construct above 0.90 lacks discriminant validity.

4.6 Pearson Correlations

Table 6: Pearson Correlations, and Cronbach's Alpha Among Transformational leadership, Emotional Intelligence and Organizational Commitment

Variable	M	SD	1	2	3
Transformational leadership	5.23	1.15	(.91)		
Emotional Intelligence	5.30	.63	.13	(.88)	
Organizational commitment	4.84	.93	.39**	.27**	(.90)

N = 400. Note: Reliability coefficients (Cronbach's alpha) are in parentheses along the diagonal.

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

Source: Field Data (2020)

Results of the Pearson correlations showed a significant positive relationship between transformational leadership and organizational commitment. Transformational leadership support was also positively related to organizational commitment, $r(123) = .39, p < .01$, indicating that the more participants felt their supervisors offered encouragement and showed their appreciation, the more positive, absorbed and energetic they felt with their work. There was a significant and positive relationship between emotional intelligence and organizational commitment, $r(123) = .22, p < .05$, such that the higher the participants rated their ability to recognize and manage emotions, the more inspired and energetic they were in their work. Interestingly, emotional intelligence was not significantly related to perceived supervisor support, $r(123) = .13, p > .05$ or transformational leadership, $r(123) = .27, p > .05$.

4.7 Hypotheses/Proposition Testing

4.7.1 Testing Hypothesis 1

Hypothesis 1 anticipated a positive and significant relationship between transformational leadership and emotional intelligence. We tested this relationship using forced entry multiple regression. Regression method helped to estimate the unknown dependent variable with the help of a known independent variable.

Table 7: Model Summary

Model	R	R ²	Adjusted R ²
1	.8479	.7189	.2399

Source: Field Data (2020)

- Predictors: (Constant), Transformational leadership
- Dependent Variable: Organisational Commitment

A table presents the coefficients of model fitness on how the various independent variable determine organisational commitment. Organisational commitment with the determinants has an overall correlation of 0.7189 which is strong and positive. This means that approximately 71.89% variations from the commitment of employees are explained by the determining variables at 5% level of significance. This

indicate good fit of the regression equation used. Therefore, this is a good indication of the organisational commitment from the respondents which can be explained by transformational leadership.

Table 8: Model Summary

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression Residual Total	3.312	3	1.107	2.549	.2275 ^a
	1.267	39	0.439	0.000	
	4.579	42			

Source: Field Data (2020)

- a. Predictors: (Constant), Transformational leadership
b. Dependent Variable: Organisational commitment

A table shows the overall significance of the regression estimation model. It indicates that the model is significant in explaining the relationship between transformational leadership and the actual selection or purchase at 5% level of significance. Analysis of Variance shows that f -calculated is greater than f -critical that is $2.549 > 0.2275$. This implies that the regression equation was well specified and therefore the co-efficient of the regression shows that there is a strong relationship between the transformational leadership and organisational commitment. The analysis of variance of the predictors of the model has a significance of 0.2275.

4.7.1 Testing Hypothesis 2

Hypothesis 2 stated that emotional intelligence would moderate the positive relationship between transformational leadership and organizational commitment such that the relationship would be stronger for employees with high emotional intelligence than for those with low emotional intelligence. For the second MRC analysis, three steps were also used. Transformational leadership was entered into the first step. The moderator variable of emotional intelligence was entered in the second step. Lastly, the cross-product of transformational leadership and emotional intelligence was entered in the third step to test the moderating effect.

Table 9: Hierarchical Multiple Regression Analysis for Transformational leadership, Emotional Intelligence, and Organisational commitment

Predictor	β	R^2	ΔR^2
Transformational leadership	.27**	.07***	.07**
Emotional Intelligence (EI)	.07	.11**	.04**
Transformational leadership $\times$ EI		.12**	.01

Note: $N = 400$. * $p < .05$ ** $p < .01$

Source: Field Data (2020)

Results from the first step of the analysis showed that transformational leadership accounted for 7% of the variance in organisational commitment, $R^2 = .07$, $F(1, 119) = 9.19$, $p < .01$. This means that Transformational leadership significantly contributed to the prediction of participants' commitment. In the second step, emotional intelligence accounted for an additional 4% of variance in organisational commitment above and beyond the effect of transformational leadership, $\Delta R^2 = .04$, $\Delta F(1, 118) = 5.15$, $p < .05$. This indicates that emotional intelligence predicted participants' commitment above and beyond the effect of transformational leadership. Results of the third step showed that the incremental effect of the interaction of emotional intelligence and Transformational leadership was not significant and only accounted for an additional 1% of the variance in commitment above and beyond the effects of Transformational leadership and emotional intelligence, $\Delta R^2 = .01$, $F(1, 117) = .85$, $p > .05$. This suggests that emotional intelligence did not moderate the relationship between leadership style and organisational commitment. These results show that Hypothesis 2 was not supported.

4.8 Description of Transformational Leadership at Selected Basic Schools

The responses from the various respondents revealed some fundamental themes. It was revealed that the respondents described transformational leadership as a leadership style that inspires, entertain new ideas from subordinates, adapt to changes in educational environment and share in

collective organizational consciousness. This was similar to the assertions of Avolio (1995), Bass (1985,1990), Bryman & Lilley (2009) and Buil, Martinez & Matute (2019)

4.9 Description of Organizational Commitment at Selected Basic Schools

Drawing on the analysis procedure based on themes, the respondents revealed that organizational commitment could be described as a situation where employees feel attached to the organization they work for. The respondents also indicated that it is essential as it makes employees work passionately and aids in achieving organizational goals. This finding was similar to the finding of Lok, Westwood and Crawford (2005), Mguqulwa, (2008) and Zaabi and Singh (2017).

5. DISCUSSION OF RESULTS

As mentioned in chapter one, the study first sought to describe the nature of transformational leadership and employee commitment. To address this objective, the respondents were asked to describe the nature of transformational leadership and employee commitment at the selected Basic Schools in Ho. Similar to other studies (Avolio 1995, Bass 1985,1990; Bryman and Lilley 2009; Buil *et al.*, 2019), the findings revealed that, transformational leaders inspire, entertain ideas from subordinates, adapt to changes in the educational environment and share in the collective organisational consciousness. The respondents also described organisational commitment as the attachment of employees to their organisation. The second objective of the study sought to establish whether there was a significant relationship between the predictor (transformational leadership) derived from review of extant literature (Avolio *et al.*, 2004; Mesu, Sanders *et al.*, 2015) and its expected outcome of organisational commitment. To realize this objective, hypothesis 1 was deduced and tested. Analysing the data set, it was observed that, the predictor was applicable in the context, this was H1 transformational leadership. The finding was consistent with other studies (Avolio *et al.*, 2004, Upadhyay *et al.*, 2019; Sobaih *et al.*, 2020).

Hypothesis 2 stated that emotional intelligence would moderate the positive relationship between transformational leadership and organisational commitment such that the relationship would be stronger for employees with high emotional intelligence than for those with low emotional intelligence. Results showed that emotional intelligence did not moderate the relationship between transformational leadership and organisational commitment, but transformational leadership positively predicted organisational commitment; thus, Hypothesis 2 was not supported. This was not consistent with the findings of Jain and Duggel (2018) and Wu, Liu, Song and Liu (2006) as emotional intelligence significantly moderated the base line relationship in their studies. One potential reason that emotional intelligence did not moderate this relationship could be because emotional intelligence may pertain to recognizing and understanding one's and others' emotions. This would indicate that if a job resource, such as transformational leadership, lacks an emotional or personal component, the ability to recognize such a resource would not work. Another potential reason for the lack of emotional intelligence as a moderator for either hypothesis may be because self-reporting of emotional intelligence was inaccurate for this sample. Emotional intelligence ratings were based on individuals' evaluation of themselves, which would require respondents to not only have good insight into their own minds, but to be honest about their thoughts and feelings. This sample might have viewed themselves more favourably, creating higher emotional intelligence scores that were not necessarily representative of their true emotional intelligence levels.

6. SUMMARY

The purpose of this study is to examine the relationship between transformational leadership and organizational commitment in the educational sector of Ghana. Through a comprehensive review of extant literature, the following objectives were formulated.

6.1 The nature of transformational leadership and employee commitment

The study set out to describe the nature of transformational leadership among basic school employees in the Ho municipality. The findings revealed that, transformational leadership style can be described as a

leadership style that inspires, entertain new ideas from subordinates, adapt to changes in educational environment and share in collective organizational consciousness. Whereas organizational commitment can be described as employees' attachment to an organization.

6.2 The relationship between transformational leadership and employee commitment

The study sought to discover whether there was a significant causal relationship between transformational leadership and organizational commitment. The findings of this study revealed that transformational leadership had a significant relationship with organizational commitment.

6.3 The moderating effect of emotional intelligence on the relationship between transformational leadership and employee commitment

To answer the second objective, the researcher formulated a second objective to examine the moderating role of emotional intelligence between the relationship between transformational leadership styles and organisational commitment. After interrogation of literature and analysing the data collected for respondents, it was identified that emotional intelligence does not significantly and positively moderates the relationship between transformational leadership and organisational commitment. This implies that, the organisational commitment of employees is not enhanced by transformational leaders who have a sense of emotional intelligence.

7. CONCLUSION

The study sought to find out the nature of transformational leadership and organisational commitment. It also sought to examine the relationship between transformational leadership and organisational commitment as well as test the moderating role of emotional intelligence on the aforementioned relationship. Literature was reviewed from different management, educational and leadership scholarly works. Data was collected from 250 pupil teachers within the Ho Municipality and analysed using SPSS analytical software. Summarily, the research work found out that, there is a positive relationship between transformational leadership and organizational commitment. Again, the findings of this study revealed that, emotional intelligence does not moderate the relationship between transformational leadership and organizational commitment. This suggest that leaders who practice organizational commitment are likely to boast organizational commitment of employees. This cannot be enhanced further if that leader exhibits emotional intelligence towards employees. Summarily put, leaders or teachers who put up emotional intelligence while they deal with their students with their transformational skills are not likely to get them to become more committed to what they do at school.

7.1 Implication for practice

In these times of uncertainty as a result of Covid-19, management of basic schools should be informed about the best possible ways of handling teachers and school children so as to enhance commitment at all level. This study therefore informs heads and leaders in basic schools the components necessary for effect delivery of teaching services. Identifying what leads to and enhances commitment is very important so as to select the right leadership skills and behavioural traits among basic school employees.

7.2 Implication for policy

This study informs policy makers to identify the right kind attitude that enhances commitment to put in place the right remuneration system. This can also inform the government and other policy makers to make sound policies that encourages businesses to put the right systems in place to make the best out of their employees.

7.3 Implication to Research

This study attempted to make an input to the already existing knowledge in the field of leadership and organisational commitment. It therefore provides more literature and adds to the discussion on the determinants of organisational commitment and makes room for future studies.

7.4 Recommendations to Policy Makers

Finding of this study revealed that about 86.4% of the respondent were Diploma holders, it is therefore recommended that the government and school administrators make room for further studies and other development programmes so as to enhance the staff's skills and knowledge base.

7.5 Recommendation to practices

It was also found out that even though transformational leadership leads to organizational commitment, emotional intelligence had little or nothing to do with this relationship. It is therefore recommended that more attention be given to the kind of leadership style that is used in running these basic schools other than building around the emotions of the teachers.

7.6 Recommendation to Research

Unlike the findings of other studies which revealed that emotional intelligence had a significant effect of transformational leadership style and organisational outcomes, this study revealed otherwise. It is therefore recommended that more studies be carried out to interrogate this relationship further to bring a closure this argument.

7.7 Directions for future research

Scholars have indicated that the acknowledgement of research limitations does not flaw its significance but rather strengthens it by outlining key shortfalls which might be of interest to future researchers (Woloshin and Schwartz, 2002). Although the findings of this study are largely consistent with theoretical expectations, few limitations and future directions need to be pointed out as it is the case of several scientific studies. With respect to the method used, a relatively large sample of respondents was obtained for the study (n=250). Cross sectional method was used in collecting the data at a time through convenience sampling design which is suitable for studies that seek to test theory (O'Leary, 2004). Since samples does not cover the entire population and other designs could equally produce accurate results, the generalization of results emanating from convenience sampling ought to be treated with caution. In addition, a qualitative study could be carried to test these constructs, and a longitudinal method could be used to gather information on the investigated relationship of the study.

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