

THE EFFECT OF TRANSFORMATIONAL LEADERSHIP ON INSTRUCTORS' ORGANIZATIONAL COMMITMENT IN PRIVATE UNIVERSITIES OF ZHUHAI UNDER GUANGDONG PROVINCE

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ABSTRACT

The objectives of this research were: (1) to explore components of instructor's organizational commitment in private universities of Zhuhai under Guangdong Province; and (2) to investigate the effects of administrators' transformational leadership on instructors' organizational commitment in private universities of Zhuhai under Guangdong Province.

The research was a mixed methodology research between qualitative research and quantitative research. Population was all instructors in private universities in Zhuhai under Guangdong Province, totaling 2198. The sample was obtained by stratified random sampling technique, totaling 361. The instruments used for data collection were semi-structured interview form, and a five-point rating scale questionnaire. The statistics used for data analysis were descriptive statistics, Exploratory Factor Analysis, and Multiple Regression Analysis.

The research findings revealed that: (1) the components of instructors' organizational commitment consisted of affective commitment, normative commitment, relational commitment, conditional commitment, and opportunity commitment, and (2) transformational leadership had a significant effect on instructors' organizational commitment; the components idealized influence, inspirational motivation, and intellectual stimulation had a significant effect on instructors' organizational commitment, while component individualized

consideration had no significant effect; the components of transformational leadership had a significant effect on the components of instructors' Organizational commitment.

Keywords: Transformational Leadership, Organizational Commitment, Private Universities

1. Introduction

Private higher education is developing rapidly worldwide. The development of private higher education in China has been accompanied by the development of higher education in China. Private universities had become an indispensable component of higher education in China, and they needed to create a good working atmosphere to attract high-level talents (Yang, G. Y., & Que, M. K., 2021). While leaders engaged in self-development, ensured the development of individual instructors, stabilized their emotions and work attitudes in their work, and improved their work efficiency and commitment to the organization.

Instructors' organizational commitment was the psychological link between instructors and universities, which was closely related to instructors' work attitude, work performance and retention intention, and affected university organizational effectiveness, instructors' ownership and commitment to the organization could be transformed into a force for the sustainable development of the university (Liu, L. L., & Kong, M., 2020). Organizational commitment not only played a vital role in the stable development of instructors, but also affected the quality of education. Instructors with high organizational commitment had high work enthusiasm, love education, could really care about students and consciously safeguard the interests of the university. With such instructors, the development of the university had a solid foundation (Jin, F., Yao, F. Y., Zhang, S. S., & Li, S. N., 2020). Understanding subordinates through organizational commitment was very important to improve administrators' leadership and maintain the sustainable competitiveness of the organization (Seiler, J. A., 2019). Transformational leadership style had a significant positive correlation with employees' organizational commitment. If leaders showed more transformational leadership characteristics, the higher the level of employees' organizational commitment would be (Liu, L. L., & Kong, M., 2020). It could be seen that the leadership ability of administrators can bring high subordinate organizational commitment. At the same time, it was also an important premise to ensure that the organization can achieve its goals, which was of great significance to promote the development of the organization.

Whether the development of private universities was related to the social expectation for university running quality is inseparable from the leadership level of leaders, Leaders and

instructors were important builders of the university, the construction of future universities required leaders to reconstruct instructors' spiritual world with the demands of social talents' core literacy in the 21st century, improved instructors' life pursuit, and changed instructors' attitudes and behaviors with dreams (Liu, L. L., & Kong, M.,2020). At present, private universities in Zhuhai, Guangdong Province also have the phenomenon of instructors' resignation, inactive work attitude and low work enthusiasm. Research on instructors' organizational commitment in private universities. The research on organizational commitment in China mainly focused on the influencing factors and promotion paths of organizational commitment, the investigation and Research on organizational commitment, and the relationship between organizational commitment and organizational effectiveness, There was little research on the relationship between leaders and organizational commitment.

The research on organizational commitment in China mainly focused on the influencing factors and promotion paths of organizational commitment, the investigation and research on organizational commitment, and the relationship between organizational commitment and organizational effectiveness. There was almost no research on this topic in the field of private higher education in China.

2. Research Questions

1. What are the components of instructor's organizational commitment in private universities of Zhuhai under Guangdong Province?
2. What are the effects of administrators' transformational leadership on instructors' organizational commitment in private universities of Zhuhai under Guangdong Province?

3. Research Objectives

1. To explore components of instructor's organizational commitment in private universities of Zhuhai under Guangdong Province.
2. To investigate the effects of administrators' transformational leadership on instructors' organizational commitment in private universities of Zhuhai under Guangdong Province.

4. Research Hypothesis and Related Theories

4.1 Research Hypothesis

H1 Transformational leadership has significant effect on the instructor's organizational commitment.

4.2 Research Related Theories

This research was based on the four factors of transformational leadership (TL) proposed by Bass: idealized influence, inspirational motivation, Intellectual stimulation and individualized consideration. He believed that transformational leadership includes idealized influence, inspirational motivation, Intellectual stimulation and individualized consideration (Bass, B. M., 1985, 1999). As for the research on organizational commitment, Meyer, J. P., & Allen, N. J. (1991) presented the affective commitment, normative commitment, and Continuous commitment three dimensions. Ling, W. Q., Zhang, Z. C., & Fang, L. L. (2000) putted forward a five factors model of organizational commitment, including affective commitment, normative commitment, ideal commitment, economic commitment and opportunistic commitment. Liu, Y. Z. (2009) believed that organizational commitment mainly included affective commitment, idealized commitment, relational commitment, conditional commitment, Continuous commitment and responsibility commitment.

5. Research Method

This research adopted a mixed research method combining qualitative research and quantitative research.

The population of this research was about 2200 instructors engaged in teaching or administrative affairs in various teaching units in private universities of Zhuhai under Guangdong Province. The sample size was 327.

The main research instrument used in this research was Literature, Semi-structured Interview, IOC, and a five-point scale questionnaire.

The collection of research data was completed by distributing survey questionnaires to the population through Questionnaire Stars (simple random sampling), with a total of 361 samples collected.

Data analysis mainly consisted of Exploratory Factor Analysis (EFA), and Multiple Regression Analysis. The data analysis instrument used by the researcher was SPSS.

6. Research Results

6.1 Research findings of objective 1

To explore objective 1, This questionnaire collected 361 samples information needed for research. For factor extraction, the principal component analysis (PCA) model was used, the criteria used to consider factors were as follows: Firstly, an actual significant factor loading with an absolute value of 0.5 or higher(Chen, K. Y., & Wang, Z. H., 2011, p. 377). Secondly, the characteristic value was greater than 1 and the cumulative contribution rate was not less than 60%(Kaser), and thirdly there were more than 3 variables (Hatcher). Therefore, the final organizational commitment included five components. As shown Figure 1.

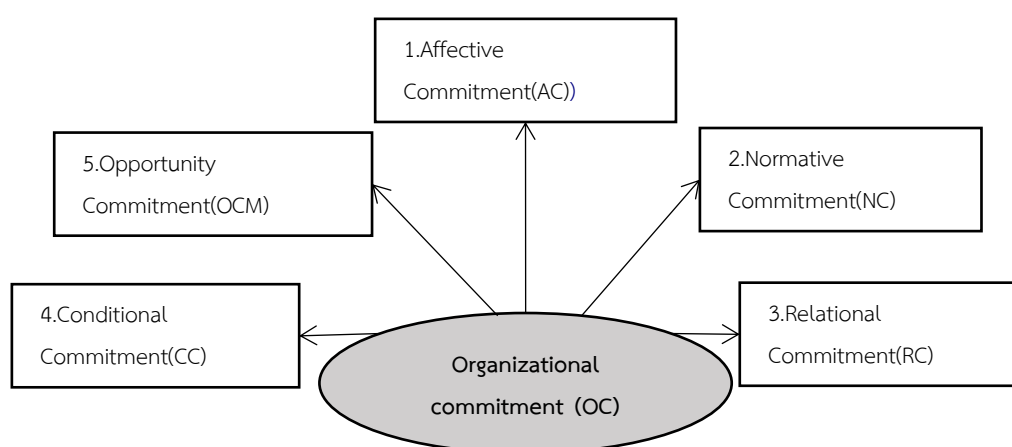


Figure 1 Components of organizational commitment

6.2 Research findings of objective 2

To investigate objective 2, the main analysis method was Multiple Regression Analysis.

From Table 4, In terms of model fit, the adjusted R-squared values among all models were close to 1, indicating a high model fit. The Durbin-Watson values were relatively close to 2, and the closer the correlation coefficient was to 0, it indicated that there was no auto-correlation between the residual terms, it could be seen that all regression models had independent residuals and did not have auto-correlation problems. The one-way ANOVA of each model showed that the p-values were all 0.000, less than 0.01. The results indicated that there were significant differences between independent variables in each model, indicating that in all regression models, independent variables had a significant effect on dependent variables. The regression equations were all appropriate.

7. Discussion

7.1 Discussion about Major Findings of Objective 1

There were five components of instructors' organizational commitment in private university of Zhuhai, Guangdong Province of China, which consisted of affective commitment, normative commitment, relational commitment, conditional commitment and opportunity commitment. The major findings were revealed as such because the important role of each component, in order to develop, private universities needed to pay more attention to teachers, ensure their personal development, provided guarantee for their work, stabilized their mood and state in work, and improved their work efficiency and instructors' organizational commitment. This research finding was in accordance with the theories or research of Author Ling, W. Q., et al. (2000), which was found that the essence of Organizational commitment was emotion. This was in line with the theory of social exchange. Also, the findings were in the same direction researchers Liu, Y. Z. (2009), which was found that relationship commitment and conditional commitment play an undeniable role in commitment. Moreover, from the research of Researcher Tang, Q. M. (2021), it was found that opportunity commitment was an important part of Organizational commitment. The exploration of five components of instructors' organizational commitment component could improve the level of instructors' Organizational commitment in private universities, maintained a stable team of instructors and promoted the development of private universities.

7.2 Discussion about Major Findings of Objective 2

(1) TL had a significant predictive effect on OC in private university of Zhuhai under Guangdong Province. The major findings were revealed as such because that transformational leadership had cross industry and cross culture adaptability in predicting Organizational commitment. The findings of this research further confirmed the theory of the effect of transformational leadership on organizational commitment, which enriched the research of Organizational commitment theory. This research finding was in accordance with the theories or research of Liu, L. L., & Kong, M. (2020) and Hardison, R. T. (2020). Hardison, R. T. (2020) found that organizational commitment not only acted as a result, but also acted as an intermediary factor, making transformational leaders had an impact on organizational citizenship behavior, organizational performance, job satisfaction, loyalty, reduce job burnout and turnover intention etc. These researchers more focused on the existence of organizational commitment as an intermediary variable, this was different from the research.

(2) The components II, IM, and IS of TL by administrators had a significant effect on OC, while component IC had no significant effect on OC. The major findings were revealed as such because the effect of various components of transformational leadership on Organizational commitment was adaptive to different industries, regions, and cultural backgrounds, but at the same time, the effect would vary from industry to industry, region to region, and culture. This discovery pointed out the direction for improving the administration methods and abilities of administrators of private universities in Zhuhai, Guangdong Province. This research finding was in accordance with the theories or research of Authors Li, L., Wang, J. P., & Li, X. Y. (2018) and Tremblay, M. A. (2010). Different from the above views, this research found that personalized consideration had no significant effective on Organizational commitment. The reason for this might be that the individual care of administrators was mainly achieved by meeting the actual needs of individual instructors, caring for their lives, and encouraging them to invest more in education and teaching work.

(3) The effect of various components of transformational leadership had a significant on various components of instructors' organizational. The major findings were revealed as such because administrators, relying on their own charm and image of role models, described the development vision of private colleges and universities to teachers, won instructors' trust and recognition, worship and imitate, and played an all-round role in all aspects, which could affect instructors' Organizational commitment level in all aspects. This discovery could inspire administrators of private universities to prioritize idealized influence as a key factor in enhancing their transformational leadership abilities, focusing on cultivating their own idealized influence and fully leveraging it. This research finding was consistent with the research of Authors Ren, M. Q. (2022), Jin, F., et al. (2020), and Chen, H., & Qian, L. (2014).

8. Recommendation for policy formulation

8.1 Recommendation for Policies Formulation

Recommendation for policies formulation contained: improve the training system for managers and cultivate excellent spokespersons, implement a scientific career management system to meet the ideal pursuit of instructors, instructor training system, instructor training combined with career design, improving the salary incentive system, improve the human resources management system.

8.2 Recommendation for Practical Application

Recommendation for practical application contained: it should pay attention to a "people-oriented" administration approach, it should focus on creating personal charm and fully leverage the role of idealized influence, more consideration should be given to instructors, improve vision communication skills, increase effective interaction with instructors, attach importance to incentive systems and instructors relationship administration, strengthen the construction of educational facilities and environment for private universities.

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